

Anchorage School District

Council of Great City Schools: Principal Survey

Report Date: 2-16-11

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Council of Great City Schools:
Principal Survey of the Anchorage School District

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As a step in the Council of Great City Schools mathematics review process the Anchorage School District administered a survey to principals between February 1 and February 11, 2011. The survey was designed and approved by the Council of Great City Schools with input from the Anchorage School District's Math and Assessment and Evaluation Departments.

GENERAL INFORMATION

Table 1: Number of Respondents

Population Type	Total Principals	Number of Respondents	Response Rate	Margin of Error*
Anchorage School District K-8 Principals	79	60	75.95%	±7%

*95% confidence interval; a margin of error between ±0% & ±5% is strong

Table 2: Grades Served in the Principal's Schools

	N	Column %
Overall	60	100.00%
Elementary School	35	58.33%
Middle School	8	13.33%
Pre-K/K to 8	5	8.33%
No Designation	12	20.00%

TEXTBOOK

Table 3: What math textbook(s) do your teachers use for math instruction?

[Total possible respondents]	Everyday Math		Saxon		Investigations		Number World		Mathscape		Other*	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [59]	39	66.10%	11	18.64%	1	1.69%	9	15.25%	9	15.25%	11	18.64%
Elementary School [34]	28	82.35%	7	20.59%	1	2.94%	7	20.59%	0	0.00%	4	11.76%
Middle School [8]	0	0.00%	0	0.00%	0	0.00%	0	0.00%	7	87.50%	4	50.00%
Pre-K/K to 8 [5]	3	60.00%	1	20.00%	0	0.00%	2	40.00%	1	20.00%	2	40.00%
No Designation [12]	8	66.67%	3	25.00%	0	0.00%	0	0.00%	1	8.33%	1	8.33%

*Other open-responses include: (Open responses are unedited to keep authenticity)

- AGS
- Geometry, Algebra1, Algebra 2, Pre-Algebra
- Math Expressions
- Math learning Center - Bridges, Visual Math
- McDougal Littell-Geometry, Algebra McDougal Littell, Pre-Alg-McDougal Littell, Special Ed-Trans math; Math Support supplement by America's Choice
- Montessori Math Curriculum
- No specific textbook is used
- Pre-Algebra, Algebra, Geometry
- Singapore, Calvert
- Touch math
- Waldorf, Bridges, and Visual Mathematics

Table 4a: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.

Everyday Math

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	3	8.11%	15	40.54%	14	37.84%	5	13.51%
Elementary School	3	10.71%	12	42.86%	11	39.29%	2	7.14%
Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K/K to 8	0	0.00%	0	0.00%	1	33.33%	2	66.67%
No Designation	0	0.00%	3	50.00%	2	33.33%	1	16.67%

Table 4b: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.

Saxon

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	3	27.27%	1	9.09%	4	36.36%	3	27.27%
Elementary School	2	28.57%	1	14.29%	3	42.86%	1	14.29%
Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K/K to 8	0	0.00%	0	0.00%	0	0.00%	1	100.00%
No Designation	1	33.33%	0	0.00%	1	33.33%	1	33.33%

Table 4c: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.

Investigations

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Elementary School	0	0.00%	0	0.00%	0	0.00%	1	100.00%
Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K/K to 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No Designation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 4d: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.
Number World

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	11.11%	4	44.44%	3	33.33%	1	11.11%
Elementary School	1	14.29%	4	57.14%	2	28.57%	0	0.00%
Middle School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Pre-K/K to 8	0	0.00%	0	0.00%	1	50.00%	1	50.00%
No Designation	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Table 4e: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.
Mathscape

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	4	44.44%	4	44.44%	1	11.11%
Elementary School	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Middle School	0	0.00%	4	57.14%	3	42.86%	0	0.00%
Pre-K/K to 8	0	0.00%	0	0.00%	0	0.00%	1	100.00%
No Designation	0	0.00%	0	0.00%	1	100.00%	0	0.00%

Table 4f: The math textbook together with supplementary math materials makes it easy to address all student groups in my school.
Other Text

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	3	30.00%	3	30.00%	4	40.00%
Elementary School	0	0.00%	2	50.00%	0	0.00%	2	50.00%
Middle School	0	0.00%	1	33.33%	2	66.67%	0	0.00%
Pre-K/K to 8	0	0.00%	0	0.00%	1	50.00%	1	50.00%
No Designation	0	0.00%	0	0.00%	0	0.00%	1	100.00%

Table 5a: If you responded either "strongly disagree" or "disagree" to the previous question, which student groups need additional types of support?

[Total possible respondents]	504		EDS		SPED		ELL	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [22]	13	59.09%	4	18.18%	19	86.36%	20	90.91%
Elementary School [15]	9	60.00%	3	20.00%	14	93.33%	13	86.67%
Middle School [4]	2	50.00%	1	25.00%	3	75.00%	4	100.00%
Pre-K/K to 8 [0]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No Designation [3]	2	66.67%	0	0.00%	2	66.67%	3	100.00%

Table 5b: If you responded either "strongly disagree" or "disagree" to the previous question, which student groups need additional types of support?

[Total possible respondents]	ELL Monitor 1		ELL Monitor 2		Migrant		African American	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [22]	2	9.09%	2	9.09%	5	22.73%	7	31.82%
Elementary School [15]	1	6.67%	1	6.67%	3	20.00%	6	40.00%
Middle School [4]	1	25.00%	1	25.00%	1	25.00%	0	0.00%
Pre-K/K to 8 [0]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No Designation [3]	0	0.00%	0	0.00%	1	33.33%	1	33.33%

Table 5c: If you responded either “strongly disagree” or “disagree” to the previous question, which student groups need additional types of support?

[Total possible respondents]	Alaska Native/American Indian		Asian		Hispanic		Native Hawaiian/Other Pacific Islander	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [22]	9	40.91%	3	13.64%	6	27.27%	7	31.82%
Elementary School [15]	8	53.33%	3	20.00%	6	40.00%	6	40.00%
Middle School [4]	0	0.00%	0	0.00%	0	0.00%	0	0.00%
Pre-K/K to 8 [0]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No Designation [3]	1	33.33%	0	0.00%	0	0.00%	1	33.33%

Table 5d: If you responded either “strongly disagree” or “disagree” to the previous question, which student groups need additional types of support?

[Total possible respondents]	White		2 or more races		Male		Female	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [22]	3	13.64%	8	36.36%	6	27.27%	5	22.73%
Elementary School [15]	2	13.33%	5	33.33%	4	26.67%	3	20.00%
Middle School [4]	1	25.00%	1	25.00%	1	25.00%	1	25.00%
Pre-K/K to 8 [0]	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
No Designation [3]	0	0.00%	2	66.67%	1	33.33%	1	33.33%

OPEN RESPONSES REGARDING TEXTBOOKS
(Open responses are unedited to keep authenticity)

Open Responses:

What are the strengths of the math textbook(s) used in your school?

Elementary:

- A spiral curriculum where students are exposed to a large variety of concepts. The methods used for teaching the concepts allow students to understand numbers and relationships.
- Allows for non-traditional ways to teach/explore math.
- Development of concepts. Spiraling curriculum. Improved test scores.
- EDM is used by my neighborhood problem, it helps students develop a good number sense and problem solving skills
- EDM is used for our all of our students with the exception of students with special needs who use Saxon. Number World is a part of our intervention program, along with SuccessMaker (computer based).
- encourages higher level thinking skills and language use. great use of manipulative materials
- Excellent for whole group, direct explicit instruction which is a focus of our program. Tight, spiraling program with plenty of practice opportunities. It is mastery-based. Ease of use for experienced teachers, new teachers, and substitutes. We have had tremendous success with our a highly transient, largely at-risk population (about 78% proficiency on SBAs).
- hands on activities
- Higher level thinking skills and exposure to math concepts that they will master at a later date.
- Higher order thinking skill development; spiraling skill development.
- In depth activities that build understanding. Concrete explorations that students can use to develop strategies for understanding mathematical ideas.
- It affords students review for new problems and points out specific places in the text to review.
- It exposes children to lots of different times when math may be needed in life.
- It is concept based textbook, that has spiralled curriculum
- It is written and designed to allow math blocking- so leveled instruction happens at all grade levels. It has a clear format, with easy to understand teacher and parent language. It does not have abstract, "fun little games" but instead focuses on the nuts and bolts of mathematical concepts that become the building blocks of learning. It does require students to become competent in the memorization of basic math facts- and does not depends on creative ways to solve simple problems (such as multiplication). It encourages students to be able to take simple math fact tests that are timed on a regular basis and do it without stressing (as it is done weekly)> It has daily math homework reinforcement of concepts taught during the school day - even in primary grades. Side A is the new lesson- side B is homework for reinforcement. It allows for flexible grouping during the school year- and students may be assessed to ensure they are at the appropriate instruction level (this has allowed out elementary students to go up to geometry in some cases). Affordable.
- It provides students with different ways of approaching math problems rather than only having one way. Students are taught the different strategies so they find the one that makes sense to them.
- Manipulative kits, online resources, district supported teacher training.
- Math is sequetially presented, with repetition for specialized skill development and mastery of math skills.
- Math reasoning
- Number World is the replacement text that special education teachers use.
- Overall, the teachers do not like EDM and teach concepts by focusing on the GLE's and supplementing with other resources.
- Problem solving and math understanding
- Real Life problem solving; multiple approaches to skills so that students can find one that makes sense; the parent resources, including on-line.
- Requires higher level thinking, kids writing about their approaches to problems, a variety of algorithms taught such as partial products/sums which builds awareness of place value, manipulatives, spiraling approach

- Shows students several different ways to solve a problem. The online piece is very popular with students: EDM Math Games
- Strong conceptual component
- The materials and curriculum is developed pre-school through 12th grade and follows a logical continuum.
- The online games.
- The pacing guides, the alignment to standards
- The textbook is not the strength of the program. The program is the strength. It's challenging and I love the fact that the skills are no longer taught in isolation, but rather spiraled throughout the entire year, and from year to year, being introduced one year, and focused on another year before mastery is expected
- This math program introduces concepts before students really have a sense of numbers. It has a scope and sequence that is used by classroom teachers.
- Topics are covered in a real-world way. Scaffolding allows all students to have multiple exposures to the subject matter.

Middle:

- Clarity of text; Supplemental materials
- Good manipulatives and hands-on materials.
- I have so many levels of math at my school. I will only be making my responses for the Mathscape textbook.
- It allows for addressing multiple intelligences, uses manipulatives, as well as encouragement for utilizing several problem-solving techniques.
- Math text are used as resource based on need
- sequential and skill building literacy component
- They meet the continuum of student abilities and needs.
- Use of manipulatives to help with the concepts.

Pre-K/K to 8:

- EDM is more than rote memorization. Requires thinking. Children are taught that there can be multiple approaches to problem solving.
- Problem solving Real life application math problems are above grade level
- Strong focus on having students actually apply the math they are taught in problem solving activities. Activities in the books lead to deeper understanding of math concepts and their links to other strands of math that are taught. Strong focus on the acquisition and use of appropriate math vocabulary. Strong focus on teaching and building upon the place value system that underlies our system of mathematics. Use of games (at school and online) to engage students in practicing skills and rote memorization. Use of manipulatives to teach concepts and skills. Strong website support for teachers, parents and students. This program is enabling students to learn and master math at a much higher level than any program I have used in the past 23 years.
- The task analysis of the algorithms are more thorough for our students.
- We have very few books, but the materials are outstanding and support our curriculum well.

No Designation

- Sequential 2. Drill and Practice
- It is sequential, parent friendly and fairly easy for students to follow.
- Our Title I students struggle with vocabulary, critical thinking, and computational literacy. Their limited background knowledge hinders them in making connections.
- problem solving emphasis
- Students are exposed to higher-level thinking skills and challenged with this math curriculum
- this is our first year so we aren't sure yet
- Traditional program, direct instruction, easy parent support, solid research based curriculum

MATH IN YOUR SCHOOL

Table 6: How would you describe math achievement levels at your school?

	Very low		Low		Average		Above average		Excellent	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	1.89%	4	7.55%	20	37.74%	19	35.85%	9	16.98%
Elementary School	0	0.00%	4	11.43%	12	34.29%	13	37.14%	6	17.14%
Middle School	0	0.00%	0	0.00%	4	50.00%	4	50.00%	0	0.00%
Pre-K/K to 8	0	0.00%	0	0.00%	2	40.00%	1	20.00%	2	40.00%
No Designation	1	20.00%	0	0.00%	2	40.00%	1	20.00%	1	20.00%

Table 7: Which of the following best describes the progress your school is making in math achievement?

	Declining		Stable		Improving		Other*	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	3	5.66%	22	41.51%	25	47.17%	3	5.66%
Elementary School	1	2.86%	13	37.14%	19	54.29%	2	5.71%
Middle School	1	12.50%	4	50.00%	3	37.50%	0	0.00%
Pre-K/K to 8	0	0.00%	2	40.00%	3	60.00%	0	0.00%
No Designation	1	20.00%	3	60.00%	0	0.00%	1	20.00%

*Other open-responses include: (Open responses are unedited to keep authenticity)

- We are well above Adequate Yearly Progress criteria every year.
- new school so limited data
- It fluctuates, but is about the same.

Table 8: How frequently do you do each of the following dealing with math instruction? Participate in grade-level meetings

	Once or more per week		Once or twice a month		A few times a year		Once a year		Not applicable	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	4	7.55%	27	50.94%	19	35.85%	0	0.00%	3	5.66%
Elementary School	3	8.57%	15	42.86%	16	45.71%	0	0.00%	1	2.86%
Middle School	0	0.00%	6	75.00%	2	25.00%	0	0.00%	0	0.00%
Pre-K/K to 8	1	20.00%	3	60.00%	0	0.00%	0	0.00%	1	20.00%
No Designation	0	0.00%	3	60.00%	1	20.00%	0	0.00%	1	20.00%

Table 9: How frequently do you do each of the following dealing with math instruction? Conduct walkthroughs

	Once or more per week		Once or twice a month		A few times a year		Once a year		Not applicable	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	22	41.51%	21	39.62%	6	11.32%	0	0.00%	4	7.55%
Elementary School	11	31.43%	18	51.43%	4	11.43%	0	0.00%	2	5.71%
Middle School	7	87.50%	0	0.00%	1	12.50%	0	0.00%	0	0.00%
Pre-K/K to 8	2	40.00%	1	20.00%	1	20.00%	0	0.00%	1	20.00%
No Designation	2	40.00%	2	40.00%	0	0.00%	0	0.00%	1	20.00%

Table 10: How frequently do you do each of the following dealing with math instruction? Teach a demonstration class

	Once or more per week		Once or twice a month		A few times a year		Once a year		Not applicable	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	1.92%	1	1.92%	8	15.38%	9	17.31%	33	63.46%
Elementary School	0	0.00%	1	2.86%	7	20.00%	8	22.86%	19	54.29%
Middle School	0	0.00%	0	0.00%	0	0.00%	0	0.00%	8	100.00%
Pre-K/K to 8	1	25.00%	0	0.00%	1	25.00%	0	0.00%	2	50.00%
No Designation	0	0.00%	0	0.00%	0	0.00%	1	20.00%	4	80.00%

OPEN RESPONSES REGARDING MATH IN YOUR SCHOOL
(Open responses are unedited to keep authenticity)

Open Responses:

What are your goals for math instruction this year at your school?

Elementary:

- -complete curriculum in all grade levels -accurately assess progress toward GLEs -develop successful interventions for students experiencing difficulty.
- Back to basics teaching
- Compared to results from last year's Alaska Standards Based Assessments, in Math performance, our school will reduce the percentage of non-proficient students by at least 10% in all student categories.
- Continue to decrease the number of students below and far below proficient on the SBAs
- Decrease the number of non-proficient students in math in the SWD sub-group.
- Decrease the number of students that are below grade level.
- Dedicate 60-75 minutes to math instruction every day. Use mid-year math assessment to address need for additional instruction on GLE's.
- Focus on strategies for ELL students. Build a tier 2 program.
- focus on weakest strands based on student test data target students for in-class and after school tutoring try to improve state assessment scores for 3-5 graders school wide
- Focusing on sound basic mathematical concepts.
- GOAL 1: Increase the number of students proficient in math by 1%, from 91.7% to 92.7%, as reported on the 2010/2011 SBA assessments in grades 3-6.
- improve 10%
- Improve SBA scores by 5%
- Improvement in understanding of basic math facts, thus improving math skills at all grade levels.
- Improving math achievement scores. Emphasis on math facts.
- Increased focus on creating math interventions
- Last year we exceed AYP goals for Math as a Title I school, as a team we agreed to continue our pursuit of excellence in core subject areas. Our goal was to increase our achievement level by an additional 4% of our students becoming proficient, which would place our levels at approximately 85% proficient.
- Meet the math AMO for AYP.
- Our goal is to help all students progress in their math ability and understanding.
- Reduce the amount of non-proficient students by by 5% for SPED students and 3% for all students.
- Remaining stable and making growth
- Teachers address the needs of all learners. Improvement in overall achievement.
- The percentage of students, grades 3-6 who score proficient on the math portion of the SBA will increase by 5% in the overall student category (going from 45.1% in Spring 2010 to 50.1% in Spring 2011.) Furthermore, in all subcategories the gains will be at least a 5% increase over last year's scores.
- This year, because of the data we've collected for several years, we are focusing on the strand of Functions and Relationships.
- To continue to close the gap for students that have difficulty.
- To continue to teach children at their personal levels to encourage academic growth.
- To decrease the non-proficient students in math by 10%.
- To encourage all students to take the next steps in their progress
- To ensure our ELL students have the academic language to be successful in math. Ensure our GLEs are being taught and mastered
- To support the teachers with identifying the areas of instruction that they need support. Also to review math resources that can support below grade level students.

- Tracking student progress using routine formative and mid-year benchmark assessments. Effective implementation of core curriculum, including providing small group intervention for students not making steady progress.
- We are focused on the geometry strand
- We are looking at matching ASD assessments to our curriculum and providing targeted interventions where needed.
- We would like to increase the number of students proficient in mathematics by about 4 per cent.

Middle:

- Each NCLB (No Child Left Behind) subgroup will show at least a 10% decrease in the percentage of students not proficient in Math. Specifically, in response to the 2009-2010 SBA results, Hanshew Middle School will focus on the AYP (Annual Yearly Progress) subgroups of students not proficient in Math.
- 10% improvement in proficiency. Support students who are not proficient. Use data to identify gaps. Department focus on standards (e.g., enumeration).
- Each NCLB subgroup will show at least a 10% decrease in the percentage of students not proficient in math. Specifically, in response to the 2009-10 SBA results, Romig will focus on the AYP subgroup of Limited English Proficiency.
- implementing higher level math courses, developing more project based learning opportunities
- In math performance, 100% of GVMS students will take a Skills Alaska grade level math pretest in the fall; these same students will take a grade level math posttest in the spring. Students' scores will improve by at least 5% as determined by those two testing tools.
- Increase special education math scores. Focus on functions of numbers.
- Reduce the level of non-proficient students by 10 percent. Identify and support students near proficiency who are not in any support classes by providing a math mentor. Align instruction to GLEs.
- Reduce the numbers of non-proficient math students by 10% on our state-wide SBA's.

Pre-K/K to 8:

- Increase the mean overall score of our students in math on the Alaska Standards Based Assessment by using manipulative to build understanding, focus on vocabulary, consistent use of EDM math games, and focusing on the strands of Estimation/Computation and Functions/Relationships.
- No formal school goal in math.
- Our goal is to have our students understand the concepts being presented on a deep and meaningful level. Of course we would like to see our test scores rise, but that is only one measurement of achievement.
- Provide support for struggling students through After school tutoring Direct teaching basic concepts & Kid Biz 3000 is a supplement
- Students will demonstrate mastery at their instructional level.

No Designation

- Implement Saxon with fidelity 2. Intense staff development for staff 3. Incorporate math into 21st Century after-school
- Completing all lessons in the text, fidelity in implementation
- Fill the gaps, based on student data.
- Increase NCLB scores by 3 percent.
- We did not have a specific math goal this year. Our school has focused on reading and writing.

How do you address gaps in student achievement in math at your school?

Elementary:

- -small group remediation -after school tutoring
- DATA/STRAND ANALYSIS UTILIZE ASD EVERYDAY MATH PROGRAM AND SUPPLEMENTAL MATERIALS • PARENT-TEACHER PLANNING MEETINGS • IDENTIFY STUDENTS NEEDING ADDITIONAL SUPPORT • DEVELOP PLANS FOR CLASSROOM/HOME SUPPORT • COLLABORATIVE GRADE LEVEL PLANNING • STAFF TRAINING ON MATH WEBSITES • COMMUNITY INVOLVEMENT • FAMILY MATH/LITERACY NIGHT
- 1. Structure the school day to support literacy blocks, targeting struggling students supported by Title I, ELLP, Title VII/Indian Education, and Special Education. 2. Research-based Houghton Mifflin and Everyday Math curriculum are used for all grades, supplemented with Waterford, SuccessMaker and LOI grant tutoring intervention programs. 3.

Professional development through study groups, grade-level collaboration, district trainings, and professional conferences 4. Differentiation of instruction 5. School wide behavior plan based on Geoff Colvin's model and RCCP/SEL 6. Student Support Team meetings and the schoolwide reform strategies the school has chosen will use effective methods and instructional strategies that are based on scientifically based research that strengthen the core academic program in the school, increase the amount and quality of learning time, provide an enriched and accelerated curriculum and meet the educational needs of historically underserved populations. 1. Title I staff uses Houghton Mifflin and Everyday Math curriculum along with other intervention materials. 2. Title I Reading Coach is available weekly to guide and support continuity of the Houghton Mifflin program. 3. ASD Ignite Program 4. 21st Century Community Learning Center Program 5. ELLP 6. Title VII/Indian Education

- Teachers follow the EDM pacing guide allowing for opportunities to pre-teach and re-teach skill that are weak and need extra practice. 2. Professional development activities are provided to support teachers.. 3. GLE's are identified on lesson plans and shared with students so they take responsibility for learning the objective: All standards need to be addressed in the math curriculum.
- Additional instruction time, after school tutoring, math intervention (Do the Math, SuccessMaker, PALS Math)
- All math programs for struggling students are individualized.
- Analyzing data by strand and student to identify where additional support is needed. Classroom teachers are responsible for providing interventions through differentiation.
- Continually assessing, instructing, reassessing. We believe strongly in our curriculum, our teachers, and our students ability to learn -- so we maintain high expectations for every learner. There is some within the school day tutoring available for low performing students. Getting parents involved (such as at our recent math family night).
- Currently, we have been using supplemental materials that are teacher created.
- Following the RTI model.
- I was able to include students in math intervention groups for some of the school year. Tutoring is being offered as well.
- Individual groups, differentiated instruction, after school tutoring.
- Intervention groups Grouping by abilities on strands at 6th grade
- Math intervention (RTI).
- Peer tutoring, parent tutoring, one-on-one and small group instruction by the teacher.
- small groups, peer tutoring, EDM on-line games
- Some teachers are able to pull small groups for direct skill instruction.
- Students are benchmark assessed using CBM's, and then progress monitored (this is new in Math for us this year). Students receive before and after school tutoring using SuccessMaker if they are struggling in Math.
- Teachers are using their assessments to provide interventions and small group instruction to address the needs of their students. Additionally, teachers are providing opportunities for students to get extra help after school if they are having difficulty with a concept.
- Though there are gaps, all sub-groups meet AYP. We do small group instruction for those students who are not proficient.
- Try to differentiate, accommodate, target teaching and learning strategies, and tutoring
- tutor children in need
- Tutoring and remediation
- Tutoring and small groups
- Tutoring; use of practice problems associated with the GLE; encourage home use of EDM on-lin.
- Tutoring.
- Use of mid and end of year math test data and other test data to determine focus strands for more intensive math support
- We analyze math data and develop individualized interventions for children who need extra help.
- We assess the students using the EDM assessments or skills tutor. We then address their skills with EDM curriculum and or supplemental materials from Sp.Ed. like Number Worlds, Etc.
- We have adopted the ASD pre-algebra and algebra math books to help students bridge their understanding of higher level math when entering middle school.
- We have identified intervention groups and after school tutoring

- We monitor progress via assessments--beginning, middle and end of the year. We look at those assessments to see which standards need to be focused on either for the whole class or individual students.
- We offer math tutoring for students slightly below or new students to the curriculum. We offer an enhanced math class whose curriculum is pre-Algebra. RTI
- We support students with additional instructional time. In addition we look for weaknesses and utilize the curricular materials first and then move on to other curriculums

Middle:

- A competency-based, student centered model allows us to meet individual needs. Students use Accelerated Math as an additional support
- Identify and support students near proficiency who are not in any support classes by providing a math mentor. Align instruction to GLEs.
- Math retreats, math support classes
- Math Support ; remedial math; tutoring; higher level math
- Math support classes, extra help/tutoring during lunch and after school.
- Math support classes, Homework club, individual tutoring, lunch-time assistance.
- Students who are below proficient attend math support courses. We also provide a multiplication boot camp for those that need it after school and during lunch.
- Use district ARS system to identify non-proficient students. Place students in math intervention classes. Teams target students to support.

Pre-K/K to 8:

- At the elementary level, teachers differentiate their instruction within each lesson. We also offer tutoring for students who are struggling but certified for special education. Our high level special education students receive math instruction as a pullout program. At the junior high level, our students are ability grouped for math.
- Extra tutoring
- Math Practice periods are included every day at our school. During this time we have additional staff available to work with students.
- Teachers work in small groups with struggling students
- The AGS math helps address gaps in math.

No Designation

- Individual assessments and plans for each child and family. In some cases we will use a diagnostic program such as KeyMath.
- staff development, after-school math support, instructional tech programs
- targeted interventions
- Teachers have an intervention time, where specific skill deficits can be addressed. We also provide after-school math tutoring, and some teachers tutor during recess.
- Tutoring, intervention groups.

What would improve the math program in your school?

Elementary:

- -a progress monitoring tool for GLEs -remediation materials
- A concrete sequential program. A program easily implemented with minimal professional development needed to effectively utilize the program. A program that does not require multiple supplemental resources to meet the needs. A program that effectively meets the needs of all students, including gifted, disabilities or ELL.
- A math program that is less language loaded, a program that requires mastery that parents can understand, the pacing guide is so tight it is difficult to address student needs while keeping up.
- A program that taught basic core concepts to mastery A program that was more user friendly for parents A program that only spiraled within the grade level
- A standards based curriculum along with tools online for parents to access to educate themselves when helping their child with homework. A better way to progress monitor students in math.
- Additional funds for tutoring. An appropriate Tier II intervention curriculum.

- Additional programs for interventions with struggling kids
- An alternative program readily available, so that students who are not successful in one program can work from another program and find success there. A different option would be to make a strong intervention program that aligns with the EDM curriculum.
- Better curriculum
- Both of our programs do not have strong fluency components. We supplement the programs in order to build competency.
- Continue to heavily supplement the curriculum.
- Enough additional funding to hire a full-time, certificated math coach and interventionist.
- Have more support from home in order to reinforce the value of math skills.
- I believe more time in the day, a different curriculum, and mostly continued and differentiated staff development for teachers. It needs to be more of it and on going.
- I think that the staff would like to focus more on the coverage of math fundamentals. Concepts taught within the context of problem solving does not seem to meet the needs of our students.
- It would be great to have opportunities for students to work more at their level rather than following the grade level curriculum in a lock-step fashion. We presently have pacing charts which require teachers to continue going through the curriculum regardless of their level of understanding. It would be good to have additional math support for students who need assistance/
- It would be nice to have better assessment tools, more staff development on interventions skills for staff, interventions aligned with the curriculum that has some technology interfacing and a good progress monitoring tool that is aligned with the curriculum. More technology
- Making sure everyone teaches it with fidelity, so that all students spiral through it as they are supposed to .
- More \$ for support staff.
- More blocked/ dedicated Math time on the schedule. Improved computation focus in the core curriculum. Improved instruction for language deficit students.
- More opportunity to master basic skills.
- More Saxon professional development trainings with the whole school -- all teacher, teacher assistants, and tutors. We would also benefit from RTI Tier 2 intervention training that Saxon has made available.
- more time for teachers to have grade level meetings w/principal and math support teacher to not only identify, but develop lesson plans and strategic groups Funding for before and after school tutoring More teacher training in using test data, assessment development and differentiated math instruction groups
- More time on subject, more math experts, and math pullouts with certified teachers (similar to music, art, physical education pullouts)!
- NA- It is pretty awesome. Our students, teachers and parents love it--and it works!! Teachers that have taught other programs in our district (Everyday Math) rave about Saxon's clarity.
- Possibly more resources for interventions.
- return to teacher consultants assigned to schools
- Server based programs focusing on foundation math skills.
- Strengthening teacher proficiency at differentiation following effective data analysis. Continued growth in teacher use of formative assessments to guide their instruction. Including students in goal setting related to specific math areas of strength and weakness/growth areas.
- Stronger curriculum and assessment and better coordination of both at the district level.
- The Everyday Math program isn't effective for most of our students. It doesn't allow enough time for practice of the skills. The games need to be improved and ready to use, instead of teacher created.
- Training.
- We need research based supplemental materials for our struggling learners.

Middle:

- A different type of textbook that is more parent and teacher friendly.
- Having a text that allows students to be successful in math without the stress of also knowing the reading. Students that may have difficulty in reading but use Mathscape tend to do more poorly due to all of the reading involved. ELL students that may be good in math should be able to succeed in math without having to struggle through the reading.

- math support offered on team direct support for math functions more math nights/retreats
- more emphasis on practical application
- More opportunity for math teachers to collaborate, discuss pacing, learn to use all the resources, and share model lessons.
- smaller class size; students need to be here so attendance.
- We need more coordination between intermediate grades at the elementary level and middle school curriculum.

Pre-K/K to 8:

- Additional time to work with students
- More computerized math programs for lower level achievers.
- More training for teachers in both use of the program and in the mathematics that they teach, especially at the grades 4 - 6 level.
- Teacher fidelity to teaching EDM
- We are consistently improving as this time.

No Designation

- access to research based computer intervention programs, access to a math coach
- don't know
- I believe the curriculum itself needs to be looked at.
- I would conduct more formative assessments.
- Perhaps providing a remedial math block for 5/6 together with their grade-level instruction.

ELEMENTARY ONLY, what do you hear about your school's preparation of students for middle school math?

Elementary:

- average
- Basic knowledge of math facts!
- Elementary teachers report that middle school teachers say students lack basic fact knowledge and independence in math.
- Generally the kids are ready, but I hear that the students all need a better foundation in computational skills.
- Good results
- Have not received any feedback.
- I get little feedback. I have heard nothing negative, so it must be okay.
- I have not heard any first hand information from our middle school principals.
- I hear from middle school teachers that our students are well prepared. I hear from parents concerns that they may not be prepared.
- It is average.
- It needs to be better. Fundamental concepts seem to be weak or missed by our students.
- Just that we have some of our students who qualify for the online pre-algebra class.
- Middle school teachers do not like the EDM methods and Strategies used in elementary schools.
- Middle Schools have reported displeasure with EDM in the past. They report that students are not prepared for algorithm practice.
- Most of the middle schools are concerned about the performance of our students, because the math program isn't effective in helping students to master the basic skills.
- no communication facilitated except at area principal meetings
- Nothing
- Our children generally do well in whatever middle school program they choose.
- Our students are generally well prepared.
- Our students are on track for middle school.
- Our students are over-prepared for middle school math. Many of our students place into pre-algebra. It is due primarily to our math curriculum.

- Our students find middle school math to be much easier than our 6th grade math. We hear this from our former students and our parents. Our sixth grade math is algebra laden.
- Students lack the basics, and more focus should put on that as well as problem solving.
- Students seem well-prepared for the middle school math program, but it is not a continuation of the Everyday Math Program. Also, students go into different math groups based upon their achievement at elementary school.
- that they are behind with basic computation
- They are not ready and don't have enough basic skills to complete higher order thinking and word problems. The vocabulary changes and it's confusing!
- They are very well prepared- and have a large number of students (92%) above grade level in mathematics.
- Very little. Middle school uses a different program and I've heard there is a distinct lack of continuity between the two.
- We are told that our students come well-prepared.
- We hear that our students are well-prepared. They have a solid handle on the fundamentals of math. Students are used to working with textbooks and usually handle the transition to MS easily.

Pre-K/K to 8:

- I hear it is effective.
- Our students do well in middle school.
- Since our students attend middle school at our school, I hear that the majority of our students are well prepared for the program they teach. The ones who have a hard time are the ones who have struggled in math for many years. Fortunately, we know who these students are and what they needs are, and can them in middle school math classes that will meet those needs.
- They don't "get" EDM, and they think it is a mismatch for their math curriculum.
- We tend to have two extremes. On one end we have the regular ed student who leaves our school and goes into the high school fully ready to enter a four year math track. On the other end we have many SpEd students who improve over time, however leave our school ready to enter lower level math.

MIDDLE SCHOOL ONLY, what do you hear about your school's preparation of students for high school math?

Middle:

- Most of the students are prepared.
- Ninth graders are having difficulty with Algebra.
- student move through math levels in a non-time bound system when they demonstrate proficiency at current level. Therefore they are prepared for "high school math"
- That they lack basic computation skills on the low-end and that the instruction and curriculum used in Algebra and Geometry does not always match between levels.
- the ones that are prepared have great math skills. 40% are not prepared and have huge holes in their math education.
- They are not ready for geometry.
- They are ready
- We have been hearing that we are not preparing students for Algebra 1 or Algebra 1A. I think we need a full Pre-Algebra program in 8th grade.

Pre-K/K to 8:

- I hear it is effective
- I hear that the majority of our students are well-prepared for their high school level classes.
- We tend to have two extremes. On one end we have the regular ed student who leaves our school and goes into the high school fully ready to enter a four year math track. On the other end we have many SpEd students who improve over time, however leave our school ready to enter lower level math.

Describe how you use your math instruction observations from classroom walkthroughs.

Elementary:

- -instructional coaching for classroom teachers

- As a staff we continue to have discussions on how to meet the needs of our student population. We analyze, assess, and supplement where needed and focus on progress students make over time.
- BY providing timely, informal feedback. Sometimes I write a note communicating to the teacher the strengths of what I saw. If there was something that looked weak or ineffective, I have that conversation with the teacher by way of questions. I also use the information in mental notes to self in order to plan for Grade Level Collaboration Meetings and also for future training opportunities.
- Conduct 5 min. walk through opportunities, will often share with the teacher.
- Data from these is used in the teacher evaluation process. During this I make suggestions about professional development opportunities and/or instructional techniques.
- Follow up at staff meetings or at grade level meetings.
- Formal observations are used in instructional improvement through the evaluation process. Informal observations focused on instruction, tools utilized, activity, and engagement may be shared with individuals and staff during grade level planning meetings, individual meetings, or in a school-wide report "learning" conducted monthly.
- I have conversations with the teachers, shining a light on strong instruction.
- I have noted the replacement curriculum used with our Sped students. I also look to see that the EDM pacing guide is followed within a few days.
- I look for how the teacher begins with the objective or purpose of the lesson and how the teacher engages the whole class and differentiates the instruction to meet all her students needs. Then I collect the information for staff development to address school wide week areas.
- I look for student engagement, curricular materials, and instructional decisions. I also look for math visuals posted in the room.
- I look for the key components of the program to be posted in the classrooms. I look for the lesson and goal to be listed on the white boards.
- I make sure that the program is being taught. I also talk to teachers about making sure that ALL students are actively engaged in the lessons.
- I meet with the grade level team and offer suggestions and gather feedback based on their reply. I also require that they do the lessons as formatted in Saxon-and check to make sure the primary math walls are displayed appropriately.
- I observe teachers using the math resources and manipulatives with students. I notice how the students respond to the task and asking questions about the assignment.
- I observe what methods teachers are using such as the interactive whiteboard, overhead projector, manipulatives, etc.
- I talk with teachers about pacing their lesson, work on finding ways to increase computational practice.
- I use a checklist provided by math support teacher of elements to look for during math walk throughs.
- I use our math specialist Ann Ibel to teach/demonstrate solid math instruction in class. I use my observations and walkthroughs to determine if a teacher needs more support to develop as a math instructor.
- It varies greatly. The comfort level of the teachers varies, the flow of the lessons and inclusion of the games varies also.
- My walkthroughs are not specific to math, but classroom instruction as a whole.
- Provide feedback on engagement strategies.
- Staff meeting discussions. Individual teacher conferences.
- Talk to teachers about meeting all students needs and looking to establish ways of helping instruction to improve student learning.
- The focus is not so much on math instruction, as classroom management so that instruction can take place.
- This is a growth area for me and one I am working on -- how to provide feedback in a nonthreatening manner which guides teachers to improve instruction. Currently I have only offered brief questions or comments following walkthroughs, sometimes not meeting with the teacher at all. Related to students - on occasion I have worked with a small group to clarify understanding or provide feedback during a walkthrough.
- To affirm teacher's good practice; as general discussion items at grade level 7/or staff meetings; for specific dialog with teachers who need to make instructional changes
- to provide feedback to teachers, make recommendations, and ideas for future staff meetings and trainings.
- used to determine modifications needed in our existing program
- We have discussions about the skills being taught, how they are differentiated for ELL students

- We meet in collaborative grade level meetings to discuss data, programs, and teaching strategies.
- Word walls - students attitude toward work completion.

Middle:

- Data gathered from observations is used in working with individual teachers, and in department PD planning. Also used to have conversation with students about teaching and learning
- Each of the three administrators observes three teachers and week and we give feedback directly to those teachers about their instruction.
- I keep data on what I see and share it with teachers by grade level, department, or individually.
- I meet with teams and discuss achievement goals.
- I will talk with my math teachers if I see something I like or think should be altered. I talk with them about how they are feeling regarding their students progress as well.
- Provide feedback to teacher.
- Work with teachers to improve their instruction, monitor student engagement, monitor pacing.

Pre-K/K to 8:

- I use the walkthroughs to provide feedback to my teachers in the evaluation process.
- Our teachers observe each other once a week and then use their time at staff meeting to collaborate.
- Share ideas at grade level meetings
- To conference with teachers about their math instruction. To help teachers ID students having problems and diagnose what the difficulties might be.
- To see if they are following the pacing chart for lessons, are following the curriculum, and have identified struggling students who need extra help.

No Designation

- All of our instruction is one on one or very small group. We do not have classroom walkthroughs as we do not use a classroom setting for math.
- Ensuring components of program are being used, ensuring the teacher is moving through lessons
- I notice the content being taught to compare with the pacing guide. I notice the students that are not attentive. I check for the posted math objective for the day.
- To guide our next collaboration meetings, or work with support teams.
- We talk together about what was observed

TEACHERS IN YOUR SCHOOL

Table 11: Teachers at my school are committed to improving student achievement in math.

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	1	1.89%	29	54.72%	23	43.40%
Elementary School	0	0.00%	1	2.86%	21	60.00%	13	37.14%
Middle School	0	0.00%	0	0.00%	4	50.00%	4	50.00%
Pre-K/K to 8	0	0.00%	0	0.00%	2	40.00%	3	60.00%
No Designation	0	0.00%	0	0.00%	2	40.00%	3	60.00%

Table 12: Teachers at my school know how to teach the state standards.

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	3	5.66%	37	69.81%	13	24.53%
Elementary School	0	0.00%	3	8.57%	23	65.71%	9	25.71%
Middle School	0	0.00%	0	0.00%	5	62.50%	3	37.50%
Pre-K/K to 8	0	0.00%	0	0.00%	4	80.00%	1	20.00%
No Designation	0	0.00%	0	0.00%	5	100.00%	0	0.00%

Table 13: Quality coaching in math to improve instruction is readily available to teachers.

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	6	11.54%	23	44.23%	17	32.69%	6	11.54%
Elementary School	3	8.82%	16	47.06%	12	35.29%	3	8.82%
Middle School	0	0.00%	1	12.50%	4	50.00%	3	37.50%
Pre-K/K to 8	2	40.00%	2	40.00%	1	20.00%	0	0.00%
No Designation	1	20.00%	4	80.00%	0	0.00%	0	0.00%

Table 14: How well do you feel that your teachers understand math?

	Not well		Somewhat well		Well		Very well	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	12	22.64%	32	60.38%	9	16.98%
Elementary School	0	0.00%	8	22.86%	23	65.71%	4	11.43%
Middle School	0	0.00%	0	0.00%	4	50.00%	4	50.00%
Pre-K/K to 8	0	0.00%	1	20.00%	3	60.00%	1	20.00%
No Designation	0	0.00%	3	60.00%	2	40.00%	0	0.00%

Table 15: How well do you feel that your teachers use the math standards?

	Not well		Somewhat well		Well		Very well	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	3.77%	13	24.53%	28	52.83%	10	18.87%
Elementary School	2	5.71%	7	20.00%	20	57.14%	6	17.14%
Middle School	0	0.00%	1	12.50%	4	50.00%	3	37.50%
Pre-K/K to 8	0	0.00%	2	40.00%	2	40.00%	1	20.00%
No Designation	0	0.00%	3	60.00%	2	40.00%	0	0.00%

Table 16: How well do you feel that your teachers use the math textbook?

	Not well		Somewhat well		Well		Very well	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	1.92%	14	26.92%	26	50.00%	11	21.15%
Elementary School	1	2.86%	7	20.00%	20	57.14%	7	20.00%
Middle School	0	0.00%	5	71.43%	1	14.29%	1	14.29%
Pre-K/K to 8	0	0.00%	0	0.00%	2	40.00%	3	60.00%
No Designation	0	0.00%	2	40.00%	3	60.00%	0	0.00%

PARENTS AT YOUR SCHOOL

OPEN RESPONSES REGARDING PARENTS AT YOUR SCHOOL

(Open responses are unedited to keep authenticity)

Open Responses:

What comments do you hear from parents about your school's math instruction?

Elementary:

- After the 1st and 2nd grade parent math night, I hear that they now understand it better.
- difficult understanding and helping their child(ren) with EDM homework
- EDM is not used at all military schools and is difficult to transition into and maintain math success.
- Few comments overall. Those I have heard have been critical along the lines of "the way they teach math here is different than I had in ---."
- Few concerns.
- Generally positive, though some do not understand the "new" techniques.
- homework is/can be difficult to understand.
- I have not received parent feedback about math.
- I hear concern that our students may not be learning math as they should. However, the data don't support that conclusion.
- It is confusing and moves on even if the student is not ready.
- it is not the way the learned. It is very hard to do. My students know way more then I knew at this age. I wish my child had more mastery of a skill before they move on to something else.
- Many parents express they do not like Everyday Math and the "spiral." My parents find it difficult to help students at home.
- Most are pleased, but welcome any means of improving student learning.
- Most parents report that they are satisfied with Math instruction at our school. (Based on an annual input survey.)
- Not much
- Parent are very happy with the math instruction.
- Parent dislike the Everyday Math Program! They do not understand the program well. They don't understand the algorithms taught in Everyday Math. They feel helpless in supporting their children in homework, etc.
- Parents are challenged to understand the Everyday Math program because the presentation of the concepts aren't the same as their experience with math in school.
- Parents are frustrated because of the terminology, different strategies, and lack of mastery or practice of isolated skills.
- Parents are often uncomfortable with the homework because they feel like they cannot help with it.
- Parents are pleased with the math manipulatives that are unique to Montessori.
- Parents are satisfied.
- Parents do not know how to help their child with homework. The approach is so different from the traditional approaches taught in middle school.
- Parents have difficulty working with students at home due to the language and strategies used in the program. The student reference books only help so much.
- Parents struggle to help their children with math because they do not understand the way math is being taught with the current math program.
- Positive comments about what is happening with math.
- Positive comments; supportive of tutoring efforts when offered; appreciate the on-line reference
- Some want math to be taught the way they leaned it. Some are very impressed at how advanced the math can be for the students who need it.
- The vocal parents let me know that they do not like Everyday Math
- They do not like all the language.

- They do not understand EDM and feel unable to help their students.
- They love it and are proud of how well their students are doing. Many tell us that this is the first time that their child has understood (and therefore enjoyed) math.
- They LOVE Saxon--and many came to our lottery school because of this program and the leveling/blocking. Most children have great improvement in test scores and understanding.
- Very little

Middle:

- I have not had a conversation from a concerned parent regarding math instruction in four years.
- Most are satisfied. The ones that are not satisfied are very unhappy with the math instruction.
- Rigorous and instruction is easily understood
- Teachers move too fast. Students do not have time to ask questions. Teachers should be more available at lunch and after school.
- That it is strong in Pre-algebra, Algebra, and Geometry, but that Math 7 and Math 8 have problems with curriculum.
- The math book is very difficult to follow. Parents don't feel they can help their students if they are having difficulties.
- They don't understand how to help their kids.

Pre-K/K to 8:

- Because we are on a military installation, most students are new to EDM and there is a period of transition, especially for intermediate students.
- I sometimes hear that the different algorithms students are taught for multiplication and division are confusing. I then show parents the parent resource site for EDM online and that provides support and a solution. At the middle school level, I sometimes have parents requesting their children be placed in a higher level math section than we have deemed appropriate. I have heard that parents say they like the EDM games online.
- Most parents like the text book.
- Our parents are usually happy until middle school when they want their children to enter Algebra even if they are not ready. We do not offer advanced math classes as our school is small and cannot support such classes.
- They like the improvement their children are making in math.

No Designation

- I want a curriculum with more drill and practice. The district's curriculum bounces around too much.
- none so far
- Parents that come to our school having used a different math curriculum at their previous school, do not like Everyday Math.
- That it is excellent
- They do not understand it.

What information do you provide parents about the math program?

Elementary:

- Classroom newsletters are sent home regarding upcoming learning.
- Family Math nights, newsletter articles, discussion at parent meetings
- Home links and access to the district math department.
- Home links and the curriculum are discussed during parent conferences.
- home links, parent unit overview letters, math assessment info at conferences 2x a year, math progress reports, graded work, and family math night 1x per year
- home resources that are part of the program, grade level math family nights, online resources attached to the program
- Homework help strategies. Upcoming unit previews. Web site support links.
- I provide the website that explains the math program. I am also familiar with the program and can explain the program to parents.
- I provide trainings on the EDM program, require teachers to send home the EDM Family Newsletter, and there is a booklet on it that I have available.

- It is intended to make students ready to handle the challenges of the future, bringing math into real life everyday situations. The program is designed to teach students how to apply math concepts, not just learn how to complete computations.
- Math nights, Home Links, conferences, etc.
- Newsletters and family nights with activities.
- Not a lot.
- On line resources and advertised through newsletters.
- Our teachers send home newsletters and informational sheets to support math instruction.
- Parent information is provided via each individual classroom teacher.
- Parent meetings, web connections, Parent links, Parent letters. Math nights.
- Parents receive information that is provided within the curriculum in the form of parent letters, as well as, newsletter articles, teacher communication, and face-to-face interactions.
- send information about Parent Universities relating to math when appropriate.
- Share student work at conferences, work on concepts at math nights.
- Students take reference books home. Parents receive a parent guide to Everyday Math.
- Teachers include information in newsletters. I have information in our parent handbook and include in one newsletter during the year.
- Teachers provide information about Everyday Math to parents more so than the office. In our newsletter, I have included math tips for building skills at home or resources to reference online. We have worked to ensure parents have the EDM online codes for use at home.
- Teachers send home parent resources; on-line access; loaned student reference books for those without on-line accesses
- Teachers send information home through a classroom newsletter or additional letter from the EDM curriculum.
- Updates in newsletters on program. We have a math family night, and assist parents in online EDM activities, during parent teacher conference days.
- We discuss the general Montessori curriculum and hands-on delivery referencing the math manipulatives at parent tours, and at conferences.
- We educate them about our school's performance results. We inform them about our school's math goals. We invite them to family math nights. We provide every one of our students and parents with access to the EDM on line games and reference books.
- We have 6 parent information nights each year and they are not well attended.
- We have an orientation meeting and regular portfolio shares and math and science night.
- We have had information nights, info about EDM in newsletters, and discussions about the strengths of the program.
- We provide information through parent/teacher meetings, our parent handbook, and our school website.
- We send home homework links, math boxes etc. and we do have a math night to demonstrate our math games
- We tell them that this program -- along with solid instruction from our teachers -- is providing a solid foundation for their child's future success in math.

Middle:

- All standards and rubrics as on-line for parents and students. Also student progress is available on-line 24/7
- Back to school and open house meetings. Team meetings with parents.
- Grading, syllabus, open house, family night
- Math nights to look over the curriculum, as well as open house along with availability always during team time.
- Newsletter articles, but these tend to be pretty shallow.
- Our teams talk with parents, we ask for input on goals; newsletter; meetings
- The program is a spiral curriculum which is probably different than they used when they were in school. It has a lot of benefits for students and a lot of in school help is available.
- We have had math nights here at the school to help parents understand how to help their students in math. These nights are not well attended.

Pre-K/K to 8:

- In our district parents and students have the option to take advanced math courses online. We provide this information to students and families.
- Teachers walk their parents through the text book at conferences.
- The math program is explained at conferences.
- We hold an annual math night for parents which introduces them to EDM math online and provides a forum for any concerns or questions. The who come on that night have math games available while their parents are meeting with the teachers. We share our annual math goals with parents in our newsletter. Teachers share what their individual classes are working on each week in their newsletters. We send home the EDM parent letter at the beginning of each new math unit.
- We refer them to EDM resources, both online and in print.

No Designation

- beginning of the year open house informational presentations, orientations before students attend the school
- Curriculum is chosen on an individual basis as is best for each student.
- Everyday math curriculum's concepts spirals, and concepts and all concepts are not meant to be mastered. Sometimes concepts are just introduced at a grade level.
- we are having a math night this month to introduce the curriculum and activities
- We offer workshops, information nights, etc.

How do your teachers communicate with parents about the progress their children are making in math?

Elementary:

- any available means of communication (i.e., online, face-to-face, telephone, etc.).
- classroom newsletter articles.
- Conferences twice a year and when needed.
- conferences, grade reports, phone calls, emails
- math assessment info at conferences 2x a year, math progress reports, graded work,
- mid quarter and quarterly progress reports include specific data in each math area.
- Not well. This is the area that our teacher need to do a better job. Teachers still are thinking in terms of grades rather than skills mastery and expected level or performance.
- Our parents have access to their children's progress via our new Parent/Student grading connection. They can access the progress grades on a weekly basis.
- Our teachers use their gradebook which is available online to parents through Zangle, emails, newsletters, parent-teacher conferences, progress reports, and phone calls.
- Parent connect on Zangle
- phone calls, newsletters, parent universities
- Progress monitoring graphs. Progress reports based on grades. Parent teacher conferences.
- Progress reports and the report card.
- progress reports, conferences, e mail, Home Links
- Progress reports, report cards, and parent teacher conferences
- quarterly report cards and bi-quarterly progress reports.
- Regularly, in person, on phone, via email, conferences, etc.
- Report cards
- Report cards, conferences.
- report cards, phone calls, newsletters.
- Students create math goals 2 times each year and are given to parents in their parent compacts
- Teachers are in constant communication with parents discussing progress in all curriculum areas.
- Teachers provide a math resource book, encourage parents to attend the informational nights and help when approached by parents at formal and informal conferences.
- Teachers spend time during Parent Teacher conferences, report cards, progress reports, homework and many other ways to communicate their concerns about math.

- Telephone calls, home notes, and conferencing
- This varies widely from teacher to teacher.
- Through discussion, and the parent newsletter.
- Through newsletters, parent conferences, and informal face-to-face meetings.
- Through parent-teacher planning meetings for below proficient students, parent-teacher conferences held twice a year, phone calls, progress reports, and report cards.
- Through progress reports, report cards, conferences, email and telephone conversations.
- We use curriculum-based assessments, examples of student work, newsletters explaining the math program to parents, report cards and standards based testing and norm referenced testing.
- Weekly progress reports Universal screening reports Progress monitoring Parent/teacher conferences E-mails Newsletters Phone calls
- Weekly progress reports, emails and math papers home daily.

Middle:

- District system called Zangle for daily communications. Bi-annual student-led conferences Progress reports. Many teachers provide weekly or bi-monthly progress reports,
- Electronically, through Zangle and e-mail, student-led conferences.
- email, our information system can be accessed at any time from parents, as well as phone calls and conferences. In addition, students present progress during student-led conferences.
- Gradebooks are electronically on line so parents have access to constant updates. In conferences and meetings, they focus on the standards they are working on.
- on-line recording and reporting system, emails, face-to-face
- Through Zangle. Through emails home. Through team meetings.
- Variety of ways including handouts, face to face conferences, meetings, on-line assignments
- Zangle, parent conferences, student led conferences, phone calls, e-mail

Pre-K/K to 8:

- In our district parents and students have the option to take advanced math courses online. We provide this information to students and families.
- Teachers walk their parents through the text book at conferences.
- The math program is explained at conferences.
- We hold an annual math night for parents which introduces them to EDM math online and provides a forum for any concerns or questions. The who come on that night have math games available while their parents are meeting with the teachers. We share our annual math goals with parents in our newsletter. Teachers share what their individual classes are working on each week in their newsletters. We send home the EDM parent letter at the beginning of each new math unit.
- We refer them to EDM resources, both online and in print.

No Designation

- newsletter, conferences, mid-term results, phone calls
- P/T conferences, visits, phone calls.
- Parent teacher conferences, mid term progress reports, weekly graded work
- Parents are able to track student's grades and work completion in Zangle. Teachers send parent information concerning math concepts to be covered before beginning a new unit.
- Parents are in the loop in all phases.

PROFESSIONAL DEVELOPMENT

Table 17a: What types of professional development do your teachers receive in math?

[Total possible respondents]	Cross District In-service		Integrating Smartboards and Promethean boards with the interactive teacher lesson guides		Model lessons		Multiage classroom training on the adopted curriculum	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [53]	26	49.06%	22	41.51%	20	37.74%	17	32.08%
Elementary School [35]	18	51.43%	11	31.43%	15	42.86%	11	31.43%
Middle School [8]	7	87.50%	7	87.50%	4	50.00%	3	37.50%
Pre-K/K to 8 [5]	1	20.00%	2	40.00%	1	20.00%	2	40.00%
No Designation [5]	0	0.00%	2	40.00%	0	0.00%	1	20.00%

Table 17b: What types of professional development do your teachers receive in math?

[Total possible respondents]	New-to-district and new-to-grade level training on the adopted curriculum		Quarterly cohort meetings on ways to support Mathscape and math support classes		Site specific trainings (grade level collaborative meetings, peer coaching, etc.)		Training on integrating technology (EDM games online, graphing calculators, geometry sketchpad, etc.)	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [53]	37	69.81%	9	16.98%	40	75.47%	21	39.62%
Elementary School [35]	28	80.00%	3	8.57%	28	80.00%	16	45.71%
Middle School [8]	6	75.00%	6	75.00%	7	87.50%	3	37.50%
Pre-K/K to 8 [5]	1	20.00%	0	0.00%	3	60.00%	1	20.00%
No Designation [5]	2	40.00%	0	0.00%	2	40.00%	1	20.00%

Table 17c: What types of professional development do your teachers receive in math?

[Total possible respondents]	Training on the Assessment Assistant		Using school/classroom data to identify strengths and weaknesses and linking instructional lessons/strategies to areas needing support		Other*	
	N	Overall %	N	Overall %	N	Overall %
Overall [53]	11	20.75%	34	64.15%	5	9.43%
Elementary School [35]	11	31.43%	26	74.29%	2	5.71%
Middle School [8]	0	0.00%	5	62.50%	0	0.00%
Pre-K/K to 8 [5]	0	0.00%	1	20.00%	1	20.00%
No Designation [5]	0	0.00%	2	40.00%	2	40.00%

*Other open-responses include: (Open responses are unedited to keep authenticity)

- Please note the above prof development experiences may be enjoyed by just some of our teachers through credit class, mentoring and other programs they are selectively involved in, rather than to the staff as a whole.
- Saxon trainer visits schools
- We've had many of these, but not recently.
- Training specific to curriculum
- use of resources of new curriculum

Table 18: How would you rate the quality of professional development your teachers have received in mathematics?

	Poor		Inadequate		Fair		Good		Excellent	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	4.00%	11	22.00%	18	36.00%	18	36.00%	1	2.00%
Elementary School	2	5.88%	7	20.59%	13	38.24%	11	32.35%	1	2.94%
Middle School	0	0.00%	1	12.50%	2	25.00%	5	62.50%	0	0.00%
Pre-K/K to 8	0	0.00%	1	25.00%	1	25.00%	2	50.00%	0	0.00%
No Designation	0	0.00%	2	50.00%	2	50.00%	0	0.00%	0	0.00%

Table 19: How would you rate the professional development you have received in mathematics?

	Poor		Inadequate		Fair		Good		Excellent	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	5	9.62%	16	30.77%	21	40.38%	7	13.46%	3	5.77%
Elementary School	4	11.43%	9	25.71%	15	42.86%	5	14.29%	2	5.71%
Middle School	0	0.00%	4	57.14%	2	28.57%	1	14.29%	0	0.00%
Pre-K/K to 8	0	0.00%	2	40.00%	2	40.00%	1	20.00%	0	0.00%
No Designation	1	20.00%	1	20.00%	2	40.00%	0	0.00%	1	20.00%

Table 20: How confident did you feel about your ability to help teachers improve math instruction and student achievement in math last year?

	Not very confident		Somewhat confident		Confident		Very confident		Not applicable	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	3.85%	18	34.62%	17	32.69%	11	21.15%	4	7.69%
Elementary School	2	5.71%	8	22.86%	14	40.00%	8	22.86%	3	8.57%
Middle School	0	0.00%	5	71.43%	2	28.57%	0	0.00%	0	0.00%
Pre-K/K to 8	0	0.00%	1	20.00%	1	20.00%	3	60.00%	0	0.00%
No Designation	0	0.00%	4	80.00%	0	0.00%	0	0.00%	1	20.00%

Table 21: How confident did you feel about your ability to help teachers improve math instruction and student achievement in math this year?

	Not very confident		Somewhat confident		Confident		Very confident		Not applicable	
	N	Row %	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	3.77%	21	39.62%	17	32.08%	11	20.75%	2	3.77%
Elementary School	2	5.71%	11	31.43%	13	37.14%	7	20.00%	2	5.71%
Middle School	0	0.00%	5	62.50%	2	25.00%	1	12.50%	0	0.00%
Pre-K/K to 8	0	0.00%	2	40.00%	1	20.00%	2	40.00%	0	0.00%
No Designation	0	0.00%	3	60.00%	1	20.00%	1	20.00%	0	0.00%

OPEN RESPONSES REGARDING PROFESIONAL DEVELOPMENT
(Open responses are unedited to keep authenticity)

Open Responses:

What professional development have you received as a principal in the last two years about math, math standards, math textbooks, math instruction, or being the instructional leader for the math program in your school?

Elementary:

- Ann Ibele is great! She is doing a wonderful job of meeting our needs at Creekside.
- District trainings.
- I go to all the staff math trainings, the implementation trainings and STEM trainings, and work with math tutors during tutoring and progress monitoring.
- I have joined in on meetings/trainings with our math support teacher
- I have not attended any formal training during the past two years for math.
- I have participated in math grade level and staff meetings with my staff that were hosted by a math specialist from our district who addressed the topics listed above. The math specialist provided me with materials to support my leadership in the area of math including pacing guides, grade level standards, review of the assessment database and assessment assistant, staff meeting tips/talking points/resources.
- I have received information via our district math support teacher, which I convey to our teachers via myself, other teachers, or tech support teachers.
- I have served on a curriculum committee in the past to discuss the math standards, literacy standards for our district.
- I've received complete GLE training, training in EDM, and some training in Saxon.
- none
- None
- None in the last two years.
- None!
- Numerous meetings with district and site-based math coaches. New teacher training for math curriculum.
- only sessions that I have attended at the National Association of Elementary School Principals conference. None from ASD
- Pearson Successmaker training. Standardized testing data review and curriculum alignment.
- Professional updates on the assessment data base, and collaboration for aligning the assessment to the Montessori math curriculum.
- RTI conference
- Saxon provides this-and I do self study and chat with ASD's principals - but nothing is offered through ASD.
- Special Ed provided a training on the math program that they promoted and purchased for all k-6 resource classrooms. They report that they are no longer using this resource.
- training on school/classroom data to identify strengths and weaknesses
- Very little.
- We have received training along with our teachers, as well as, short trainings about specific math materials, strategies, resources, etc.
- We received minimal training in the beginning of the school year.

Middle:

- Attended meetings with district math coordinator and assessment staff to evaluate our data and identify school goals.
- Brief updates at administrative meetings.
- n/a. I work with my math department and teams
- No specific math instruction.
- None.
- Nothing.
- very little

Pre-K/K to 8:

- basically an overview
- I haven't received any training.
- none
- None

No Designation

- None
- Not applicable
- One 4 hour presentation from the company
- We have had two days of Saxon training and will have a third in March

What additional math professional development would you like to have?

Elementary:

- A review of math strategies would be good for the teachers.
- A review of the EDM instructional components, materials, algorithms, philosophy, etc. Ideas for helping parents support the students.
- Any information on "proven" strategies to improve math skills and understanding.
- Continue what is in place.
- Continued support for the classroom teachers, even those who've been teaching it for a while. I think it's always go back to reflect on what we're doing.
- Differentiation/intervention approaches are an ongoing need. I believe teachers need ongoing support to prompt their focus. As generalists at the elementary level, it is critical to continue the conversations from a school/district level such that teachers who may otherwise not be self-motivated to continue to improve their instructional practices in math are supported in doing so. Effective communication methods for conveying math information, growth and needs to parents may be useful to me as a principal.
- EDM intervention curriculum training once one is developed
- I would like cross grade level and observation tools/training to assist in providing consistent feedback to teachers.
- I would like to receive training in the curriculum and how it addresses the learning of my students in a global perspective from K through 6.
- I would like to see the Saxon Math consultant return. Erica Simino was the consultant who provided professional development when we first purchased Saxon Math. She was an excellent trainer and was able to demonstrate how to differentiate instruction using Saxon.
- I'd like to find more time to observe lessons being taught.
- integrating smartboards and integrating technology model lessons differentiated instruction and skill groups ongoing access to math training and quarterly cohort facilitation meetings
- integration of math curriculum into project based learning, measuring the mastery of GLE's, in multiple of ways, using progress monitoring to measure student growth.
- Learning about and using supplementary programs for struggling kids and interventions.
- Montessori math specialists to update classroom practice.
- More help for new teachers and those teachers that are assigned combination classes.
- n/a
- Not sure.
- RTI -- i would like to have more Tier 2 intervention training in Saxon for myself and my staff.
- specific training and refresher training for grade level teachers every year.
- Specific training on how to help teachers provide Level 2 instructional strategies in math. What to look for as you do a walk through.
- The one area that teachers are concerned about is providing effective math intervention for below level students. They want resources that are researched based and effective to teach math.
- Training on how we can use EDM, with the pacing guide to differentiate instruction.
- Training on Tier 2 intervention options.

- We have TAs who have only a basic knowledge of math and are unable to support intermediate classes where students need support. There is no foundation given to help them understand the adopted curriculum and all the various replacements curriculums used in the resource room.
- Would love it if ASD offered Saxon support

Middle:

- I would rather see instructional coaches provided for our math teachers across the district.
- Regular meetings with district math coordinator, using our school data to identify areas to improve and set goals.
- using classroom data to improve instruction differentiation how to model a lesson

Pre-K/K to 8:

- Cross district grade level math instruction
- Cross district training. Math experts to be able to contact.
- I feel confident in my abilities to provide leadership in math instruction because of my extensive training in math before I became a principal. However, this is not true for all my colleagues.
- More math coaches are needed to support teachers.

No Designation

- a math expert/coach to do walk-throughs with me to give me feedback from what they see, too.
- Not applicable
- Not sure
- Principals need to be included in the professional development piece.
- Training on proven models for improving math scores

ASSESSMENT

Table 22a: Which of the following data sources do you use in your school?

[Total possible respondents]	Benchmark		SBA		TerraNova		Textbook tests	
	N	Overall %	N	Overall %	N	Overall %	N	Overall %
Overall [53]	31	58.49%	53	100.00%	43	81.13%	44	83.02%
Elementary School [35]	21	60.00%	35	100.00%	30	85.71%	31	88.57%
Middle School [8]	3	37.50%	8	100.00%	6	75.00%	5	62.50%
Pre-K/K to 8 [5]	3	60.00%	5	100.00%	3	60.00%	4	80.00%
No Designation [5]	4	80.00%	5	100.00%	4	80.00%	4	80.00%

Table 22b: Which of the following data sources do you use in your school?

[Total possible respondents]	Student grades		Your own classroom observations		School AYP results	
	N	Overall %	N	Overall %	N	Overall %
Overall [53]	39	73.58%	41	77.36%	49	92.45%
Elementary School [35]	25	71.43%	27	77.14%	33	94.29%
Middle School [8]	7	87.50%	7	87.50%	8	100.00%
Pre-K/K to 8 [5]	3	60.00%	4	80.00%	4	80.00%
No Designation [5]	4	80.00%	3	60.00%	4	80.00%

Table 23: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? Benchmark

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	6	16.67%	7	19.44%	14	38.89%	9	25.00%
Elementary School	4	15.38%	4	15.38%	11	42.31%	7	26.92%
Middle School	0	0.00%	0	0.00%	1	50.00%	1	50.00%
Pre-K/K to 8	2	50.00%	1	25.00%	1	25.00%	0	0.00%
No Designation	0	0.00%	2	50.00%	1	25.00%	1	25.00%

Table 24: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? SBA

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	1.89%	10	18.87%	27	50.94%	15	28.30%
Elementary School	0	0.00%	7	20.00%	15	42.86%	13	37.14%
Middle School	0	0.00%	0	0.00%	7	87.50%	1	12.50%
Pre-K/K to 8	1	20.00%	2	40.00%	2	40.00%	0	0.00%
No Designation	0	0.00%	1	20.00%	3	60.00%	1	20.00%

Table 25: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? TerraNova

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	11	22.92%	17	35.42%	18	37.50%	2	4.17%
Elementary School	8	24.24%	12	36.36%	12	36.36%	1	3.03%
Middle School	0	0.00%	2	33.33%	4	66.67%	0	0.00%
Pre-K/K to 8	3	60.00%	1	20.00%	1	20.00%	0	0.00%
No Designation	0	0.00%	2	50.00%	1	25.00%	1	25.00%

Table 26: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? Textbook tests

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	4.00%	8	16.00%	26	52.00%	14	28.00%
Elementary School	1	2.86%	7	20.00%	17	48.57%	10	28.57%
Middle School	0	0.00%	1	20.00%	3	60.00%	1	20.00%
Pre-K/K to 8	1	20.00%	0	0.00%	3	60.00%	1	20.00%
No Designation	0	0.00%	0	0.00%	3	60.00%	2	40.00%

Table 27: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? Student grades

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	8	17.39%	14	30.43%	19	41.30%	5	10.87%
Elementary School	5	16.67%	9	30.00%	13	43.33%	3	10.00%
Middle School	1	14.29%	2	28.57%	3	42.86%	1	14.29%
Pre-K/K to 8	2	40.00%	1	20.00%	2	40.00%	0	0.00%
No Designation	0	0.00%	2	50.00%	1	25.00%	1	25.00%

Table 28: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? Your own classroom observations

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	0	0.00%	7	15.22%	32	69.57%	7	15.22%
Elementary School	0	0.00%	7	22.58%	19	61.29%	5	16.13%
Middle School	0	0.00%	0	0.00%	5	71.43%	2	28.57%
Pre-K/K to 8	0	0.00%	0	0.00%	5	100.00%	0	0.00%
No Designation	0	0.00%	0	0.00%	3	100.00%	0	0.00%

Table 29: Of the data sources you use, how helpful are they in guiding decisions about math instruction in your school? School AYP results

	Not helpful		Somewhat helpful		Helpful		Very helpful	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	5	9.80%	14	27.45%	22	43.14%	10	19.61%
Elementary School	2	5.88%	12	35.29%	13	38.24%	7	20.59%
Middle School	0	0.00%	1	12.50%	6	75.00%	1	12.50%
Pre-K/K to 8	3	60.00%	1	20.00%	1	20.00%	0	0.00%
No Designation	0	0.00%	0	0.00%	2	50.00%	2	50.00%

OPEN RESPONSES REGARDING ASSESSMENT
(Open responses are unedited to keep authenticity)

Open Responses:

Please provide an example of how you have used math data in your school this year.

Elementary:

- AYP, SBA, Terra Nova Data was reviewed at start of school year with whole staff. Strand (GLE) strengths and weaknesses were analyzed for past five years. Analysis of the data led to formulation of school goals and year long planning. EDM Mid-year Assessments were given in Dec. and informally reviewed by classroom teachers at that time. EDM Mid-year assessments were formally reviewed during Jan. grade level planning meetings. Monthly Grade Level Planning Meetings focus on current math instruction and unit assessments.
- Classroom data is used to design individual programs for students.
- Collaboration meetings and to drive instruction in specific subtest areas that were weaker than others.
- Data used to encourage grade level collaboration among staff.
- During our math collaboration meetings, we use the data to make decisions about student placement and inform parents about math achievement.
- for grouping students for interventions
- Grade level meetings for planning future lessons and discuss teaching strategies, determine who needs extra help and or tutoring.
- I looked at the SBA data to determine if all math strands were covered in the classroom prior to spring testing. I also looked for gaps in individual student learning.
- I looked at the SBA scores from this year's 6th grade students when they were in 4th and 5th grade and compared the two sets of results.
- In the past we grouped our students for interventions around their performance on the strands on the SBA's. This year our money was so limited (11 days of tutoring for the whole year), that we were not able to do that, other than at 6th grade.
- Math data from SBA and benchmark was used in grade level meetings to discuss student need areas and plan instruction using the assessment database/assessment assistant. We used school AYP results which showed a three-year decline and then last year and upswing in math scores in 2009-2010, from which we concluded we would focus our school goals on reading and writing this year.
- Monthly review of progress monitoring data to guide instruction and student placement in walking groups. District support in SBA analysis, targeting specific areas of need for focused instruction.
- Planning for the year; mid-year "benchmark" groups to identify weaknesses in GLE's -- all done through grade level collaborative meetings
- SBA data at the beginning of the year showed we needed to focus on measurement and functions and relations
- Textbook tests -- we have used results from the weekly Saxon textbook tests for decision-making in our Student Support Team meetings.
- The math team looked at the math data at the beginning of the year to help with our school goals.
- to determine weak strands and develop student groups for focused instruction
- To developing learning plans, TIF, and to create tutoring groups.
- To place students in appropriate classes in the fall. To set school goals. To determine any special needs for students. To watch for trends in understanding (such as geometry, patterns, ..) To continue to evaluate the strength of our program and how it meets the GLEs
- Used math data to write goals for school improvement and parent involvement.
- used mid-year grade level assessments to highlight areas of concern during one 1/4 grade level meeting day at mid year.
- We analyze our data and plan instruction based upon that. Data is used for middle school math placement along with a placement assessment. We set our school goals to address our needs in math instruction based upon the data.
- We discuss data in grade level meetings to determine how the curriculum is effecting student progress.

- We look at student SBA, end of year EDM, teacher input, Progress monitoring data to place students in classes.
- We look at the end of the year data (EDM assessments) to determine how to focus our instruction at the beginning of the year. We also look at our mid year EDM assessments to determine which standards and strands need the most attention in our instruction. We also share these results with parents at conferences.
- We met as a staff to review the data and consider the impact on classroom instruction.
- We use math data to develop interventions and also to determine progress. We discuss data collaboratively in teams.
- We use test data to drive instruction.
- We used SBA data and our Benchmark results to select kids in grades 4-6 who needed additional tutoring in math.

Middle:

- Conversations with math teachers and the department chair about student placement and scheduling needs.
- Every year we assess where are students are functioning in relation to the math standards and then that informations guides us to our school goals and needs to achieve the goal.
- I utilized the SBA results when determining enrollment for math support courses and math placement in certain math classes such as pre-algebra.
- student placement for math levels, deciding on our math goals, department goals - developing a math passport
- Teams have used the district ARS system to identify a target group of students who need more support.
- We use data and review individual student progress
- we used math data to help validate when students are placed in our program - what level they are on

Pre-K/K to 8:

- To design our annual school goal in math 2. To place students in math classes 3. To analyze students' needs and design interventions 4. To inform instruction 5. To discuss math progress with parents 6. To help students see what they need to learn and where they have made progress.
- Data was used to understand the math strands that were weak and the ones we excel in.
- Math data drives the instruction for the individual students.
- We are not addressing math as a schoolwide goal.
- We have used this data to plan our math practice periods and group students.

No Designation

- Our intervention groups are formed based on mid-year benchmarking and our progress monitoring.
- Students who are not proficient receive targeted interventions
- we look at SBA results, including strands. We look at the pretest data and will be meeting to review the mid-term data
- We looked at our mid-year benchmark test to see what concepts students had mastered, and what concepts needed further attention.
- We use the district's digital assessment reporting system to identify gaps in learning and to map diagnostics assessment for those children needing intervention.

CONCLUDING SECTION

Table 30: I fully understand the goals of the district's math program.

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	1	2.00%	7	14.00%	31	62.00%	11	22.00%
Elementary School	1	3.03%	5	15.15%	18	54.55%	9	27.27%
Middle School	0	0.00%	1	14.29%	6	85.71%	0	0.00%
Pre-K/K to 8	0	0.00%	0	0.00%	4	80.00%	1	20.00%
No Designation	0	0.00%	1	20.00%	3	60.00%	1	20.00%

Table 31: I feel that the district's math program will improve student achievement.

	Strongly disagree		Disagree		Agree		Strongly agree	
	N	Row %	N	Row %	N	Row %	N	Row %
Overall	2	4.00%	16	32.00%	23	46.00%	9	18.00%
Elementary School	2	6.06%	10	30.30%	16	48.48%	5	15.15%
Middle School	0	0.00%	2	28.57%	5	71.43%	0	0.00%
Pre-K/K to 8	0	0.00%	1	20.00%	1	20.00%	3	60.00%
No Designation	0	0.00%	3	60.00%	1	20.00%	1	20.00%

OPEN RESPONSES REGARDING CONCLUDING SECTION
(Open responses are unedited to keep authenticity)

Open Responses:

What support could the district math department provide in order to improve math achievement in your school?

Elementary:

- a math specialist was nice for needed support at times.
- Allow principals who know their school and the population in their school to choose the math program that will best suit their needs.
- an EDM intervention curriculum
- Coaching, Model lessons.
- Continue having Ann Ibele visit Creekside.
- Continued training in use of the curriculum and associated assessments and ways of assisting teachers in assisting students.
- Continued, relentless focus on effective instructional approaches in math is needed. Model lessons in the teacher's class or on video that are then reviewed by staff and staff development on planned in-service days so that all staff are involved are critical. Continuing the Math Consortium class annually and finding ways to involve all of our teachers would be amazing!
- I think the curriculum will improve student achievement up to a point. We need staff develop that teaches teachers how to diagnose each students abilities and skills, develop a plan that meets their unique needs and motivate them to attain their target.
- I think the District math department provides abundant support to our school.
- It would be helpful to have training for Saxon Math schools, rather than always a focus on Everyday Math curriculum.
- math department instructional experts available to participate in regular staff development.
- More frequent inservices and trainings to improve teacher instruction methods.
- More teacher training in differentiation during math instruction.
- more training more time for grade level and collaboration meetings opportunities for model lesson observations
- More visits from the math coaches.
- Multi-grade classroom approaches
- New program
- Our school (and schools that have the option to not use the standard Everyday Math program are doing very well...the problem is that district continues with a program that isn't working for it's students. To me--that is a shame.
- Professional development for our staff in an ongoing way. Also using EDM online in the classroom and the funding of this resource.
- Professional Development support to all staff teaching students.
- Provide a curriculum that is not so difficult and time consuming for all teachers and especially those that teach combination classes.
- Staff development, math support teachers in schools, training for instructional leaders (principals)
- Standardized math benchmarks for the beginning, middle and end of the year EDM assessments...whether or not the students are proficient or below proficient. We need a benchmark like we have for Reading.
- The classroom teachers need more professional development in math instruction and how to use the Everyday Math program.
- Training in general content and pedagogy that crosses all programs used in the ASD.
- We could use more training with using math manipulatives, with running math meetings, and with developing more mental math strategies. However, since we are a Saxon school, we do not get much support from the math department. This is not a criticism. I understand that the district needs to plug support into building capacity within EDM schools with the adopted curriculum.
- We received no support from the math department this year. We need to have the support of a math contact teacher or we need to have funds available to provide our own interventions.

- We've been extremely fortunate to have the benefit of being a STEM school with almost weekly access to a math teacher expert. Every school should have that!

Middle:

- Help teachers interpret and use our school data.
- Instructional coaches, more consistent curriculum that blends well with both levels, and less pull-out time just to work with textbook vendors.
- Many kids are just moving along year after year being unsuccessful. Some teachers are just teaching curriculum without teaching students. Removing a non-effective math teacher with tenure is next to impossible to accomplish. The quality of the teacher is probably the most important factor and looking at student achievement should be associated with teacher performance.
- Smaller class size;
- teaching models, math inservice for principals, how to observe math teachers
- We have a person that comes and works with our math teachers on a regular basis.

Pre-K/K to 8:

- Continue to provide math support teachers for schools
- Math teacher experts. Online EDM access. Training for new to grade level teachers and teachers who teach more than one grade.
- More math coaches would improve math achievement.
- Professional development for teachers in effective instructional practices, effective interventions and teacher understanding of mathematics. Provide a universal screening tool. Provide a progress monitoring tool. Provide intervention materials for level II interventions students. Look seriously at the decision to combine our math curriculum department into a STEM curriculum department. Bolster math training and support personnel at the District level.

No Designation

- Coaching. Modeling of lessons.
- computer programs, coaching
- I would use technology to raise the level of math instruction. We have excellent teachers across the district. We also have teachers in the district that need organizational and pedagogic support. I would have master teachers from across the community teaching in real-time several classrooms at one time using the latest audio-visual hardware and software already available (...something such as Smartboards, Skype, Blackboard/Illuminate,...etc). I would still have a "live" certified teacher in each classroom serving as an assistant to the master teacher that is there through a digital platform. In effect we could have two teachers in each classroom: A less experienced teacher learning from a master teacher in real time - in a real classroom.
- n/a
- The district needs to continue to improve and support good classroom math instruction. More coaching models are needed for teachers to improve classroom instruction.

If you were talking with the Council of Great City Schools strategic support team, what would you want them to know about the math program in Anchorage schools?

Elementary:

- As stated previously, more of a focus on Saxon Math and student mastery, rather than a focus on Everyday Math and spiraling.
- Attention and efforts to improving math skills and understanding is ongoing throughout our district!
- Do not throw the baby out with the bath. Concept based instruction is the best way to teach math. We need connections with other programs or EDM extensions that diagnose, teach and progress monitor and measure data to show student progress over time for classroom use.
- EDM does not work in schools with transitioning or bilingual students.
- Everyday Math is a research-based program that, when taught with fidelity, meets the needs of most students.
- Everyday Math prompts reflective thinking and challenges kids to go beyond simple recall of facts and figures to a deeper understanding of math concepts and strategies. Math success does not lie exclusively with any program, but

with the quality of the teaching connected to the materials selected. EDM materials are top-notch -- we must focus on consistency and quality of instruction.

- Everyday Math works when it is taught with fidelity. It has a strong vocabulary component so many classrooms are using the strategy of math word walls to help with the understanding of the concepts.
- I believe it helps students build a true understanding of math (rather than rote memorization), however, it requires a high level of that from staff which is not a universal thing among elementary teachers.
- I believe that we could find a better curriculum and we need to provide regular staff development in teaching math.
- I had that opportunity while they were here so choose not to make further comments here.
- I think that the EDM program is a good program for those with strong math skills who don't need extra practice or to have proper scaffolding in developing a concept. It is not the best program for those who need a lot of extra practice (most students) or who need a lot of scaffolding to solve a problem. The Saxon textbook provides both the scaffolding and the practice in one book. It is effective for both strong and weak math students.
- I would like to look at the HM Math Expressions over EDM used in the district. We also need online sources to help with tier II interventions.
- It is difficult for new to district teachers AND students to work with - especially english language learners, and students from low socio-economic households
- It is difficult to teach this spiral Every Day Math program in such transient populations and where attendance is not enforced.
- It is not funded for on-going support and there is insufficient professional development for teachers and principals. We also need a math program that better meets the needs of our students, we need funding for Level 2 intervention materials and funding for tutoring. In the past, when we have done well, we have been punished and have lost both staff and funding.
- It is very teacher guided, teachers use a lot of materials to supplement lessons, and if a teacher is teaching a combination class it is very difficult to manage.
- It needs to be updated.
- It's working, whether or not folks want to admit that or not. There is no single program adopted by the district that "stands alone". We're constantly having to revise/supplement the programs we teach to our students. Why does everyone think the math program needs to "stand alone". No program we've adopted is capable of doing that!
- More professional development towards the teaching of math is needed by all staff.
- Our math program need to be reviewed and replaced with something that targets the below leveled students. We need a math intervention program along with the Everyday Math program.
- overall great, need to continue to devote resources to professional development and progress monitoring within specific years.
- Teachers, staff, and parents are doubtful of the effectiveness of the cyclical philosophy of the program. The program has little parent support. Parents don't understand the algorithms and therefore have difficulty helping their children. EDM is difficult for bilingual and special needs students due to the amount of language embedded in the program. The EDM games and use of manipulatives require much planning to implement effectively. A math program should meet the diverse needs of students, should be easily implemented, and understood by all parties with a vested interest in student success, and lead to increased student achievement and progress.
- That is isn't working. This isn't a new issue. I suggest looking at what is working and test it.
- That it is generally solid and produces good results when used properly.
- That teachers are working hard to meet the needs of students at Creekside Park.
- The math program is meeting the needs of most of our students. There is a feeling from some of the teaching staff and some of our parents that it does not prepare students for high school or college level math.
- The programs we have if implemented with fidelity and a sound mathematical knowledge background are research based and promote success for all learners.
- There is a need to promote more training for staff and administrators
- This math program is innovative and helps build strong conceptual understanding of mathematics. I believe that a large number of teachers may be uncomfortable because it is complex.
- With continuing PD and focus on instructional strategies the current ASD math program is sufficient for the continuing growth of most students. Our ELL and EDS and other achievement gap students often struggle with the math program

as they are limited in the language skills that are needed to be successful. We need some scaffolded instructional elements to bridge the gap for these students. Teachers struggle with instructional decisions for these students and waiver between fidelity to the spiral and providing a mastery focus for prerequisite skill development.

Middle:

- As a Charter school I am not fully aware of the ASD's math program. I can only speak to ours
- I would say that our students seem to not be prepared for 7th grade math, and that I think we need to look at what we give to students in 7th grade in regards to math instruction.
- I'm not at all impressed with the Mathscapes curriculum as it does not flow well to what is being used in the high school, or in the elementary schools.
- In theory, the program and curriculum materials should be very effective. There is much teacher discontent with the curriculum because it is more difficult to teach from and not all math teachers are really good math teachers. Teachers who know how to use the manipulative and supplement where needed and actually teach looking at student progress do well. Our district has a lot of mobility and coming and going. This curriculum does not make moving in and out very easy.
- Our district goals set high standards. We have many capable teachers. We need consistent training and support. We need a consistent plan to support struggling students.
- The ASD math program is disconnected between grade levels - elementary - middle school - high school. Teachers do not feel as if they're listened to, supported. I've seen effort this year to move in a connected direction.
- We have many (particularly older) teachers who are extremely resistant to the text.

Pre-K/K to 8:

- Everyday Math is a good math program
- I would tell them that Everyday Mathematics is a solid and effective math program that meets the majority of our students' needs. Any problems with Everyday Math are occurring because ASD does not provide the professional development new and struggling teachers need to use it effectively. I also believe that ASD needs to provide universal screening and progress monitoring tools, along with effective intervention materials to support level 2 and 3 students, who struggle with mathematics, regardless of the program used.
- It's a great program, but we can do better.
- N/A

No Designation

- ASD is focused and supports math. Teachers are expected to use the materials/curriculum ASD adopted. Some support is available, but not enough. Continue to work on implementing math intervention through technology and summer school.
- Everyday Math curriculum cannot stand alone. Teachers need to be aware of other materials needed to support a strong program, and what to do when students are not succeeding.
- The math program works for some and not for others. We need to focus our work in four areas: 1. A delivery system that improves instruction. 2. Instructor and student understanding (and owning) of standards. 3. Diagnostics that accurately impact student placement and subsequent pacing. 4. Seamless, ongoing, and standards-based/ relevant formative assessments.
- They use EDM, we use Saxon. Switch to Saxon
- We did not have enough training at the onset of selection of this program to provide adequate training for teachers. This is a sophisticated program, requiring initial training and sustainability for a school staff. It has good pieces, but lower-achieving school face challenges in implementation.