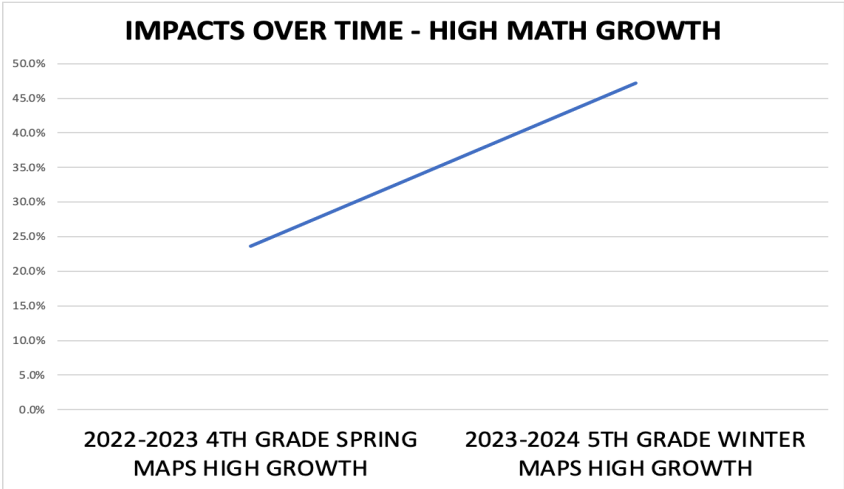


Solon Community School District Seeing Tremendous High Growth in Math

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For Immediate Release

Now in their second year of fully implementing the inquiry-based Contexts for Learning Mathematics (CFLM) curriculum across the district, [Solon Community School District](#) is experiencing extraordinary student achievement growth. Melissa, the principal at one of the district's schools, says the district's recent round of MAPS testing has shown "47% of 5th graders demonstrated high growth this winter compared to 24% of these same students in the spring of 2022 as 4th graders. THAT'S HUGE!!"



"Students have been able to access learning at a readiness level appropriate to them, gaining confidence and learning collaboratively from their peers in how to move from one strategy to the next more efficient strategy. Many of our students are developing number sense and mathematical concepts in a variety of ways, keeping learning and thinking more fluid and flexible," Melissa excitedly reports. One of the district's 4th grade teachers, Sami, has seen incredible changes in her students as well. "Students are able to explain and share their thinking, collaborate with peers, and understand not only their own strategies but the strategies of others. CFLM has fostered more collaboration and group work, enriching deep conversations about mathematics."



5th grade students in Solon constructing big ideas about area and volume in the CFLM unit, *The Box Factory*.

As a critical component of implementation, Solon Community School District uses [P2S2: a personalized professional support system](#)—New Perspectives Online’s new platform for on-demand support, online coaching cycles, and the most robust system currently available for *systemic change* across a school or district. As such, Melissa and her team at Solon Intermediate School have not only seen incredible achievement growth in the students at the school, but also in how her teachers teach math. “Using CFLM has really pushed our teachers to build their capacity for teaching mathematics concepts and understanding developmental progressions of the mathematics. Our teachers have leaned into the job-embedded professional development provided through the online classroom video platform (P2S2) and have really worked hard to learn from one another as a collaborative team. Our teachers’ ability to question students about their mathematical thinking and to identify and represent various strategies with mathematical models have improved and continue to do so.”

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As a teacher, Sami can also see the culture of mathematics teaching in the district changing. “The use of CFLM in our schools has positively impacted the teaching of mathematics, and allows students to discover their own mathematical thinking and progress. By letting students explore, we are allowing them to invent strategies, explain their thinking, and to solve complex problems using their own strategies. The biggest impact on our teachers has been a growth in confidence for teaching mathematics.” As teachers, coaches and principals in Solon deepen their understanding of research-based learning trajectories (Landscapes of Learning), use CFLM’s sequences of low-floor high-ceiling investigations crafted to ensure access, equity, and progressive development for all students, and dynamically assess students’ strategies, not just answers, continued high growth in mathematics achievement is sure to follow.

To learn more about Contexts for Learning Mathematics, please visit our website at [New Perspectives on Learning](#).