

**Bridges in Mathematics
First Year Implementation Results**

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The data in Table 1 below show that implementation of the Bridges in Mathematics curriculum had a positive impact upon our general education students. Analysis of the district's WASL mathematics results from the 2007 and 2008 school years indicates that gains were demonstrated across all three grade levels (3rd, 4th and 5th) that implemented Bridges in Mathematics and also took the WASL.*

This is contrasted with WASL mathematics data from the rest of the state that demonstrated growth from 2007 to 2008 in only 5th grade, and a small amount of growth at that. The seventh grade results were added to demonstrate a more typical pattern of mathematics achievement. Neither the WRSD nor the state demonstrated any growth at this level.

* District implemented Bridges in Mathematics in grades K-5 in the 2008 school year.

Table 1

White River School District (WRSD) General Education Students WASL Math Results 2007 and 2008 School Years				
Grade	Location	2007 WASL- Percent Proficient	2008 WASL- Percent Proficient	Percent Increase/Decrease
3 rd	WRSD	74.3	80.1	+7.8%
	State	69.3	68.3	-1.0%
4 th	WRSD	56.1	58.0	+3.3%
	State	57.9	53.4	-7.7%
5 th	WRSD	64.7	69.0	+6.6%
	State	59.3	61.0	+2.8%
6 th	WRSD	44.9	49.3	+9.7%
	State	49.5	48.5	-2.0%
7 th	WRSD	56.1	47.7	-15.5%
	State	54.4	50.3	-7.5%

The data in Table 2 below show that the implementation of Bridges in Mathematics also had a positive impact upon the district's special education students.

During the initial mathematics training in the spring and fall of 2007, our K-5 general, special education and Title One staff were specifically directed to include all students in the Bridges curriculum. Thus our data from the spring 08 administration of the WASL included data from special education students.

Analysis of results from the 2007 and 2008 school years indicates that gains in WASL mathematics scores were demonstrated with special education students as a whole in grades three, four and five. The average gain across all three grades was 7%. More specifically, the average gain was 6% for third grade, 14% for fourth grade and .8% at fifth grade.

This is in marked contrast to special education students at the middle school level who were not given the opportunity to work with the Bridges curriculum, as it was a K-5 general education math adoption. These special education students at sixth, seventh and eight grades demonstrated an average loss of 5% from the 2007 to 2008 school year. The gains for special education, grades 3-5, are also noteworthy because over the past number of years there has been little growth, if any, in the average performance of special education students on the mathematics section of the WASL.

Table 2

White River School District (WRSD) Special Education Students WASL Math Results 2007 and 2008 School Years			
Grade	Average WASL Scaled Score 2007 School Year	Average WASL Scaled Score 2008 School Year	Percent Increase/ Decrease
3rd	377	399	+ 6%
4 th	324	369	+14%
5 th	369	372	+ 0.8%
6 th	344	329	- 4%
7 th	339	329	- 3%
8 th	331	340	+ 2%