

Evaluation of Eureka Math in Montgomery County Schools: Alignment with RFP 4478.1 Criteria and Needs of Students

Recommendation 1: Provide instructional resources within the core Pre-K–5 math curriculum that address a wide range of student level.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>Ongoing collaborative work across OCIP and OSSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p> <p>Ongoing professional learning for all elementary math leaders is developed in partnership with both DELME and OSE. Professional learning regularly incorporates practice and feedback while honing the lesson to meet the needs of various student levels. In order for this to translate to teachers and instruction, the following expectations are non-negotiable and foundational and must be in place in every school, as directed and monitored by the principal:</p> <ul style="list-style-type: none">● Weekly math curriculum study that is a minimum of 60 minutes● Weekly curriculum study includes:<ul style="list-style-type: none">○ studying the standards○ doing all the math the way the students are expected to <p>planning for engagement and scaffolds based on anticipated language demands, math struggles/gaps, misconceptions, and the need for enrichment</p>	Partially Implemented	6/30/2026

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Recommendation 2: Integrate monitoring tools that teachers find beneficial and can use to guide their instructional choices.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>With consistent use of the Equip pre-module diagnostics to determine student needs prior to each module, teachers will find the recommended and required assessments in alignment with the depth of learning students are expected to demonstrate.</p> <p>Inconsistent understanding of the math content and models by teachers can be supported through effective curriculum study and regular feedback on planning implementation. This only happens when a school commits to one or two teams at a time to ensure teachers embrace what is fully expected. Greater depth of understanding of the math content standards and standards for mathematical practices appears to be a need systemwide for elementary general and special educators and ELD teachers.</p> <p>Ongoing collaborative work across OCIP and OSS I - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p>	Partially Implemented	6/30/2026

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Recommendation 3: Incorporate instructional materials that explicitly offer enrichment activities for advanced learners.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>Appropriate and aligned tiered enrichment has been developed to accompany Eureka Math. Ongoing training continues to be provided to elementary math leaders as they support teachers with planning and teaching.</p> <p>Each year, an asynchronous module is re-released as a resource for teachers to better understand preparation for and planning for enrichment. Similar to recommendation #1, enrichment preparation is included in an effective curriculum study. Teachers need to explicitly integrate the enrichment when honing lessons for students who need it.</p> <p>A school's math leader frequently will request the support of the assigned central instructional specialist for schoolwide training or grade-level team support.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p>	Partially Implemented	6/30/2026

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Recommendation 4: Offer ongoing and varied professional learning opportunities (PLOs) on curriculum content and the implementation of curriculum standards.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <ol style="list-style-type: none">1. MCPS consistently offers professional learning for teachers in the form of CPD. Multiple times each year/summer, two comprehensive courses are offered that are grade banded: <i>Teaching and Learning Mathematics (K–2) or (3–5)</i>. The courses RARELY fill. Participants, including mathematics teachers, special education teachers, ELD teachers, and math instructional leaders, will enhance their understanding of mathematics content and pedagogy within the K–2 or 3–5 grade band. Participants will study the Standards for Mathematical Practice and the NCTM Mathematics Teaching Practices, and how they relate to effective instruction in the classroom.2. For select schools, elementary instructional math coaches (supervised centrally) provide intensive micro-professional learning through curriculum study and feedback on teaching that deepens teacher understanding and skill. Currently, only 34 teams across 34 schools are receiving this intensive support.	Partially Implemented	6/30/2026

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	<p>3. MCPS does not provide paid professional learning for teachers. As such, there is no direct avenue to improve skills and knowledge. The elementary math team relies on one identified “math leader” from each elementary school to attend ongoing professional learning throughout the year. A significant hindrance to this structure is that schools are not staffed for a 1.0 math leader (unlike the elementary reading specialist). Instead, more than 60% of the elementary schools add math on to the staff development teacher, essentially asking them to do two full-time jobs. In addition, staff development teachers are inconsistent in their expertise and interest in supporting math to the degree that it demands.</p> <p>4. The elementary math team will examine MCAP results to develop asynchronous modules for teacher voluntary use.</p> <p>5. The elementary math team will review the usage of Teach Eureka math videos available to all teachers in the Eureka Teacher Navigator.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p>		
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Recommendation 1: Implement a checklist to ensure all essential components of a math lesson are delivered and time management strategies are in place.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>Eureka Math provides an implementation support tool (IST) that defines the components, the teacher expectations, and the student responses. Schools need to utilize this tool with fidelity.</p> <p>Elementary math leaders regularly practice with this tool in their training sessions to be able to support administrators with effective feedback for teachers. For elementary math leaders new to supporting math, additional training is provided to them each year, and this tool is incorporated into their learning. This tool is only impactful when math leaders are consistently part of curriculum study (planning) and the delivery of the subsequent instruction to provide effective teacher feedback.</p> <p>A school's math leader frequently will request the support of the assigned central instructional specialist for schoolwide training or grade-level team support.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p>	Partially Implemented	6/30/2026

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Recommendation 2: Create a clear set of instructional strategies teachers can use to facilitate peer discussions.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Disagree	<p>Every module of Eureka Math includes a set of facilitation slides and identified instructional routines in Appendix B of the digital Eureka Math In Sync (teacher instructional resources). Elementary Math leaders regularly work with these routines in their ongoing training.</p> <p>This information <i>only</i> gets to teachers <i>when</i> effective curriculum is in place (see #1) and the school's math leader participates. When discussing engagement and scaffolds, teachers should be accessing these accompanying tools. Math leaders are trained to both clarify and model these instructional routines and only do so if the culture of the school encourages and expects it.</p> <p>A school's math leader frequently will request the support of the assigned central instructional specialist for schoolwide training or grade-level team support.</p>	Implemented	Click or tap to enter a date.

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Recommendation 3: Increase support for students with IEPs, EMLs, and those struggling with learning math.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>Eureka Math includes the diagnostics and corresponding foundational instructional materials to meet the needs of ALL students experiencing different challenges and gaps.</p> <p>To effectively identify students for appropriate tiered support based on individual student performance and not on assumptions of readiness, implementation of the Equip pre-module diagnostics provides the key foundational learning each child is missing prior to upcoming grade-level instruction. Equip will inform the teacher of missing or insecure content, group students with like needs accordingly, and provide teachers with guidance for when foundational learning is required in order to ensure access to grade-level content. (As per HB-461, the Less Testing, More Learning Act, Equip is available for Grades 1–5 and strongly recommended. It is an available resource but is not required.)</p> <p>Elementary Math Leaders are trained regularly on implementing Equip pre-module diagnostics and how to use the results and foundational instructional materials.</p>	Partially Implemented	6/30/2026

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	<p>A school's math leader will frequently request the support of the assigned central instructional specialist for schoolwide training or grade-level team support.</p> <p>In addition to Equip, the elementary math team, in partnership with OSE, has developed Elementary Math MTSS Guidance. Again, training and coaching are provided for math leaders that schools then utilize as they see fit.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school </p>		
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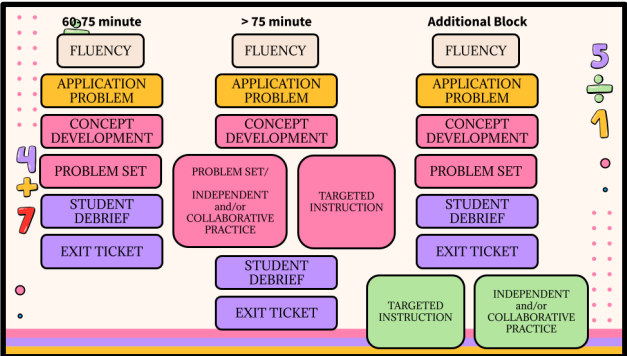
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Recommendation 4: Implement regular, schoolwide practices for monitoring student progress and provide Tier 2 and Tier 3 interventions based on emerging needs, ensuring that support is timely and consistent.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Concur	<p>Statement is true, but the existing resources/tools are not being utilized.</p> <p>In partnership with OSE, the elementary math team has developed Elementary Math MTSS Guidance. Training and coaching are provided for math leaders that are then utilized by schools within the individual master schedules they build each year. Schools must be expected to offer math intervention in order to meet student needs (currently, elementary schools are empowered to plan for and schedule intervention, and some are only addressing reading).</p> <p>To assist schools with allocating time for intervention, a work group was formed of elementary principals and curriculum supervisors. This work group analyzes daily instructional minutes along with county and state expectations for instruction to provide guidance and samples that work within the MCPS school day.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p>	Partially Implemented	6/30/2026

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Recommendation 5: Create unified strategies for overseeing the adoption of a consistent intervention model across schools and grade levels.

Opinion	Responsive Action Plan (Provide Narrative Response)	Status of Responsive Action	Estimated Date of Full Implementation of Responsive Action
Disagree	<p>School size and staffing differentials will prevent a singular consistent model.</p> <p>To assist schools with allocating time for intervention, a work group was formed of elementary principals and curriculum supervisors. This work group analyzes daily instructional minutes along with county and state expectations for instruction to provide guidance and samples that work within the MCPS school day.</p> <p>In addition, the following options have been shared with administrators and math leaders in training to illustrate choices depending on the length of the school's daily math block.</p> <p>Ongoing collaborative work across OCIP and OSSI - expected cross-functional teams in SY26 will prioritize this in every single elementary school</p> 	Partially Implemented	6/30/2026