

INTRODUCED: March 8, 2021

A RESOLUTION No. 2021-R020

To approve the revised program outline and budget of the Richmond Public Schools Foundation to use a \$81,451 portion of \$585,000 approved for allocation by Res. No. 2013-R115-122, adopted May 13, 2013, for the purpose of allowing the reallocation of remaining grant funds in the amount of \$81,451.00 from the Innovation and Excellence in Education Special Fund to purchase professional development materials, including the Eureka Digital Suite, for teachers involved in implementing the math curriculum of the school division administered by the School Board of the City of Richmond in alignment with the Dreams4RPS Richmond Public Schools 2018-23 Strategic Plan.

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Patron – President Newbille

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Approved as to form and legality by  
the City Attorney

PUBLIC HEARING: APR 12 2021 AT 6 P.M.

WHEREAS, pursuant to Resolution No. 2013-R115-122, adopted May 13, 2013, the Council approved the written program outline and budget with projected outcomes for the Math Teacher Academy program and authorized the expenditure of \$585,000 from the Innovation and Excellence in Education Special Fund, established by Ordinance No. 2012-30-50, adopted May 14, 2012, to Richmond Public Schools Education Foundation, Inc. (the “Foundation”) pursuant

AYES:            8            NOES:            0            ABSTAIN:            \_\_\_\_\_

ADOPTED:    APR 12 2021    REJECTED:            \_\_\_\_\_    STRICKEN:            \_\_\_\_\_

to a grant contract incorporating the written program outline and budget to be entered into by the Chief Administrative Officer and approved as to form by the City Attorney; and

WHEREAS, the original grant contract authorizing the expenditures for the Math Teacher Academy program was executed on July 15, 2013; and

WHEREAS, the Foundation has represented that the Math Teacher Academy concluded in 2016 and that as of December 31, 2020, there was \$81,451.00 remaining of the original appropriation of \$585,000.00 to the Innovation and Excellence in Education Special Fund; and

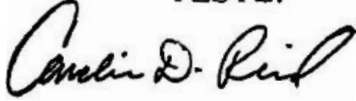
WHEREAS, the Council believes that it is in the best interests of the citizens of the City of Richmond that the Council approve the revised program outline and budget submitted by the Foundation to use a \$81,451 portion of \$585,000 approved for allocation by Res. No. 2013-R115-122, adopted May 13, 2013, for the purpose of allowing the reallocation of remaining grant funds in the amount of \$81,451.00 from the Innovation and Excellence in Education Special Fund to purchase professional development materials, including the Eureka Digital Suite, for teachers involved in implementing the math curriculum of the school division administered by the School Board of the City of Richmond in alignment with the Dreams4RPS Richmond Public Schools 2018-23 Strategic Plan as set forth in the document entitled “Math Teacher Academy Grant Reallocation Request;”

NOW, THEREFORE,

BE IT RESOLVED BY THE COUNCIL OF THE CITY OF RICHMOND:

That the Council hereby approves the revised program outline and budget of the Richmond Public Schools Foundation to use a \$81,451 portion of \$585,000 approved for allocation by Res. No. 2013-R115-122, adopted May 13, 2013, for the purpose of allowing the reallocation of remaining grant funds in the amount of \$81,451.00 from the Innovation and Excellence in Education Special Fund to purchase professional development materials, including the Eureka

Digital Suite, for teachers involved in implementing the math curriculum of the school division administered by the School Board of the City of Richmond in alignment with the Dreams4RPS Richmond Public Schools 2018-23 Strategic Plan as set forth in the document entitled “Math Teacher Academy Grant Reallocation Request.”

**A TRUE COPY:**  
**TESTE:**  
  
**City Clerk**



# Richmond City Council

The Voice of the People

Richmond, Virginia

## Office of the Council Chief of Staff

### Ordinance/Resolution Request

**TO** Haskell C. Brown, III, Interim Richmond City Attorney  
Richmond Office of the City Attorney

**THROUGH** Joyce L. Davis  
Interim Council Chief of Staff

**FROM** William E. Echelberger, Jr, Council Budget Analyst

**COPY** Cynthia I. Newbille, 7<sup>th</sup> District Representative  
Tabrica C. Rentz, Interim Deputy City Attorney  
Samuel Patterson, 7<sup>th</sup> District Liaison on

**DATE** February 26, 2020

**PAGE/s** 1 of 2

**TITLE** Council Support for RPS Foundation Grant

This is a request for the drafting of an **Ordinance** ☐ **Resolution** ☒

#### REQUESTING COUNCILMEMBER/PATRON

Cynthia I. Newbille, 7<sup>th</sup> District  
Representative

#### SUGGESTED STANDING COMMITTEE

Education and Human Services

#### ORDINANCE/RESOLUTION SUMMARY

- The patron requests a resolution to express City Council's support for the reallocation of \$81,451 from the balance of grant funds previously appropriated by Richmond City Council to the Richmond Public Schools Education Foundation.
- These reallocated funds will be used to support RPS teachers who are implementing the Richmond Math curriculum.
- Richmond Public Schools adopted a new math curriculum as part of its Dreams4RPS strategic plan.

#### BACKGROUND

##### Summary:

- The Richmond Math curriculum is based on Eureka Math, VA Edition.
  - The focus of this program will be for elementary and middle school students.
  - Some of the professional development will be made available to all RPS teachers who want to participate.
- Richmond Public Schools adopted a new math curriculum as part of its Dreams4RPS strategic plan.

- The professional development funded by this request will allow teachers to further develop their expertise in this curriculum.
- This reallocation request is consistent with the original grant which provided math professional development to teachers.
- Additional detail on the use of the reallocated funds is attached.

#### FISCAL IMPACT STATEMENT

Fiscal Impact Yes ☐ No ☒

Budget Amendment Required Yes ☐ No ☒

Estimated Cost or Revenue Impact

There will be no revenue or expenditure impact since this resolution simply expresses Council's support for the use of previously appropriated grant funds.

Attachment/s Yes ☒ No ☐

Richmond City Council Ordinance/Resolution Request Form/updated 10.5.2012 /w

## Math Teacher Academy Progress Reports



### Progress Report: Math Teacher Academy 6.10.14

Grant from City Council	\$585,000
Remaining Balance	Approximately \$150,000 (to be expended through September 2014)
# Teachers Participating	62 Middle School Teachers
# Schools Participating	9 Middle Schools
Program Description	The Math Teacher Academy provides training and support for middle school teachers including a two week summer session, monthly workshops, and math instructionalists who observe, model, coach, provide feedback, and help with teaching strategies.
Summer Training	<p>August 5-15, 2013 62 middle school teachers participated in a two week training session conducted by Carnegie Learning, a nationally known consulting group and RPS administration. The first week Carnegie focused on:</p> <ul style="list-style-type: none"> <li>• Six Grade Teachers – Fraction sense and operations including analyzing mathematical tasks; investigating multiple representations of fractions; developing an understanding of fraction algorithms; examining alternative algorithms for fraction operations; connecting fraction operations to algebraic concepts; and model operations with fractions.</li> <li>• Seventh Grade Teachers – Connecting decimals and percents to fractions including analyzing mathematical tasks; relating decimals and percents to fractional models; examining the place value system; developing decimals and percent number sense; reasoning with decimals and percents; and applying fraction, decimals, and percents in practical application</li> <li>• Eighth Grade Teachers – Proportional reasoning including analyzing mathematical tasks; distinguishing between part to part and part to whole ratios; comparing ratios and solving proportions; extending the understanding of ratios and proportions to include scale models; analyzing and creating scale drawings and maps; representing ratios with symbols, tables, double lines, and graphs; and scaling up and scaling down proportions</li> </ul> <p>The second week of instruction was developed by the RPS Chief Academic Officer and RPS Math Instructionalists. They introduced and/or reviewed:</p> <ul style="list-style-type: none"> <li>• Lesson plans and strategies</li> <li>• Training Interventions (TenMarks, Dimension U)</li> <li>• Using classroom technology (smartboards and iPads)</li> <li>• Calculator training</li> <li>• New math textbook overview</li> <li>• Algebra readiness training</li> <li>• Using math manipulatives and other classroom supplies</li> <li>• Organizing and developing a model classroom</li> </ul>
Program Manager and Math Instructionalists	Axlom Educators LLC was engaged as the program manager. This is a local company that has worked with RPS in the past through its subsidiary, T2 Tutors. Five Axlom math professionals plus two Axlom staff provide services to Math Teach Academy – a Program Director to develop the program and provide oversight; an Education Director to develop teacher training and curriculum; and three math instructionalists working with math teachers to instruct, model, coach, and mentor. In addition there are five math instructionalists from University Tutors and Edison Learning working with the

	<p>remaining schools in the same capacity.</p> <p>Math instructionalists work closely with the RPS math staff and are in schools almost daily meeting with principals and math department staff, observing teachers, modeling classroom behavior, offering advice and resources, and providing one-to-one coaching with teachers. Math instructionalists meet with principals to provide updates on each teacher's progress and plans moving forward.</p>
Monthly Training Seminars	<p>Monthly seminars are conducted by Axiom Educators to reinforce teaching strategies and facilitate information sharing among teachers. Sessions are tied to one these core strands from the Virginia Department of Education:</p> <ul style="list-style-type: none"> <li>• Numbers and number sense</li> <li>• Computation and estimation</li> <li>• Measurement</li> <li>• Patterns, functions and algebra</li> <li>• Geometry</li> <li>• Probability and Statistics</li> </ul> <p>Teachers are divided by grade level and focus on group work, inquiry based learning, and the implementation of lesson designs for active learning. The workshops help teachers to:</p> <ul style="list-style-type: none"> <li>• Learn how to actively engage students, using innovative methods and technology</li> <li>• Increase understanding of mathematical modeling as a tool for describing real-world relationship in mathematical terms to obtain solutions</li> <li>• Model and develop skills and strategies for solving a variety of problem types</li> <li>• Increase the knowledge of mathematics content related to Virginia SOLs</li> <li>• Identify instructional strategies that promote student engagement and knowledge retention</li> </ul> <p>In addition, monthly sessions are used for hands-on experience with math manipulatives as well as information sharing among teachers regarding new approaches, successful strategies, and available resources. Teachers receive a stipend for attending monthly sessions.</p>
Technology, Equipment, and Supplies	<p>Each teacher received an iPad which was preloaded with math apps can ranging from flash cards to calculators to graphing and more. Teachers can use them for self-development, classroom preparation, research, and instruction. Sets of math manipulatives were also purchased for each teacher including conceptual Bingo, fraction pattern blocks, algebra tiles, probability spinner sets and more based on grade level.</p>
Progress through April 2014	<p>Feedback is provided to teachers and weekly observations are shared with principals and RPS administrators. Monthly summary reports indicate that the 90% of the participating teachers are receptive to having the math instructionalists for observation, modeling, and coaching. Exit surveys are conducted following each workshop; all have been very positive with the majority of teachers saying the session was good or very good and that they find them very valuable. Math instructionalists report positive movement in their teacher's math knowledge, teaching skills, and use of resources. Also about 50% report an improvement in benchmark scores. Generally, opportunities for improvement include lesson planning, classroom behavior management, student engagement, and follow up.</p>

	<p>A third party evaluator will conduct outcomes evaluation analyses based upon the availability of school/class/participant database information and other relevant records. An anonymous teacher survey will also be a key component of evaluation.</p>
Q4 Update	<ul style="list-style-type: none"> <li>Sixty teachers completed the Math Teacher Academy – one teacher resigned during the school year and another was out due to extended sick leave. Sixty-five percent of the participants attended 7-9 of the nine monthly training sessions. All but seven of the 60 teachers were observed as "little to no improvement in using technology or manipulatives", however, all seven took advantage of the instructional resources (lesson plans, teaching models, and 1-1 coaching) and the classroom performance improved.</li> <li>Participants asked for an extra hour of training in May focusing on SOL review activities. SOL conversations continued throughout the month during individual coaching sessions as well as departmental meetings.</li> <li>The preliminary evaluation indicates active program participants who are very pleased with the support received for professional development. Through informal feedback it appears that continued professional development that allows teachers to collaborate and learn content has been very well received. The comprehensive evaluation report will not be available until Fall 2014. It will include SOL data, if available, for students of participating teachers.</li> <li>The remaining balance of \$150,000 is as of April 2014. The May and June payments to contractors, teacher stipends, and the model classrooms and possibly a summer refresher training will expend the complete amount.</li> <li>Please note that some components of the program did not begin until December 2013 due to the RPS restructuring, snow closings, and the extended time it took to identify and engage the program contractor.</li> </ul>



**Progress Report: Math Teacher Academy 1.12.2015**

City of Richmond Grant FYE 2014	\$585,000
Fund Balance	\$150,000
# Teachers Participating	62 Middle School Teachers
# Schools Participating	9 Middle Schools
Program Description	The Math Teacher Academy provides training and support for middle school teachers including a two week summer session, monthly workshops, and math instructionalists who observe, model, coach, provide feedback, and help with teaching strategies.
Q1 Update	<p>Evaluation activities are continuing, a survey of participating teachers should be completed within 30 days. Once the evaluation is complete a decision will be made regarding the remaining balance.</p> <ul style="list-style-type: none"> <li>• Last school year sixty teachers completed the Math Teacher Academy -- one teacher resigned during the school year and another was out due to extended sick leave. Sixty-five percent of the participants attended 7-9 of the nine monthly training sessions. All but seven of the 60 teachers were observed as "little to no improvement in using technology or manipulatives", however, all seven took advantage of the instructional resources (lesson plans, teaching models, and 1-1 coaching) and the classroom performance improved.</li> <li>• The preliminary evaluation indicates active program participants who are very pleased with the support received for professional development. Through informal feedback it appears that continued professional development that allows teachers to collaborate and learn content has been very well received. The comprehensive evaluation report will not be available until fall 2014. It will include SOL data, if available, for students of participating teachers.</li> </ul>
Q2 Update	<p>The third-party evaluation of the Math Teacher Academy revealed favorable impressions about the program from teachers and the company that managed the program. Over one third of the teachers who participated in monthly sessions were much more confident in teaching math by the end of the school year and nearly one-half reported that they had gained many useful tools and skills. Teachers felt that MTA was a good first effort and most would recommend it to a colleague, but several also suggested that modifications were needed to make a true impact. Teachers noted positive results such as the opportunity for peer information exchange as well as the use of new technology and strategies within the classroom. Concerns expressed by teachers included the lack of a needs assessment to determine which math teachers would most benefit from participation; insufficient communication about the role of the coaches; and delayed hiring coaches until mid-year. The managing company reported positive results in the classrooms where teachers were coached but some teachers were not receptive to being coached. The evaluator's executive summary or complete report is available.</p> <p>The Math Teacher Academy was not implemented this year, but additional funds are being sought to continue it during the 2015/16 school year. The fund balance will be used at that time.</p>

## Math Teacher Academy Grant Reallocation Request

### Proposed Program Description

The funds would be to purchase professional learning to support our teachers who are implementing our Richmond Math curriculum, which is based on Eureka Math, VA Edition. While the focus of this program will be for elementary and middle school students, some of the professional development will be made available to all RPS teachers who might want to participate.

Richmond Public Schools adopted a new math curriculum as part of its Dreams4RPS strategic plan. The professional development funded by this request will allow teachers to further develop their expertise in this curriculum.

This reallocation request is consistent with the original grant which provided math professional development to teachers.

### Budget

25 Professional Development Sessions @ \$3,000.00 each These sessions are for 5 elementary and middle schools to receive 5 days of professional learning around math and the new math curriculum. These days include coaching, lesson study, and guided walkthroughs.	\$75,000
8 Professional Development Sessions @ \$750.00 each These sessions are open to all teachers will cover teaching math techniques from the new curriculum.	\$6,000
Program Management, Supplies and Printing	\$451
	\$81,451