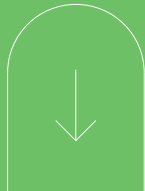


Scaling Elementary Math Success in Nebraska



Nebraska school districts statewide are in the process of adopting new, high-quality instructional materials (HQIM) for K–12 math. To support successful implementation at scale, the Nebraska Department of Education (NDE) launched the Math Acceleration Project, a multiyear capacity-building endeavor that supports regional centers—called Educational Service Units (ESUs)—in providing deep, replicable support to school systems implementing HQIM.

NDE engaged Instruction Partners to support the effort, teaming up with ESUs to offer individualized engagements that developed leaders' capacity to provide deep, lasting, replicable support to districts adopting and implementing HQIM.

The opportunity

In 2020, Lyons-Decatur Northeast Elementary began using *Eureka Math*®, but the lasting impact of disrupted schooling combined with the introduction of a new high-quality curriculum led to implementation challenges and a dip in student scores. Principal Brenda Totten called ESU #2’s math specialist, Dr. Kelly Georgius, to help create a plan for providing teachers with effective, ongoing support with the new materials.

When Dr. Georgius heard about the opportunity to work with Instruction Partners to improve math teaching and learning at Lyons-Decatur, she jumped at the chance to have a thought partner in the work. “My job is pretty siloed,” she shared. “When I learned that the state was offering ESUs the opportunity to work with Instruction Partners on a project that would help with math instruction, I jumped in and said ‘yes!’”

An approach for scalable success

Instruction Partners worked alongside Dr. Georgius and Principal Totten to observe classrooms and create an action plan for providing teachers with ongoing, targeted support. Leveraging resources from Instruction Partners’ **Curriculum Support Guide**, the team:

- ensured teachers had the dedicated time and resources they needed to internalize the new materials,
- aligned around a shared vision of what math instruction should look like for students, and
- created a vision walkthrough tool that allowed Principal Totten to give teachers timely and actionable feedback around what to celebrate and where to focus improvement efforts.

This model not only helped Lyons-Decatur teachers improve instruction but also developed Dr. Georgius’ capacity to apply effective HQIM support across other districts in her region.

Results

Aligning around a vision and then putting the vision to work improved teacher practice, student experience, and academic achievement at Lyons-Decatur Northeast Elementary.

Results from the **Nebraska Student-Centered Assessment System (NSCAS)** showed that student scores increased significantly, rising from an average of 35% proficiency in 2020–21 to an average of 67% proficiency in 2021–22.

	NSCAS score at end of 2020–21 school year	NSCAS score at end of 2021–22 school year
Grade 4	38%	79%
Grade 5	33%	55%
Grade 6	33%	68%

The partnership also provided a model for how regional centers can work with external support providers to provide meaningful, multilayered support to teachers and leaders in service of better outcomes for students.



The collaboration with Instruction Partners helped us build coherence in how we talk about instructional materials and why strong implementation is so important to student success.

Marissa Payzant, Nebraska Department of Education

Learn more about this partnership on the **InstructUP** blog.