

Everyday Mathematics® Success Stories



Building on a Strong Implementation in Ann Arbor Public Schools

The city of Ann Arbor is located in southeast Michigan, approximately 40 miles from Detroit. Ann Arbor is best known as the home of the University of Michigan. Ann Arbor is truly representative of a university community with a generally young and well-educated population. Education is a highly valued and high-profile concern in the community.

Ann Arbor Public Schools (AAPS) educates 16,700 students in grades K-12. The district operates 21 elementary schools, 5 middle schools, 2 comprehensive high schools and 3 alternative high schools. There is a good degree of diversity in the Ann Arbor student population that is 60% Caucasian, 16% African-American and 13% Asian-American. In the elementary grades, 19% qualify for the free or reduced-price lunch program.

Since the fall 1997 adoption of *Everyday Mathematics* in Grades K-2, teachers and administrators in AAPS have gained experience and expertise with the program. This has allowed Ann Arbor to develop strategies to further address issues of assessment in *Everyday Mathematics*, as well as the needs of special education students, summer school students and parent involvement.

Michele Madden, the director of elementary education in AAPS, acknowledges the foundations set with *Everyday Mathematics* in the district by the 2 previous math coordinators, Ann

Byers and Valerie Mills. Byers and Mills have been leaders in mathematics education on both the state and national levels; they also have been involved in various university research projects. As a result, the district has benefited from leadership that has been on the cutting edge of math reform.

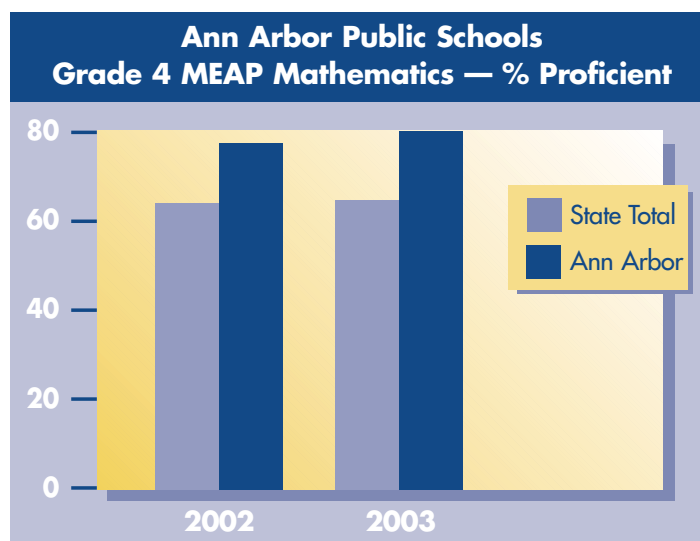
Beginnings

During the 1995–1996 school year, AAPS began a search for a mathematics program that would reflect the newly developing state and national standards. That year, several teachers piloted *Everyday Mathematics*, and expanded pilots ensued in the 1996–1997 school year. At the end of that second year, AAPS teachers were surveyed and *Everyday Mathematics* became the overwhelming recommendation for the district elementary mathematics program.

The implementation of *Everyday Mathematics* was phased over two years. Teachers in Grades K-2 implemented the program during 1997-1998, while teachers in Grades 3-5 implemented the program during the 1998-1999 school year. Consultants from *Everyday Mathematics* provided extensive staff development during these initial implementation years both over the summer and during the school year. Ann Arbor has arranged for professional development every year since the program was adopted to provide training for new teachers as well as ongoing training for experienced users.

Assessment & *Everyday Mathematics*

Woven throughout the AAPS experience with *Everyday Mathematics* has been the development of a complementary



In 2003, 80% of Ann Arbor students in Grade 4 scored in the Proficient ranges of the MEAP Mathematics exam, meaning that they met or exceeded state standards.

reporting form and supporting rubrics. In AAPS, this report is called the Mathematics Profile of Progress. Committees of AAPS teachers, organized by grade level, used the **Everyday Mathematics** Assessment Handbook as a template and added their five years of experience developing performance assessments to identify Ann Arbor grade-level targets and specific rubrics to accompany them.

The Mathematics Profile of Progress is formatted in such a way that teachers are able to fill out the report form as they complete each unit of **Everyday Mathematics**. Teachers now do all of their reporting electronically. In this way, the central office is able to retrieve the data and create charts and graphs to reflect building and district trends.

Starting in the 2002-2003 school year, Madden and her staff meet with principals individually 3 times during the year to look over the building data; principals, in turn, meet with their teachers. Madden explains further, "After every marking period we look at student achievement and ask teachers to make plans for students who are underachieving. The reporting system can also help us to identify where teachers need more support with the program, particularly with pacing."

In order to assist teachers with pacing this year, all teachers have a copy of a grade-level pacing chart, and principals monitor pacing. Principals also receive support to help them guide the **Everyday Mathematics** curriculum in their schools. Over the past three summers, AAPS has offered an Administrators Strand at summer **Everyday Mathematics** workshops. In addition, Madden and her staff frequently talk about "what an **Everyday Mathematics** classroom should look like" to help principals monitor and support the program.

Special Education Students

Starting in 2001, AAPS has provided separate **Everyday Mathematics** workshops for special education teachers in the district. When these teachers were asked to work with students having math IEP goals, it was noted that they were frequently using whatever math programs and activities that they had used in the past. This resulted in students receiving inconsistent instruction in the adopted standards-based program.

In these special education workshops, teachers learn strategies to modify **Everyday Mathematics** lessons and activities for their students. Training special education teachers remains an area of focus for the district.

Summer School Students

For the past three summers, AAPS has offered a carefully designed summer school program for students who have not met many of the 'Secure' outcomes in **Everyday Mathematics**. The effect on students' performance in the next grade has been very positive. In the summer of 2004, the district will offer summer sessions in Grades 1-3. In order to involve the summer school students' families, the district initiated a Math Night program during which parents learn the **Everyday Mathematics** games. Every family who attends these sessions receives an **Everyday Mathematics** Family Games Kit.

Parent Involvement

Parent education is an area that the AAPS administration continues to address. Madden explains, "Standards-based mathematics is different from the math that parents had in school. As a result, parents are often challenged when trying to help their children." Early on AAPS used a Parent Handbook developed by the neighboring Troy Public Schools as a template for the district's handbook.

AAPS has made resources supporting **Everyday Mathematics** available at PTO meetings, at SSTs and IEP meetings, and now on the district web site. Schools hold Math Nights during which teachers talk to parents about the **Everyday Mathematics** program, and students teach their parents the games they play in the classroom. The district also makes the **Everyday Mathematics** Family Games Kits available to families to examine and to purchase.

Results

The state of Michigan assesses elementary student performance in mathematics at Grade 4. Since the early 1990s, the state has administered the Michigan Educational Assessment Program (MEAP). The MEAP test and its reporting were modified coinciding with the 2002 testing date.

On the latest administration of the Grade 4 mathematics MEAP exam in 2003, 80% of Ann Arbor students were proficient in mathematics, meaning that they met or exceeded Michigan state standards. Statewide, 65% of Grade 4 students met the standards in mathematics.

The successful implementation of **Everyday Mathematics** in the Ann Arbor Public Schools is the result of the efforts of many individuals over several years. Never becoming complacent, the district constantly seeks growth. "We know that our work is never done," states Madden. "Achievement issues, teachers' mathematical knowledge, special education and administrative development are among the areas for future and ongoing work."

For additional information on the **Everyday Mathematics** program, please contact us toll-free at 1-888-772-4543 and visit our Web site at www.WrightGroup.com.

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