! ÎÃÈÏÒÁÇÅ 3ÀÈÏÏÌ $ÉÓÔÒÉÃÔ

#ÏÕÎÃÉÌ ÏÆ 'ÒÅÁÔ #ÉÔÙ 3ÃÈÏÏÌÓą OÒÉÎÃÉÐÁÌ 3ÕÒÖÅÙ

2ÅÐÏÒÔ $ÁÔÅą ςζρφζρρ

3ÅÃÔÉÏÎ ρą 'ÅÎÅÒÁÌ)ÎÆÏÒ Í ÁÔÉÏÎ ŕ0ÁÇÅ ς₹
3ÅÃÔÉÏÎ ςą 4ÅØÔÂÏÏË ŕ0ÁÇÅÓ σζχ₹
3ÅÃÔÉÏÎ σą - ÁÔÈ ÉÎ 9ÏÕÒ 3ÃÈÏÏÌ ŕ0ÁÇÅÓ ψζρχ₹
3ÅÃÔÉÏÎ τą 4ÅÁÃÈÅÒÓ ÉÎ 9ÏÕÒ 3ÃÈÏÏÌ ŕ0ÁÇÅÓ ρψζρω₹
3ÅÃÔÉÏÎ υą 0ÁÒÅÎÔÓ ÁÔ 9ÏÕÒ 3ÃÈÏÏÌ ŕ0ÁÇÅÓ ςπζς τ₹
3ÅÃÔÉÏÎ φą 0ÒÏÆÅÓÓÉÏÎÁÌ $ÅÖÅÌÏÐ Í ÅÎÔ ŕ0ÁÇÅÓ ςυζςω₹
3ÅÃÔÉÏÎ χą !ÓÓÅÓÓ Í ÅÎÔ ŕ0ÁÇÅÓ σπζσσ₹
3ÅÃÔÉÏÎ ψą #ÏÎÃÌÕÄÉÎÇ 3ÅÃÔÉÏÎ ŕ0ÁÇÅÓ στζσψ₹

Council of Great City Schools:

Principal Survey of the Anchorage School District

Report Date: 2-16-11

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		

TEXTBOOK

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

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

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

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 spirolled 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 allignment 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

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.

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

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 and 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 curriuculum.

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 form 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

As a staff we continue to have discussions on how to meet

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 adminstrators 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 me.

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%				

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%

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 statisfied. 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.

That it is excellent

T T

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 moreso 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 imput 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

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 con.01S9 Tc.0.0011 Tcs ofGradeboou2pn.0011 Tc167.7( )]. Inp

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

Table 18: How would you rate the quality of professional

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:

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

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 indiviual 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 progess 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 though 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.

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

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. Trainig 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 extentions 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 interventsions.

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 reveiwed 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.

It 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.