



Bend, Oregon

This case study focused on a second and third grade blended classroom that used the Bridges in Mathematics, Grade 2 curriculum during the 2001–2002 school year. There were 14 second and 12 third grade students in the blended class. The students used the Bridges in Mathematics Grade 2 curriculum for the entire school year and it was the first time that any of them had used the curriculum. The teacher had over 17 years teaching experience and had used the Bridges in Mathematics curriculum for about 2 years. None of the students in the blended class had this teacher the previous school year, as she taught at a different school in the district.

The blended class is part of Buckingham Elementary School, a public K–5 school that is in the Bend-La Pine School District in central Oregon. At the time of this study, the school had an enrollment of about 699 students. Approximately 24% of the Buckingham Elementary students were eligible to participate in the free and reduced price lunch program. The ethnic make up of the school was approximately 92% white and 8% minority (mostly Hispanic, Asian and Native American). The district had 13 elementary schools, 5 middle schools, 4 high schools, and an enrollment of about 13,671 students.

Assessment

The district assessed third grade mathematics achievement with the mathematics section of the state developed Oregon Statewide Assessment Test. To assess second grade mathematics achievement, they used the mathematics section of the Oregon Plus Test, a test developed by a private evaluation company. Both instruments are criterion-referenced tests that are based on the Oregon Content Standards. There were three performance levels on the tests: met the standard, exceeded the standard, and did not yet meet the standard. The minimum scaled score (called a RIT-Score) needed to meet the mathematics performance standard was 191 for second grade students and 202 for third grade students (the minimum second grade scaled score was extrapolated from the minimum third grade scaled score by the private evaluation company that developed the Oregon Plus Test). Both tests were administered near the end of the school year.

Outcome

All 14 (100%) of the second grade students from the 2001–2002 blended class met or exceeded the mathematics performance standard on the Oregon Plus Test compared with 80% of the state ($N = 9,106$) second grade students who took the test (see Figure 5-1). Of these 14 students, 13 (93%) exceeded the mathematics performance standard on the test. In comparison, 34% of the state second grade students tested exceeded the mathematics performance standard (see Figure 5-2).

All 12 (100%) of the third grade students from the 2001–2002 blended class met or exceeded the mathematics performance standard on the Statewide Assessment Test compared with 77% of the state ($N = 39,070$) third grade students who took the test (see Figure 5-1). Of these 12 students, 9 (75%) exceeded the mathematics performance standard on the test. In comparison, 34% of the state third grade students tested exceeded the mathematics performance standard (see Figure 5-2).

Figure 5-1
 Percentage of Students Who Met or Exceeded the Mathematics Performance Standard—2001-2002 School Year

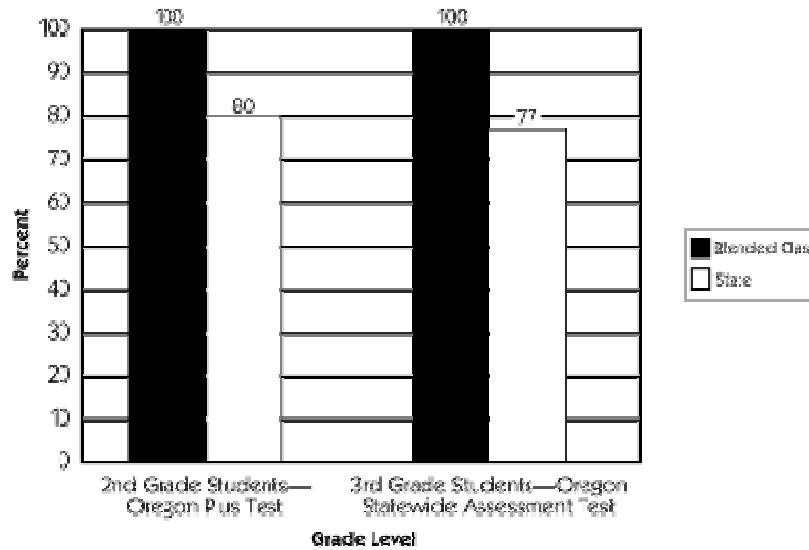


Figure 5-2
 Percentage of Students Who Exceeded the Mathematics Performance Standard—2001-2002 School Year

