

ENHANCED ELEMENTARY MATHEMATICS INSTRUCTION

CAMPUS

J.B. Passmore
Elementary School
Recognized 2006-07

DISTRICT

Northside ISD

INITIAL IMPLEMENTATION

2006-07

PROGRAM SUMMARY

The **goal** of Passmore Elementary's program is to improve student performance in mathematics.

Key strategies include Response to Intervention (RtI) strategies and a daily intervention period for mathematics instruction, the creation of a mathematics resource kit, and the assignment and training of a mathematics "buddy" staff member for each teacher.

Outcomes of the program include increases in mathematics TAKS passing rates, especially for limited English proficient (LEP) students.

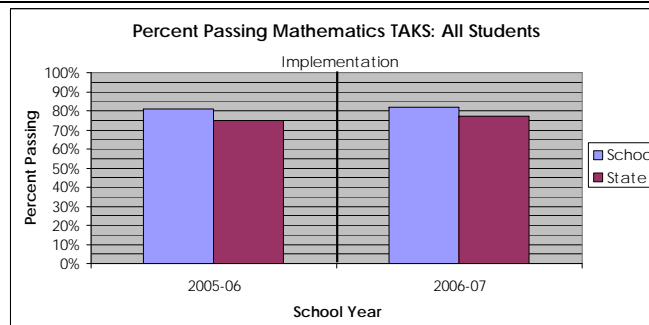
EFFECTIVENESS

Before

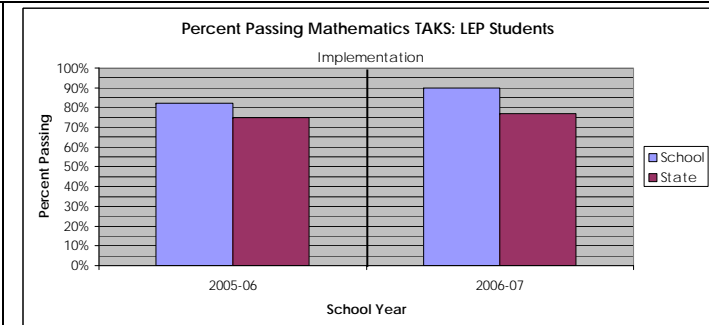
Prior to program implementation, in 2005-06, the percentage of all students passing mathematics TAKS was 81%, and the percentage of LEP students passing mathematics TAKS was 82%, compared to the state average* of 75%.

After

After implementation, the percentage of all students passing mathematics TAKS increased to 82% in 2006-07, and the percentage of LEP students passing mathematics TAKS increased to 90%, compared to the state average of 77%.



Source: AEIS



Source: AEIS

* State averages reflect student performance in all grades tested (3-11).

CONTEXT/IMPLEMENTATION

Demographics (2006-07)

Grade Levels Served		EE-5	Campus Enrollment		600
Ethnic Distribution			Economically Disadvantaged	539	89.8%
African American	32	5.3%	Limited English Proficient (LEP)	136	22.7%
Hispanic	548	91.3%	At-risk	334	55.7%
White	19	3.2%	Mobility (2005-06)	116	23.4%

Source: AEIS

Background

- A district-wide book study on differentiated instruction and review of mathematics TAKS scores in 2005-06 prompted the campus leadership team to research and implement practices for improving student performance.
- In 2006-07, Passmore Elementary served a student population that was 90% economically disadvantaged and 23% LEP.

Procedures

- At the beginning of the year, staff reviewed campus mathematics TAKS and benchmarking data as a team to identify target areas for improvement. Any objective/student expectation with a campus score below 75% was identified for improvement.
- Building mathematics vocabulary was identified as a significant need. Practice in basic computational skills (mathematics "facts") and hands-on activities also were targeted as key strategies for enhancing instruction.
- Campus mathematics specialists developed a mathematics framework and resource kit for each grade level based on the identified TAKS objectives needing work. The framework consisted of five to 10 minutes of mathematics vocabulary work; 10 to 15 minutes of mathematics facts practice through the use of manipulatives, games, and cooperative learning techniques; and five to 10 minutes of mathematics facts application through paper/pencil activities.
- Staff members (including counselors and administrators) were assigned to serve as mathematics "buddies" to teachers. Mathematics buddies received staff development on an ongoing basis (four times per year) from campus mathematics specialists. Professional development for buddies focused on effective teaching practices and use of the framework and resources. Demonstrations and instructional modeling also were provided at faculty meetings.
- In addition to regular mathematics instruction, a daily, school-wide, 30-minute intervention time was scheduled. During this time, mathematics buddies taught the framework and activities to the class, while the classroom teacher worked with small groups who were identified as having trouble with an objective based on daily/weekly classroom assessments.

	<ul style="list-style-type: none"> • Small groups were fluid and flexible and based on individual student need to work on specific concepts. • Benchmark tests, classroom assessments, and TAKS results were regularly reviewed for identification of student needs. • Training and resource kits were regularly updated to reflect ongoing review of student data. 		
	<p>CAMPUS/DISTRICT STAFF</p> <table border="0"> <tr> <td data-bbox="522 479 1119 688"> <p>Patricia Sanchez, Principal J.B. Passmore Elementary School Northside ISD 570 Pinn Road San Antonio, TX 78227 210-397-0500</p> </td> <td data-bbox="1119 479 1940 688"> <p>Dr. John Folks, Superintendent Northside ISD 5900 Evers Road San Antonio, TX 78238 210-397-8770</p> </td> </tr> </table>	<p>Patricia Sanchez, Principal J.B. Passmore Elementary School Northside ISD 570 Pinn Road San Antonio, TX 78227 210-397-0500</p>	<p>Dr. John Folks, Superintendent Northside ISD 5900 Evers Road San Antonio, TX 78238 210-397-8770</p>
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The Texas Education Agency (TEA) is seeking feedback about the best practice summaries.

Please take one minute to answer the feedback survey (six questions).

[Best Practices Feedback Survey](#)