

EverydayMathematics® Success Stories



Improving on Success in Winchester Public Schools

Conveniently located just nine miles northwest of Boston, the Town of Winchester has developed from its seventeenth-century colonial village beginnings into a thriving residential community noted for its fine public school system, civic spirit and easy access to Boston. With a population of slightly more than 20,000, Winchester is home to many professionals commuting into the city.

The Winchester Public School District enrolls 3,850 students in Grades Pre-K to 12. The district operates five elementary schools, one middle school and one high school. The student population is 87% Caucasian, 7% Asian-American and 2% Hispanic, and approximately 15% of the students are in special education on Individualized Education Plans (IEPs). An impressive 90% of the high school graduating class of 2006 planned to attend four-year colleges and universities.

The community of Winchester is committed to education, and this commitment is a leading reason for the attractiveness of the community. In the past several years, enrollment in the district has grown by 500 students, increasing class sizes in existing buildings. While serving an affluent community, Winchester Public Schools, like other Massachusetts public school entities, is constrained by limited funding and tight budgets.

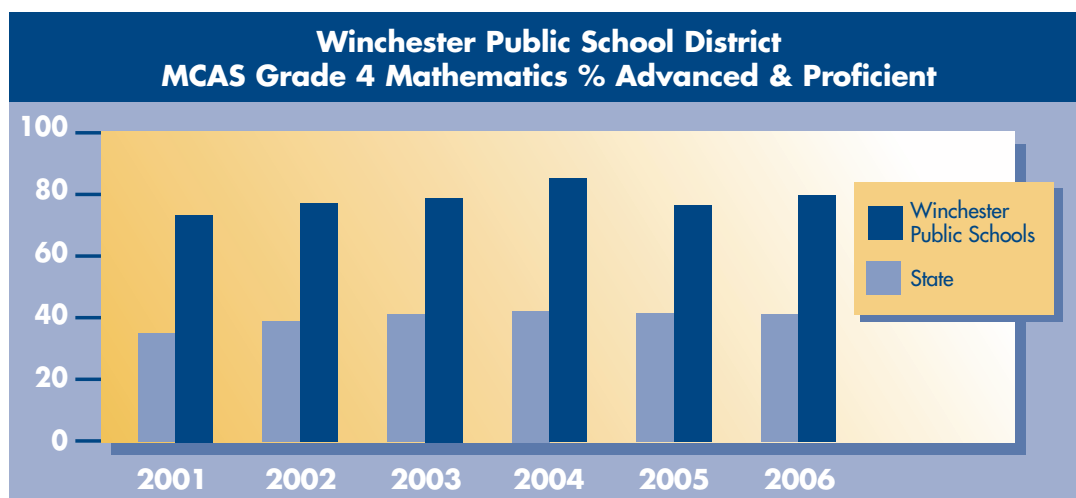
Winchester has accomplished the challenging task of taking very good, well above-average scores and making them consistently excellent. Year after year, Winchester Public Schools is among the top-scoring districts on the Massachusetts Comprehensive Assessment System (MCAS).

Re-committing to *Everyday Mathematics*

Winchester has been a long-time user of *Everyday Mathematics* since 1992, and the district served as an official field-test site for Grade 3 *Everyday Mathematics* in the early 1990's. Administrators and staff in Winchester Public Schools have maintained an allegiance to *Everyday Mathematics* over 16 years through changes in administration, teaching staff and updated editions of the math program itself.

By maintaining a constant focus on how *Everyday Mathematics* is working in the schools, the district has met the high standards for student achievement that are expected by the community.

In school year 2003–2004, Winchester Public Schools organized a Curriculum Area Steering Team (CAST) to assess



Students in Winchester Public Schools have consistently outperformed the state average on the Grade 4 MCAS test in mathematics.

mathematics education in Grades K-5. The elementary mathematics CAST includes two teacher leaders along with seven teammates who represent different grade levels and school buildings. CAST team members provide leadership within their grade level and serve as liaisons between teachers and the administration with regard to curriculum.

CAST members identified communication with parents and the consistent implementation of *Everyday Mathematics* as the focus of their upcoming efforts. Following the CAST communications model, team members met with Dr. Marc Kerble, Assistant Superintendent and Director of Curriculum. These meetings led to the decision that required teachers to fully implement the *Everyday Mathematics* program.

In 2004-2005, the work of CAST continued as the team reviewed the existing *Everyday Mathematics* implementation. Then in spring 2005, Dr. Kerble communicated to building principals the message that Winchester Public Schools was recommitting to the *Everyday Mathematics* program.

In addition to enhanced efforts to communicate with parents, the district promised that every teacher would receive all of the *Everyday Mathematics* materials needed to fully implement the program, print materials as well as manipulatives. All teachers took inventories of the *Everyday Mathematics* materials in their classrooms, and the district placed fill-in orders for the requested materials.

Since September 2005, Winchester Public Schools has continued to maintain its commitment to using the *Everyday Mathematics* program as its primary source for teaching mathematics in its elementary schools.

Dr. Kerble explains: "We believe in the *Everyday Mathematics* program and we are recommitted to implementing the program effectively in all classrooms. Teachers in Winchester Public Schools are smart, and enjoy a collegial school climate. The initiatives of the elementary math CAST received a great response from the administration, staff and the community."

Focus on Student Work

As part of the recommitment to the mathematics program, CAST members strongly recommended that every teacher administer the mid-year assessment in *Everyday Mathematics* to the students. The purpose of these grade-level reviews is to identify student strengths and weaknesses, and then to develop more effective teaching strategies where needed. The results of these mid-year assessments were to be reviewed by grade level at school building and district-wide levels. After the first mid-year assessment review, teachers found that students were outperforming teacher expectations.

Results on the MCAS were also shared with grade-level teachers and analyzed. This analysis led to a district initiative to review open-ended response questions where students show their work and problem-solving strategies. This has encouraged staff to closely look at student work and to discuss student efforts.

Results

Winchester enjoys a reputation as a top-scoring district on the MCAS. Looking back over several years of MCAS results in mathematics at Grade 4, approximately 80% of students in Winchester place in the Advanced and Proficient ranges. The comparable statistic statewide is on the order of 40% in the Advanced and Proficient categories.

With the expansion of testing in mathematics to all students in Grades 3-8, Winchester students again garner top-level MCAS results at all grade levels, surpassing the state averages in the Advanced and Proficient categories by 40 percentage points.

Importantly, Winchester Public Schools is very close to eliminating the number of students who fall into the Warning/Failure category on the MCAS, another goal of the No Child Left Behind Act.

Looking Forward

The district is preparing to implement *Everyday Mathematics Third Edition* in September 2007. All teachers in Grades K-5 will have received professional development training on the revised editions prior to the implementation. Training in *Everyday Mathematics* for new teachers has been expanded, and will take place over the summer.

Winchester Public Schools is also looking forward to using *Everyday Mathematics* more extensively with students in special education. Special education teachers attended trainings on *Everyday Mathematics*, and now can allow their students access to the general curriculum, with support as needed.

"We have done a lot of work in mathematics, and we are going to do more going forward," concludes Dr. Kerble. "Everyone in the district is committed to kids, as well as to doing their best in a supportive culture."

For additional information on the *Everyday Mathematics* program, please contact us toll-free at 1-800-382-7670 and visit our Web site at www.WrightGroup.com.

Meeting All Expectations