Everyday Mathematics®
Success Stories
The University of Chicago School Mathematics Project

Matching the State Standards at Green Gables Elementary

Green Gables Elementary has earned a reputation for excellence since opening in September 1993. Located in Federal Way, Washington, a suburban community approximately 25 miles south of Seattle, the entire school is organized into multi-age classrooms. The school serves a diverse enrollment of 505 students in Grades K–6, and 16% of the students qualify for free or reduced-price lunches.

In the fall of 2000, Green Gables Elementary became the first school in the Federal Way School District to implement ***Everyday Mathematics***. The decision to switch to ***Everyday Mathematics*** was based on the challenging learning goals and assessments that the state of Washington had initiated in 1996.

Based on NCTM Standards

"If you look at the ***Everyday Mathematics*** program, you will find a very strong match with the state Essential Academic Learning Requirements, or EALRs, as well as the Washington Assessment of Student Learning, the WASL," states Diane Holt, principal at Green Gables Elementary. "***Everyday Mathematics*** matches the state's EALRs and the WASL because they are all rooted in the NCTM standards.

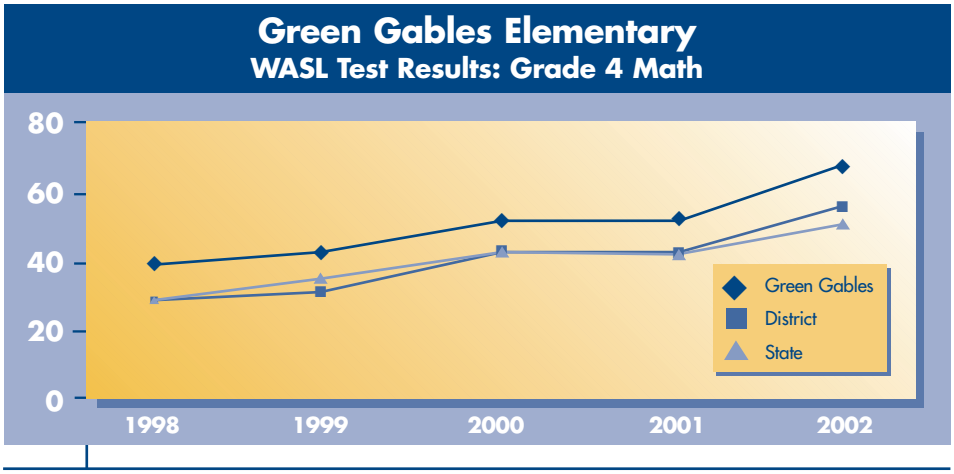
"***Everyday Mathematics*** is a balanced curriculum that addresses the topics included in the Grade 4 Benchmark in mathematics," continues Holt. "When we analyze our WASL results, we see that the children do consistently well on all content and process areas. Green Gables stands out on this measure among all schools in the district. I attribute these results to ***Everyday Mathematics***."

According to Holt, the WASL is a difficult test, with complex problems including probability, statistics, and algebra at the Grade 4 level. "Unlike other textbook series, where these topics are not addressed or are placed at the end of the book, the spiral curriculum of ***Everyday Mathematics*** has children learning and reviewing these topics throughout the school year," explains Holt.

"The Washington state standards represent high expectations of achievement for the students. ***Everyday Mathematics*** helps schools meet those high expectations."
Diane Holt
Principal, Green Gables Elementary

Multi-Age Classrooms

Green Gables Elementary is organized in tri-level, multi-age, sequential classrooms: Grades K–2, 1–3, and 4–6. Students spend three years with the same teacher and the same set of classmates. All of the children are assessed in mathematics and placed at the appropriate level of ***Everyday Mathematics***, not necessarily at grade level.



Since the adoption of *Everyday Mathematics*, the percentage of Green Gables Elementary students meeting or exceeding the Washington state mathematics standards at Grade 4 has climbed to 67%, compared to 52% in 2000.

SRA

Washington State Standards and Assessment

Before the 1990s, the state of Washington had never had a common set of standards for which both students and educators were accountable. Earlier attempts to set standards left districts to develop their own lists, and there was no coherent attempt to measure achievement.

After much study, discussion, and thoughtful public debate, statewide academic standards were developed for eight subject areas that represent the specific academic skills and knowledge that students are required to meet in the classroom. The Washington state standards are called the Essential Academic Learning Requirements, or EALRs.

The Washington Assessment of Student Learning (WASL) is a means of measuring student achievement of the state's rigorous academic standards. Since the 1996–1997 school year, elementary mathematics has been assessed in Grade 4 using the WASL.

Essential Academic Learning Requirements – Mathematics Benchmark 1 – Grade 4

1. The student understands and applies the concepts and procedures of mathematics: number sense, measurement, geometric sense, probability and statistics, and algebraic sense.
2. The student uses mathematics to define and solve problems.
3. The student uses mathematical reasoning.
4. The student communicates knowledge and understanding in both everyday and mathematical language.
5. The student understands how mathematical ideas connect within mathematics, to other subject areas, and to real-life situations.

Source: Office of Superintendent of Public Instruction, Olympia, WA. (http://www.k12.wa.us/curriculuminstruct/EALRs.asp)

The school uses two models for mathematics instruction in these tri-level classrooms. In some classrooms, teachers lead ***Everyday Mathematics*** lessons at the three different grade levels represented in their classrooms. In other classrooms, the students may change rooms to receive math instruction at their levels.

"***Everyday Mathematics*** allows teachers to interact with their students," notes Principal Holt. "For example, the journal pages are worked together by the teacher and the students, and then they check their work together.

"The mathematics thinking and multiple strategies taught in ***Everyday Mathematics*** come easily to students' minds and help them build a strong foundation for mathematics in their futures.

"We love the program," concludes Holt. "I say teach the program for two or three years, and you'll be sold, too!"

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.

Meeting All Expectations

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