

# EverydayMathematics® Success Stories



## Long-Term Success With Everyday Mathematics In Dallas ISD

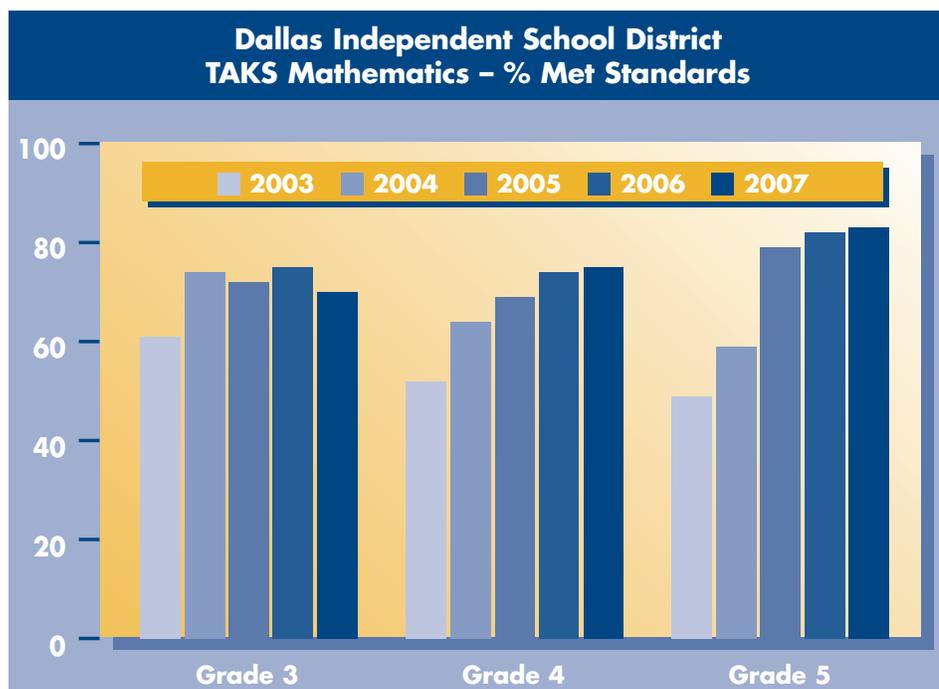
The Dallas Independent School District is the twelfth largest school system in the United States. Approximately 160,000 students attend 225 schools in grades Pre-K–12. The majority of the students are Hispanic, 64%, and African-Americans represent another 30% of the student population.

Approximately 74% of the students are identified as economically disadvantaged, and 32% receive bilingual or English as a Second Language (ESL) instruction. The district estimates that 70 different languages are spoken in the homes of Dallas students.

### Early Beginnings

*Everyday Mathematics*® was piloted in a few Dallas ISD elementary schools beginning in 1996. The outcome was positive; good results in student learning and mathematics achievement were occurring in these pilot schools. The successful implementation of the program in Dallas schools was a key factor in the decision to adopt and implement *Everyday Mathematics* as the elementary mathematics program. The Dallas ISD completed the full implementation of *Everyday Mathematics* in Grades K – 5 in fall 2002.

“Importantly, *Everyday Mathematics* is aligned with the standards of the National Council of Teachers of Mathematics (NCTM),” notes Camille Malone, Executive Director of Mathematics in the Dallas ISD. “Mathematics means more when it is rooted in real-life problems and situations. Children’s mathematical knowledge should grow from their experiences, giving them a rich store from which they can develop mathematical insight, reasoning and creativity.”



Over the five-year period of TAKS testing, the percentage of Dallas ISD students who are meeting state standards in mathematics has risen significantly. All TAKS results from 2003 through 2007 reflect the most rigorous passing standard: the panel recommendation established in 2005.

\* The 2007 TAKS results are preliminary

## Texas State Standards

Since 2003, the state of Texas has administered the Texas Assessment of Knowledge & Skills (TAKS) to measure student performance in Grades 3-11 against state learning standards, the Texas Essential Knowledge and Skills (TEKS) curriculum. TAKS results for the state, districts and schools are reported as the percentage of students meeting Texas state standards.

The Student Passing Standards for proficiency on state tests, such as TAKS, increased each year in 2003, 2004 and 2005. The 2005 panel recommendation is the benchmark for reporting the percentage of students meeting Texas state standards in that and later years. Given these high goals for proficiency, students in the Dallas ISD are achieving at higher levels in mathematics on the TAKS in Grades 3-5.

## Results

Based on the preliminary results of 2007 TAKS testing, 70% of Grade 3 Dallas ISD students met state standards in mathematics. In Grade 4, 75% of Dallas ISD students were proficient in mathematics while in Grade 5, 83% of Dallas students met the standards in mathematics.

Malone states, "In the Dallas ISD, teachers, administrator and the Board of Trustees are working together to help students meet the challenging targets set for student performance."

For additional information on the *Everyday Mathematics* program, please contact us toll-free at 1-800-382-7670 or visit our Web site at [www.WrightGroup.com](http://www.WrightGroup.com).

Setting the Standard