

# Everyday Mathematics® Success Stories



## Committing to Everyday Mathematics in El Paso ISD

The El Paso Independent School District (EPISD) enrolls more than 63,000 students in 92 school campuses. Organized in 1883, EPISD is not only a large district, but also one rich in history. It was home to the first Kindergarten class in Texas in 1889. Located in the far western corner of the state, EPISD has grown to encompass more than 253 square miles. It is bordered by the Texas/New Mexico state line and the United States border with Mexico.

EPISD is made up of 57 elementary schools, 15 middle schools and 11 high schools. Other campuses include alternative schools, adult education centers, an occupational center and several magnet schools. The student population is predominantly Hispanic, at 81%, while 13% of the students are Caucasian and 4% are African-American. Two-thirds (67%) of the students are identified as economically disadvantaged by the state and 32% have limited English proficiency.

*Everyday Mathematics*® was first adopted in one El Paso ISD school in 1998. Each year thereafter, five or six more schools implemented *Everyday Mathematics* as the schools were able to secure funds for professional development and teacher training. Word started to get around among teachers in the El Paso ISD that *Everyday Mathematics* works. While test scores were on the rise, students as well as teachers were learning more mathematics.

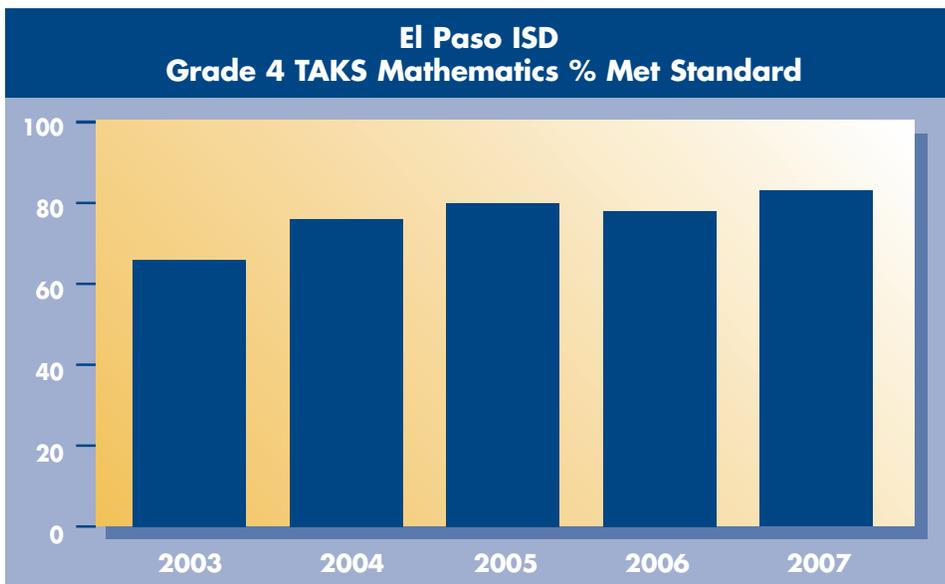
The El Paso ISD fully implemented *Everyday Mathematics* in all elementary schools district-wide in Grades K to 5 during the 2005–2006 school year.

### Commitment to Training

With a large number of elementary schools and teachers implementing *Everyday Mathematics*, continual teacher training is vitally important to the successful implementation of the program, notes Bertie Lopez, the district's math supervisor. Lopez leads a team of over 50 math coaches, one in each elementary building, who have taught *Everyday Mathematics* in the classroom and who are now helping other teachers achieve success with the program.

“Anything worth doing is going to take time,” notes Sylvia Gallagos, a math coach in EPISD. “I tell teachers that if they use *Everyday Mathematics*, they will see growth in student achievement as well as in their own professional development. A teacher who is confident with the mathematical content can impart this to the students. Students then have the ability to fly.”

Lisa Kepple, another EPISD math coach comments, “After one year of teaching Kindergarten *Everyday Mathematics*, I saw a difference in the students. They were excited about math and thought math was fun. They couldn't wait to learn with the activities in the program.”



On the Grade 4 TAKS mathematics test, 83% of El Paso ISD students met the state standards.

\* The 2007 TAKS results are preliminary

## Defining Success

One measure of mathematics success in the district is the amount of learning that teachers have experienced through teaching **Everyday Mathematics**. The teacher with math knowledge readily passes this knowledge to the students. Math coach Kepple states, “By using the **Everyday Mathematics** program, teachers increase their understanding of mathematics, number fluency, and ability to do mental math. **Everyday Mathematics** offers a foundation in mathematics to students as well as to the teacher.”

“**Everyday Mathematics** is a great program,” concurs Gallagos. “**Everyday Mathematics** is complete, and has so much to offer in the program. What richness is to be found. Teachers become better teachers of mathematics having used the program.”

When **Everyday Mathematics** is consistently implemented, teachers see the success that their students achieve on the Texas Assessment of Knowledge and Skills (TAKS). Students are not only passing the TAKS mathematics tests but are scoring at the Commended level.

Says Gallagos, “I have seen **Everyday Mathematics** implemented in schools that serve affluent neighborhoods, as well as in schools with a high poverty level. When teachers embrace the program, the results are the same. Children are children.”

## Expect More, Achieve More

Both Kepple and Gallagos note that the rigor of **Everyday Mathematics** is above and beyond the Texas Essential Knowledge and Skills (TEKS) standards.

Kepple offers an example: “Communicating about increasingly large numbers including money is a third-grade TEKS yet **Everyday Mathematics** starts laying the foundation for this skill in Kindergarten. The children develop a strong foundation in place value that will support their mathematics learning in the upper grades.”

Gallagos concludes, “Our children will be working in 21st-century jobs that require higher-order skills. Students need a strong foundation in mathematics to prepare for their futures.”

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

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