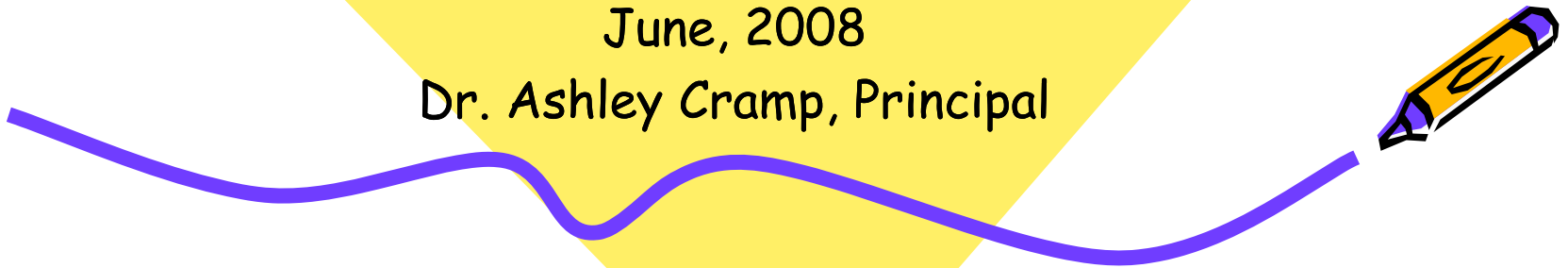


# Baldwin Elementary School

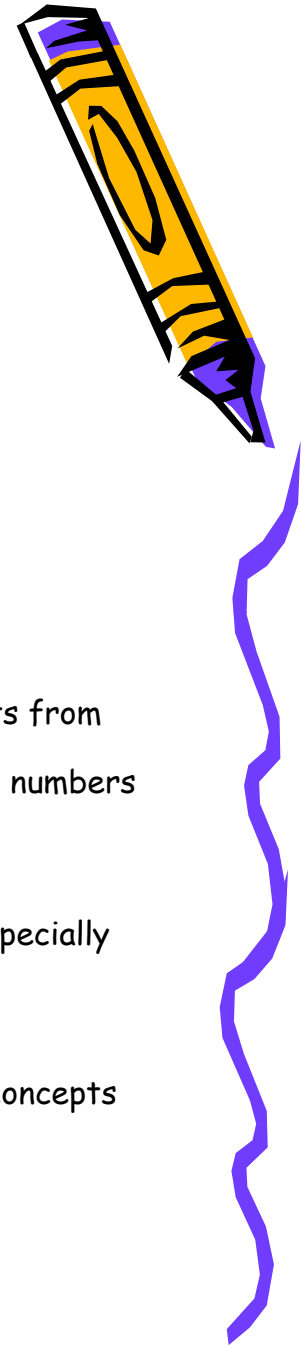
Parallel Block Update

June, 2008

Dr. Ashley Cramp, Principal



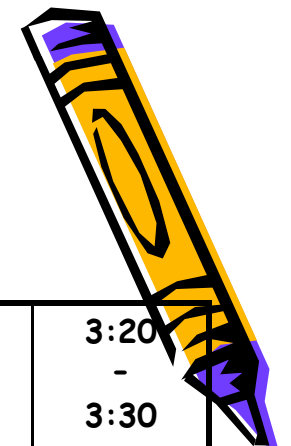
# Brief Review of the Need for the Reorganization of Instructional Time at Baldwin



- **Our data analysis in 06-07 indicated**
  - **SOL Trend Data** relatively stagnant in pass % (mid 70's to low 80's)
  - **Fall Measure of Academic Progress (MAP) Assessment**
    - 60% 3rd grade below grade level in Reading, Language, Math
    - 40% of 4th grade below grade level in Reading, Language, Math
  - **Mid-year MAP Assessment**
    - Students are on-track for a 'year worth of growth' but still need stronger results from our instructional model
    - 26 3rd graders and 30 4th graders working beyond mid-year benchmarks (these numbers include but are not exclusive of our GT students)
  - **PALS**
    - Fall scores from 2006 indicate an increase in the need for PALS remediation, especially in Kindergarten
  - **Fall Math Assessments**
    - Indicate our students K-4 are struggling with acquisition of some specific core concepts and skills

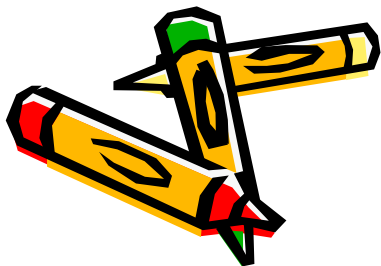


# Sample Baldwin Student Instructional Day



8:45 - 9:20	9:20 - 10:05	10:05 - 10:50	10:50 - 11:35	11:35 - 12:20	12:20 - 1:05	1:05 - 1:50	1:50 - 2:35	2:35 - 3:20	3:20 - 3:30
Core Class for DEAR; Calendar Time; DOL (whole group)	Whole Group Lang. Arts w/ Core Teacher	Small Group Lang. Arts w/ Core Teacher	Extension (K-2)  Science (3-4)	Recess and Lunch w/ Core Teacher	Small Group Math w/ Core Teacher	Whole Group Math w/ Core Teacher	Science & SS (K-2)  Social Studies (3-4)	Encore	Core Class for pack-up and dismissal

- Based on 45 minute blocks and each class broken into 2 groups
- DAILY: K-2 have one block of Science/SS and one block of Extension and 3-4 have one block of Science and one block of Social Studies
- Encore is our new term for specials (Art, Music, PE, etc.)
- Social Studies and Science and Extension are classes with different teachers



# End-of-Year Quantitative Data Results for 07-08

## Kindergarten

### - PALS

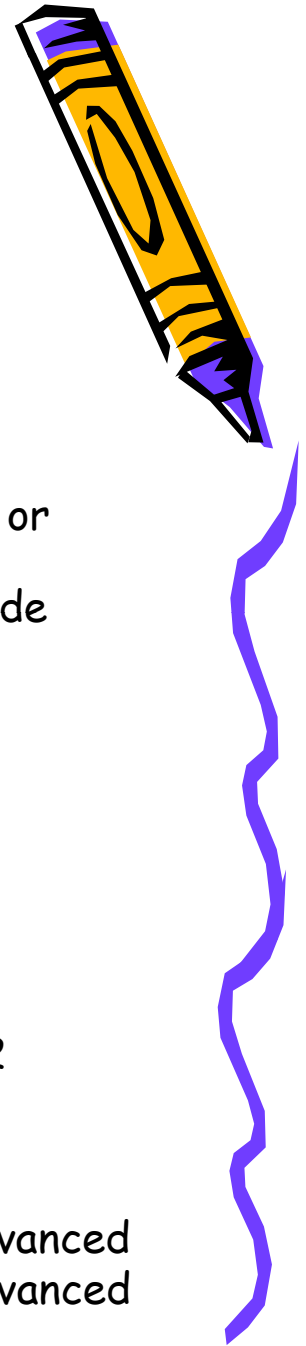
- Average gain across the 12 groups was 52 points
- 20/81 children gained 70 or more points Highest individual gain was 89 points
- 94% pass rate for Kindergarten: 5 children did not pass
  - Of the 5 that did not pass; 2 were identified special education and 3 arrived January or later from another country and speaking another language

### - MATH

- TTAC units, Calendar, and Investigations have been implemented
- Benchmark assessments given with results analyzed for re-teaching and acceleration
- January benchmark: 0 not passing, 8 basic, 24 proficient, 45 advanced
- March benchmark: 0 not passing, 1 basic, 5 proficient, 76 advanced
- June benchmark: 3 not passing, 2 basic, 10 proficient, 66 advanced



# End-of-Year Quantitative Data Results for 07-08



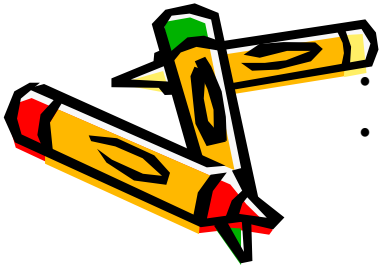
## FIRST

### - PALS

- All students increased at least 1.5 reading levels
- 84% pass rate for First grade
- Fall Reading Levels: 68 readiness or preprimer, 11 at primer or first, 17 at 2<sup>nd</sup> grade or above
- Spring Reading Levels: 29 at preprimer or primer, 37 on grade level-end of first grade, 44 above (2<sup>nd</sup> -6<sup>th</sup>)

### - MATH

- TTAC units, Calendar, and Investigations on a regular basis
- Benchmark assessments given with results analyzed for re-teaching and acceleration
- November benchmark: 2 not passing, 6 basic, 40 proficient, 69 advanced
- January benchmark: 1 not passing, 6 basic, 22 proficient, 82 advanced
- March benchmark: 0 not passing, 11 basic, 40 proficient, 53 advanced
- May benchmark: 0 not passing, 8 basic, 36 proficient, 63 advanced
- June benchmark: 0 not passing, 1 basic, 18 proficient, 85 advanced



# End-of-Year Quantitative Data Results for 07-08



## SECOND

### - PALS

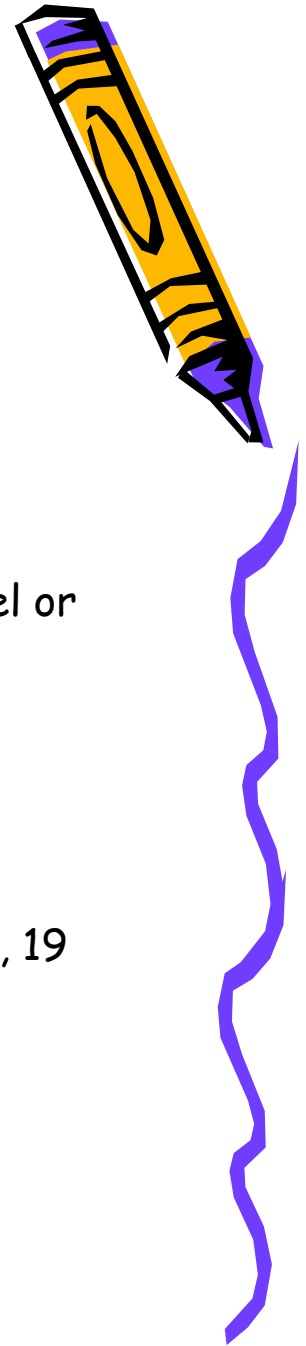
- All students increased at least 1.5 reading levels
- 80% pass rate for Second grade
- Fall Reading Levels: 54 below, 20 on grade level, 24 above
- Spring Reading Levels: 9 below, 19 on grade level, 71 above (3<sup>rd</sup> -6<sup>th</sup>)

### - MATH

- TTAC units, Calendar, and Investigations on a regular basis
- Benchmark assessments given with results analyzed for re-teaching and acceleration
- December benchmark: 9 not passing, 36 basic, 34 proficient, 26 advanced
- January benchmark: 4 not passing, 24 basic, 41 proficient, 38 advanced
- April benchmark: 1 not passing, 29 basic, 42 proficient, 30 advanced



# End-of-Year Quantitative Data Results for 07-08



## THIRD

### - PALS/DRA

- All students increased at least 1.0 reading levels
- 83% pass rate for Third grade on PALS
- Fall Reading Levels: 25 below, 20 on grade level, 41 above
- Spring Reading Levels: 12 below, 13 on grade level, 61 above
- 41 students going to 4<sup>th</sup> grade are reading at a 5<sup>th</sup> grade level or above

### - MATH

- TTAC units and Investigations on a regular basis
- Benchmark assessments given with results analyzed for re-teaching and acceleration
- December benchmark: 9 not passing, 27 basic, 31 proficient, 19 advanced
- March benchmark: 6 not passing, 31 basic, 29 proficient, 23 advanced
- May benchmark: 5 not passing, 21 basic, 33 proficient, 33 advanced



# End-of-Year Quantitative Data Results for 07-08



THIRD  
- MAP

	<b>BES Fall 2007 Mean</b>	<b>National Fall Mean</b>	<b>BES Spring 2008 Mean</b>	<b>National Spring Mean</b>	<b>BES Average Gain</b>	<b>National Average Gain</b>
<b>Reading</b>	<b>184</b>	<b>190</b>	<b>196</b>	<b>198</b>	<b>12.8</b>	<b>9.1</b>
<b>Language</b>	<b>184</b>	<b>193</b>	<b>198</b>	<b>201</b>	<b>14.4</b>	<b>9.1</b>
<b>Math</b>	<b>185</b>	<b>192</b>	<b>202</b>	<b>202</b>	<b>16.4</b>	<b>10.9</b>





# End-of-Year Quantitative Data Results for 07-08



## FOURTH

### - DRA

- Fall Reading Levels: 43 Below, 8 on grade level, 43 Above
- Spring Reading Levels: 11 Below, 3 on grade level, 78 Above
- 54 students going to 5<sup>th</sup> grade are reading at a 6<sup>th</sup> grade level or above

### - MATH

- TTAC units and Investigations on a regular basis
- Benchmark assessments given with results analyzed for re-teaching and acceleration
- November benchmark: 7 not passing, 39 basic, 34 proficient, 22 advanced
- February benchmark: 11 not passing, 43 basic, 28 proficient, 11 advanced

June: 5 not passing, 28 basic, 51 proficient, 10 advanced



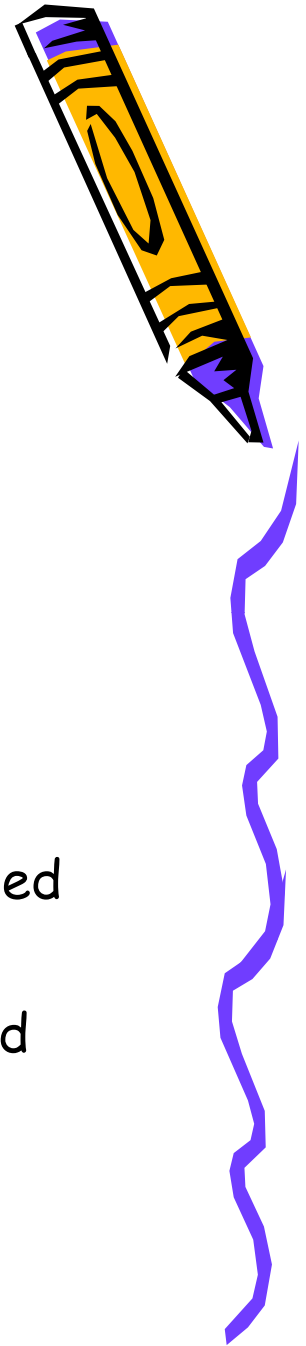
# End-of-Year Quantitative Data Results for 07-08

Fourth  
- MAP

	<b>BES Fall 2007 Mean</b>	<b>National Fall Mean</b>	<b>BES Spring 2008 Mean</b>	<b>National Spring Mean</b>	<b>BES Average Gain</b>	<b>National Average Gain</b>
<b>Reading</b>	199	199	207	205	8.6	6.5
<b>Language</b>	199	202	209	207	11.1	6.3
<b>Math</b>	202	203	214	210	13.3	8.8



# End-of-Year Quantitative Data Results for 07-08



## OTHER RELEVANT DATA

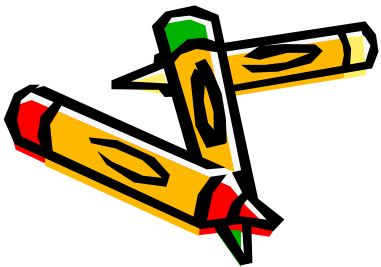
### - Discipline Referrals

- September - May 2007 we had 153 referrals
- September - May 2008 we had 106 referrals
  - 31% decrease in referrals

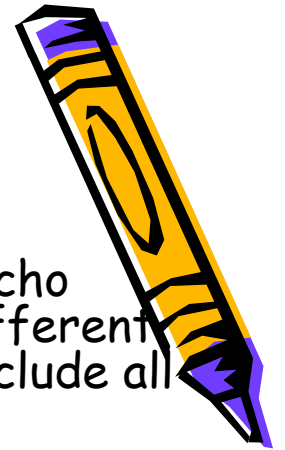
### - Possible Retentions

- January 2007—38 students were being considered
- May 2007—26 still being considered...8 retained
- January 2008—7 students were being considered
- May 2008—1 still being considered...

88% decrease in number of children retained



# End-of-Year Qualitative Data Results for 07-08



\*Completed a survey for parents, students, and staff—results echo these statements but could not be included as there were different survey questions for each grade and too many questions to include all results from parents/staff.

## STUDENTS

- "I like switching classes, I feel like a big kid."
- "I like being able to be with kids from other classes."
- "We are doing lots of projects and we get time to experiment with stuff."
- "I like not being stuck in one room all day."
- "I love having small group time with my teacher."
- "I feel smarter with having the different teachers."
- "I want to be at school. I am having lots of fun and learning so much too. It is great!"
- "I am learning a lot more about science since I have it every day!"



# End-of-Year Qualitative Data Results for 07-08



## PARENTS

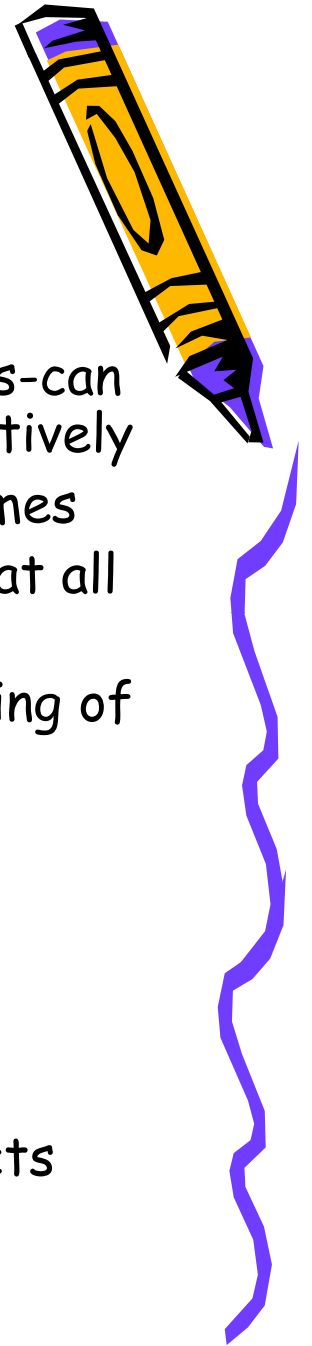
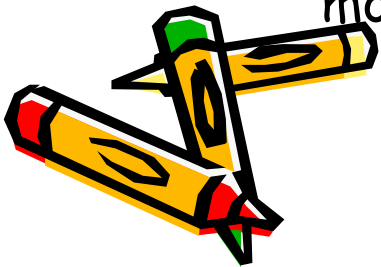
- "I like that my children are getting exposure to a variety of teachers."
- "My child seems more energized about school this year."
- "I like the independence that the schedule is fostering for my child."
- "I see more evidence of hands-on learning across all subjects."
- "Yeah for more PE!"
- "My children seem to have stronger relationships with more staff due to the small groups and the changing of classes."
- "I love hearing about everything they are learning. They want to tell me about their day! They especially love all the experiments they are getting to do in science class."



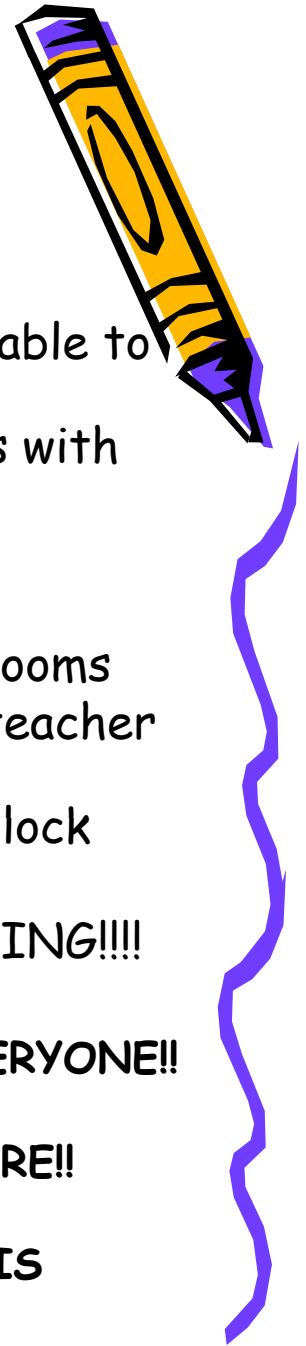
# End-of-Year Qualitative Data Results for 07-08

## TEACHERS

- Independence in the children
- Ability to really re-teach and accelerate at all levels-can really meet the needs of ALL kids much more effectively
- Able to utilize the open library and computer lab times
- We get time to really get into the curriculum more at all levels—children are truly engaged all day long
- Collaboration among staff has increased—a real feeling of shared responsibility—true TEAM
- Less discipline issues—kids want to be here
- Students are collaborating more
- Stronger relationships with the children
- Extension—allows practice of things learned in the classrooms, students stretch themselves, various modalities, integration and connections of all subjects



# End-of-Year Qualitative Data Results for 07-08



## TEACHERS

- Faster learning by ALL children because needs are really able to be met
- Pull-Out is almost non-existent allowing more time in class with additional resources versus substituting one for another
- We can work more effectively with resource personnel
- 5-day encore rotation is great—never get short changed
- Children get to mix with other children from other classrooms
- Can do more hands-on with the small groups (great pupil-teacher ratio)
- Students are less tired and are ready/excited for each block
- Kids get a variety of teaching styles
- Increases seen in achievement at ALL LEVELS are AMAZING!!!!

**WE NEVER WANT TO GO BACK--THIS IS GREAT FOR EVERYONE!!**

**COME VISIT US...WE LOVE TO SHOW AND SHARE!!**

**WE APPRECIATE YOUR CONTINUED SUPPORT OF THIS  
INSTRUCTIONAL MODEL!!!**

