

Disclaimer

Presentation materials are for registered participants of the 66th Conference on Exceptional Children. The information in this presentation is intended to provide general information and the content and information presented may not reflect the opinions and/or beliefs of the NC Department of Public Instruction, Exceptional Children Division. Copyright permissions do not extend beyond the scope of this conference.



Objectives

- Provide context and rationale for implementation of middle school math programming
- Share information on implementation and coaching plan
- Share resources and tools created by district to support program implementation
- Discuss student outcomes and data supporting continued implementation
- Share next steps and plans for sustainability



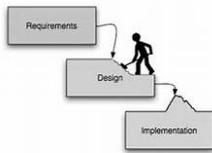
Secondary Math Committee

- January 2014
- Purpose
- Stakeholders included
- Programs reviewed
 - Tool utilized
review www.ncsnp.org/mathematics/documents/Checklistfor... · [Web](#)
- Outcome



Plan for Implementation

- Communication
- School selection
- 4 year implementation plan to include coaching, professional development and Voyager Sopris support





Implementation Year 1 2014-2015 : Structures

- TransMath Only – Level 1
- Offered to 7 schools, 6 participated
- 36 teachers trained
- 16 classes
- 137 students, 46 students with BOY and EOY data points
- 4 coaches (instructional focus)
- 17 Coaching days with Voyager Sopris Consultant



Implementation Year 2 2015-2016: Structures

- Building capacity of coaches: Train the Trainer
- Added Vmath to provide option for co-taught, continued utilization of TransMath
- Offered to 16 Schools (includes 7 from Year 1)



Implementation Year 2 2015-2016: Structures

- 43 Teachers trained
- TransMath: 10 schools, 24 classes, 138 students with BOY and EOY data points
- Vmath: 6 schools, 14 classes, 85 students with BOY and EOY data points
- 8 Coaches (with compliance and instructional focus)
- 25 Coaching days with Voyager Sopris Consultant



Implementation Year 2 2015-2016: Outcomes

TransMath			
	Average BOY Quantile	Average EOY Quantile	Average Change in Quantile
Level 1	427.9	681.0	+253.1
Level 2	577.9	650.2	+72.2
Level 3	632.2	780.0	+147.8

VMath			
	Average BOY Quantile	Average EOY Quantile	Average Change in Quantile
Level G	560.0	739.6	+179.6
Level H	594.5	672.8	+78.3
Level I	625.0	786.8	+161.8



Sustainability and Next Steps

- Improvements in coaching model
- Accountability through fidelity checks
- More efficient professional development
- Improve teacher leader investment and retention through PLC
- Increased communication via newsletter



Questions?



Contact Information

- Robin Portlock, Itinerant Coordinating Teacher, robinl.portlock@cms.k12.nc.us
- Marianna Sartin, Program Specialist, marianna.sartin@cms.k12.nc.us