

Report to: Jacob Hubert, High School Principal  
From: Phippen Consulting, Randy and Sue Phippen  
Re: North Boone School District 200 Mathematics Program Audit  
Date: January 17, 2011

Thank you for the opportunity to look at your data and prepare a mathematics program audit. This report will contain observations and recommendations. It may also raise questions for further study. Since we were unable to visit the math classrooms, we will make generalized recommendations for improving instruction, based on the observations we have made in other schools with similar data.

Documents and data were examined from the following sources and served as the basis for our report: Capron Elementary School, Poplar Grove Elementary School, Manchester Elementary School, North Boone Upper Elementary School, North Boone Middle School, North Boone High School, course descriptions, Explore and Plan scores, district and high school report cards, and semester exams. In some cases, we can only ask questions or suggest further study.

It is common for state testing scores to be higher in the elementary grades and then fall off into high school. The challenge is to not let the scores fall below acceptable levels too early. Due to the adoption of the Common Core State Standards by the State of Illinois, we need to be looking at the recommended topics at each grade level and implement changes K-2 next year, followed by other grades. The state does not have an implementation schedule yet, but the new testing will be in place in 2014-2015 with pilot testing in 2012-13 and 2013-14, according to the Partnership for Assessment of College and Career Readiness of which Illinois is a governing member.

#### Observations:

Although the three elementary schools are different in size and percents of low-income students, the ISAT scores are good. Sixty-minute math periods are appropriate and common for elementary schools, but should be considered minimum. If possible, add ten minutes to the math periods. Has a study been done on the similarities/differences of Saxon elementary math compared to Everyday Math? The latter has very good results in state testing and is a viable alternative if teachers have had significant staff development and the program is delivered with fidelity. That may also be the case with the Saxon elementary, but it does not have the track record of Everyday Math. Has the source of the discontent with Saxon been explored and discussed? Are teachers trained to use it with fidelity in all schools? Is instruction being delivered through exploration and manipulatives? Students will need to be proficient as well as have deep understanding of the structure of mathematics – in other words, it must make sense.

