

Everyday Mathematics® Success Stories



Everyday Mathematics® Helps Indiana District Improve Math Scores, Meet AYP

Located in northwest Indiana, just 50 miles east of Chicago, Michigan City is nestled along Lake Michigan, making it a popular summer tourist destination. With a population of roughly 33,000, the city's public school system, Michigan City Area Schools, includes one high school, three middle schools, and nine elementary schools.

The district serves a diverse population – one that some educators may see as a challenge: 54% of students are Caucasian, 31% African-American, 9% multicultural, and 5% Hispanic. The district has the ninth highest rate in the state of students eligible for free or reduced-price lunch: 66%. Around 22% of students are classified as special education. Only about 15% of the community population have a college education, and 20% have less than a high school diploma. Nearly 38% of students live in single parent households – the thirteenth highest in Indiana.

Despite the odds, Michigan City Area Schools are seeing marked improvement in mathematics education. Dr. Jan Radford, director of K–12 curriculum, attributes the increase to **Everyday Mathematics**.

“The success we are seeing in math is the direct result of implementing the **Everyday Mathematics** curriculum in Grades K–6.

Everyday Mathematics works because it is a proven, research-based program that gives students a chance to practice material even as they learn new concepts,” Dr. Radford said.

Successful Implementation Begins with Commitment

During the 2003-2004 school year, Michigan City Area Schools piloted **Everyday Mathematics** in about one-third of the district's elementary and middle schools. Based on feedback from the pilot and a committee of teachers on a textbook review panel, Michigan City adopted **Everyday Mathematics** for K–6 district-wide in 2004-05.

To assist with **Everyday Mathematics** implementations, Wright Group/McGraw-Hill offers comprehensive professional

development opportunities.

At the start of the implementation Michigan City Area Schools provided all teachers, including special education teachers, a two-day workshop to learn the philosophies and methods. During the first two years, Michigan City also provided follow-up sessions periodically through the year by grade level.

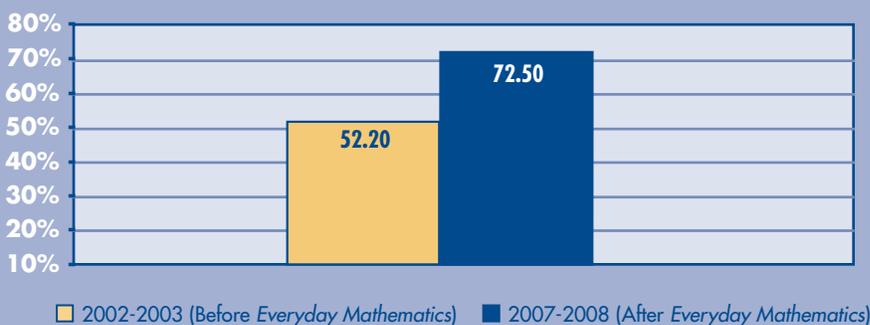
Currently, the district offers similar professional development for any staff new to the district at the beginning of the year.

Steady Improvement in State Assessment

As a result, Michigan City Area Schools' math scores on the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) have increased

Percentage of Michigan City Grade 6 Students Meeting or Exceeding State Math Standards

Source: ISTEP+



most years since implementation, bringing averages closer to the state average than ever before.

ISTEP+ is given at the beginning of the school year, thereby assessing skills students retained from the year before.

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Dr. Jan Radford

Director of K-12 Curriculum

During the 2003-2004 as *Everyday Mathematics* pilots were beginning, 52% of Grade 6 students passed the math portion. By 2007-2008, Grade 6 students reached an all-time high with 73% passing math.

In addition to improved ISTEP+ scores, all sub-groups of students in the district are meeting Adequate Yearly Progress (AYP) in math. Under the federal No

Child Left Behind Act, each state establishes a definition of AYP used each year to determine the achievement of each school and school district. All subgroups of students, including minorities and children from low socioeconomic backgrounds, must score sufficiently on standardized tests to achieve AYP. If one group scores insufficiently, the entire school does not meet AYP. Schools that do not meet AYP for two consecutive academic years or more are identified as needing actions, which increase in severity over time, to improve academic achievement.

Students, Teachers Alike Appreciate Everyday Mathematics Lessons

Both administrators and teachers point to the *Everyday Mathematics*' consistent, research-based approach as key to the program's success.

The distributive practice method in which materials are re-visited regularly also provide more opportunities for

students to learn skills, educators say. “Teachers like that the materials and lessons are outlined and ready for them,” Dr. Radford explained. “But more importantly, teachers like knowing the program works after all the hard work they put into it.”

Teachers aren't the only fans of *Everyday Mathematics* at Michigan City Area Schools.

“Our students absolutely love *Everyday Mathematics* because of the hands-on approach and because there are multiple ways to get to an answer,” Dr. Radford said. “But the bottom line is that *Everyday Mathematics* makes our students feel successful.”

For additional information on the *Everyday Mathematics* program, please contact us toll-free at 1-800-648-2970 and visit WrightGroup.com.

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