



CASE STUDY

Support for State Standards Adds up to Success at Stamford Public Schools

ABOUT THE DISTRICT

Name

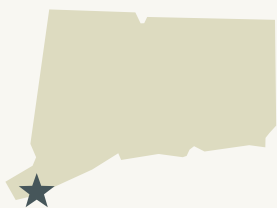
Stamford Public Schools

Location

Stamford, Connecticut

Grades

Pre-K–6



Overview

The Stamford Public School district in Stamford, Connecticut is part of the Greater New York metropolitan area and is the fifth largest district in Connecticut. Stamford Public Schools (SPS) serve over 8,000 elementary students at 15 different schools.

More elementary school students in the district identify as Hispanic than any other race, and Stamford Public Schools students speak over 65 languages at home, including Afrikaans, Japanese, and Yoruba. 52 percent of students in the Stamford district are eligible for the Free and Reduced Lunch program.

42%

HISPANIC

31%

CAUCASIAN

17%

AFRICAN AMERICAN

9%

ASIAN

52%

FREE OR REDUCED LUNCH PARTICIPANTS

13%

ENGLISH LEARNERS

TOTAL ENROLLMENT: 8,153

Stamford teachers once struggled to maintain consistency in math education across schools and classrooms. “In the past, if you were a parent who had twins in two different classrooms, they would be getting radically different instruction,” said Brian Byrne, former Curriculum Associate for Elementary Math.

To solve this problem, the Stamford Board of Education worked side-by-side with the SPS curriculum team to find a unifying math program. They chose *Everyday Mathematics*®, which the district successfully used for almost 10 years. When *Everyday Mathematics 4* was released in 2015, the district was quick to adopt the latest iteration of the program.

Implementation

In 2016, Stamford Board of Education implemented *Everyday Mathematics 4* in its elementary schools because it is specifically engineered for state standards.

“We now have the opportunity to have fewer lessons, go more in-depth with the lessons we do, and really focus on the standards,” says Natalie Elder, Director for School Improvement and Professional Development for Elementary. “Differentiating instruction during learning stations allows teachers to really home in on learning gaps.”

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Natalie Elder,
Director for School Improvement and
Professional Development for Elementary,
Stamford Public Schools

The technology in *Everyday Mathematics 4*, allows Stamford elementary teachers to easily record data and provides detailed reports they use to identify which students might be struggling to master specific state standards, as well as which students are ready for a challenge.

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Jon Kolman,
Curriculum Associate for
Elementary and Science,
Stamford Public Schools

“I’m seeing a big difference in student performance since we started using *Everyday Mathematics*,” says Jon Kolman, curriculum associate for elementary and science. “Instead of the focus being on rote memorization of facts, the focus is on concepts. So, students have a better understanding of not just what the answer is, but why the answer is what it is.”

Student Engagement

Cutting-edge resources are an integral part of the comprehensive approach of *Everyday Mathematics 4*. The program provides real-life examples, frequent practice and various problem-solving methods, and it includes a digital grade book, assessments, and other resources. Teachers can leverage the data they gather through observation, evaluation, and test scores to drive classroom math instruction.

One resource that Stamford teachers enjoy using to differentiate instruction is *Everyday Mathematics 4* Activity Cards, which provide an easy way to assign fun and engaging activities and give additional instruction that is focused on specific standards. Activity Cards are designed to be completed in small groups or with partners. *Everyday Mathematics 4* also includes a wealth of opportunities for students to practice through scaffolded online games that students can play in class or at home.

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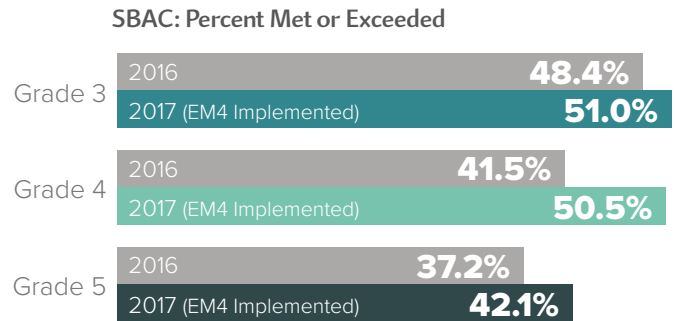
Jon Kolman

According to Kolman, students are enamored with the *Everyday Mathematics* approach to math education. “More students are enjoying math,” Kolman says. “They are learning in a fun way instead of just opening up a book and memorizing facts.”

Results

During the 10 years Stamford elementary schools used *Everyday Mathematics 3*, they saw consistent improvements on the Connecticut Mastery Test in math. Today, students take the Smarter Balanced Assessment, and district math scores continue to rise, year after year.

Stamford Elementary School Improvement 2016-2017



The Future

Kolman and Elder say educators at Stamford elementary schools have embraced *Everyday Mathematics*, and McGraw-Hill Education has been particularly supportive and responsive when issues arise. Today, teachers who once taught *Everyday Mathematics* are now consultants, and each school has its own liaison who is a district teacher with special training to help colleagues make the most of the program resources.

After seeing continued improvement for over a decade, the district has no plans to stop using *Everyday Mathematics* any time soon.

About *Everyday Mathematics 4*

Everyday Mathematics 4 is a comprehensive Pre–K through Grade 6 mathematics program engineered for the Common Core State Standards and grounded in an extensive body of research into how children learn. Among the approaches on which the program is most closely based is “distributed practice,” a technique that involves repeated exposures to key ideas in different contexts over time. The program’s signature spiral curriculum uses distributed practice to help students build depth of knowledge and achieve long-term mastery of concepts and skills.