

# Everyday Mathematics® Success Stories

The University of Chicago School Mathematics Project



## Carroll County Students Becoming Mathematicians

Carroll County is located in the north-central part of the Commonwealth of Kentucky, at the point where the Ohio and Kentucky Rivers meet. This rural county, midway between the larger cities of Louisville, Kentucky and Cincinnati, Ohio, supports a large industrial base, and has strong middle-class and working-class populations.

Carroll County Public Schools is a small, rural school district with a total K–12 enrollment of approximately 1,780 students. The district operates a primary school spanning Grades K–3, an elementary school containing Grades 4–5, a middle school, and a high school. District-wide, approximately 50% of the students qualify for the free or reduced-price lunch program.

### Raising Expectations

“The success that our students have achieved in math using the *Everyday Mathematics* program proves that we can expect more from our students across all curriculum areas,” states Norma Thurman, director of curriculum for Carroll County Public Schools. “Our results on the Kentucky Core Content Test (KCCT) in math at Grade 5 are now greater than both the state average and the Kentucky Region 4 average. Region 4 typically posts the highest Grade 5 math scores on the KCCT.”

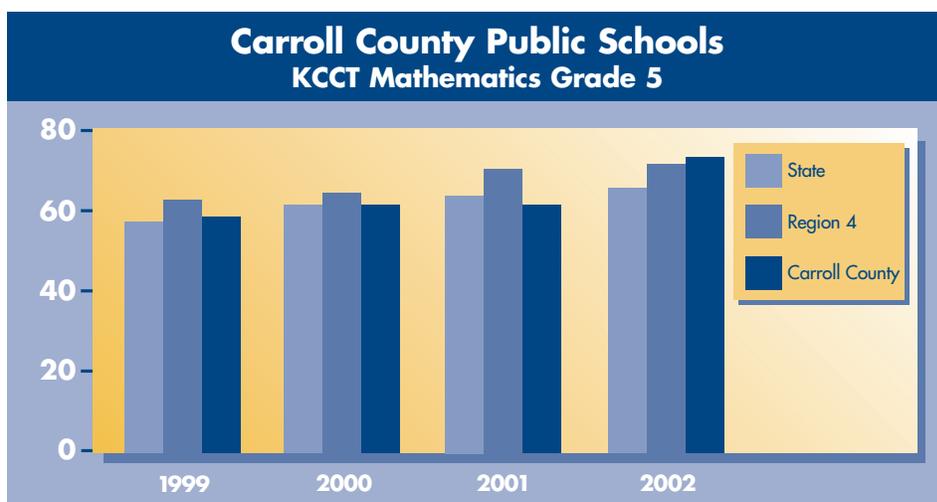
### Becoming Mathematicians

The move to adopt *Everyday Mathematics* in Carroll County Public Schools began at a meeting at Cartmell

Elementary School, the district’s Grade 4–5 building. During her presentation, a visiting teacher offered the idea that students should not just ‘do math,’ but that they should be thinking mathematically and applying mathematics to real-life situations. In other words, the students should become mathematicians!

The excitement of the Cartmell Elementary teachers after this session was remarkable, and they spread their enthusiasm to the teachers at the Kathryn Winn Primary School, the district’s Grade K–3 building.

As the state math adoption year of 1997–1998 approached, Carroll County teachers and administrators were considering what math program



In 2002, Carroll County Public Schools achieved a score of 73 on the Grade 5 KCCT in Mathematics, up 14 points from the benchmark of 59 established in 1999.

could help them achieve the goal of the students becoming mathematicians, and not just 'doers' of math.

At a Kentucky showcase of research-based curricula, the team from Carroll County encountered **Everyday Mathematics**, and promptly set about learning all they could about the program. Samples were reviewed, presentations were held, and ideas were discussed. Ultimately, the staff chose to implement **Everyday Mathematics** in the fall of 1998.

### Building Towards Success

Sallye Kiper is an instructional coach at the Kathryn Winn Primary School, and she believes keeping up the pace of **Everyday Mathematics** is one of the keys to achieving success with the program. She says, "We had some growing pains getting accustomed to the spiral curriculum. There is a tendency to want to teach skills to mastery, but you have to have the confidence to introduce a concept and move on. By moving along, you allow the spiral curriculum to work — revisiting concepts, building skills, and achieving mastery."

"We hear often that math is a student's favorite subject. **Everyday Mathematics** allows students to be fully engaged when learning math."

*Norma Thurman,  
Director of Curriculum*

Kiper also believes that professional development training prepares teachers to be successful when teaching the program. "Our first training sessions with **Everyday Mathematics** occurred over the summer, before we were back to school," she recalls. "These summer sessions helped us to focus on the new materials and lessons before having to present them in the classroom. Importantly, we had a follow-up question-and-answer session in October with an **Everyday Mathematics** consultant. Teachers came together at each grade level to share their experiences with teaching the program and to have their questions and concerns addressed.

"The other professional development training that I found to be very helpful addressed special-needs

students, and how to differentiate while teaching **Everyday Mathematics**. In fact, our whole staff has now received this training."

### Expect More. Achieve More.

Grade 5 teacher Gerda Wise at Cartmell Elementary is another successful user of **Everyday Mathematics**. "I love it!" she declares. "**Everyday Mathematics** helps students become better math students. I've seen many cases where students are not successful elsewhere, but they are able to find success with **Everyday Mathematics**."

"It's so true about raising expectations," states Wise. "If you expect the students to learn more math, they will."

For additional information on SRA/McGraw-Hill's **Everyday Mathematics** program, please contact us toll-free at 1-888-SRA-4543 and visit our Web site at [www.sra4kids.com](http://www.sra4kids.com).

### Meeting All Expectations