

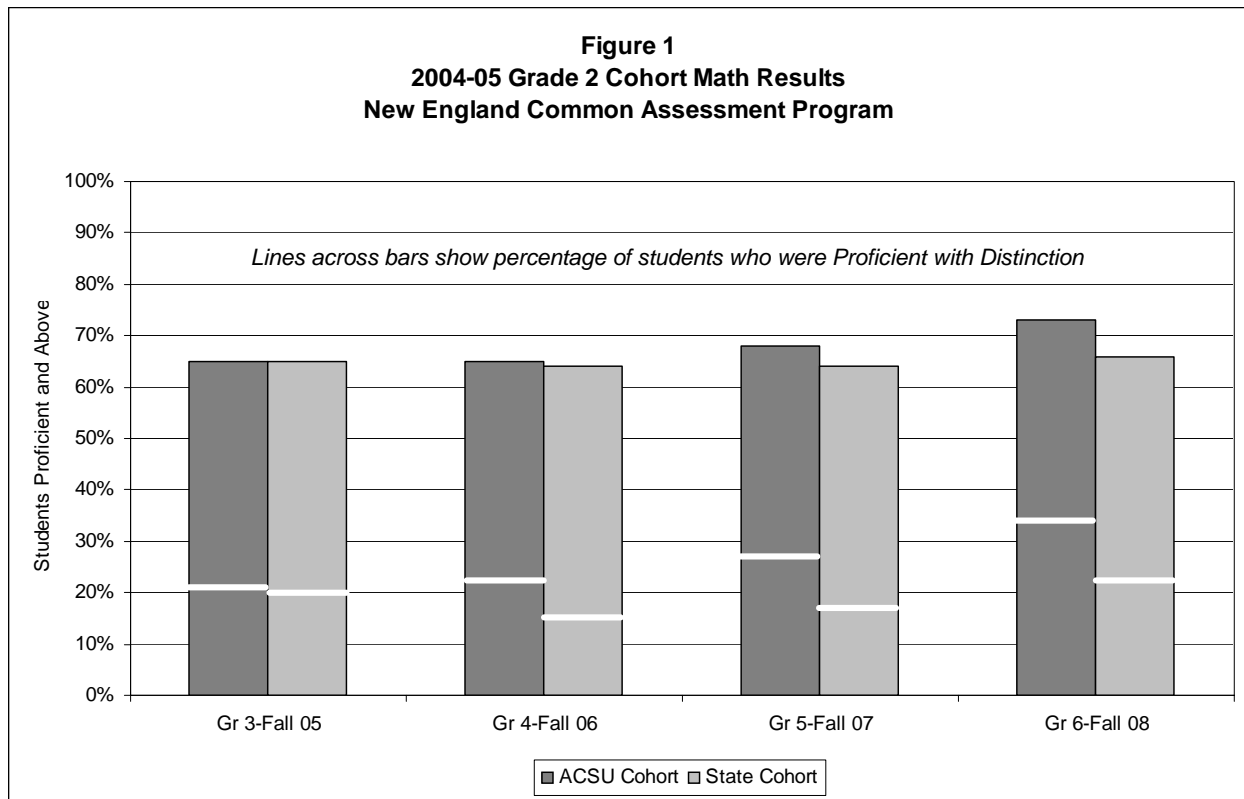


Addison Central Supervisory Union, Middlebury, Vermont

The Addison Central Supervisory Union (ACSU) implemented Bridges in Mathematics K-2 in the fall of 2003. Beginning in the fall of 2005 they added a grade level each year to complete the curriculum K-5. By fall 2008 the ACSU students who began first grade in 2003 had been in Bridges classrooms for five consecutive years. This case study tracks the math performance of this student cohort over a four-year period from second through fifth grade.

Each fall the state of Vermont assesses student academic achievement using the New England Common Assessment Program (NECAP), a criterion-referenced test based on the Vermont Content Standards. Note that since the test is administered in the fall, it actually assesses student achievement from the previous school year.

Figure 1 provides the results from the mathematics section of the NECAP for the ACSU cohort each fall beginning in 2005 and compares their scores against the performance of their peers across the state. Overall the ACSU cohort outperformed their peers by an increasing margin over the timeframe. In addition the percentage of ACSU students who earned “proficiency with distinction” grew to exceed statewide results by 11 percentage points by the end of the period.



Source: Addison Central Supervisory Union.

Notes: Only includes students that were tested. Percentages have been rounded. ACSU student N-size ranged from 120 to 134.