

Arlington I.S.D. Special Education Summer School

The Setting...

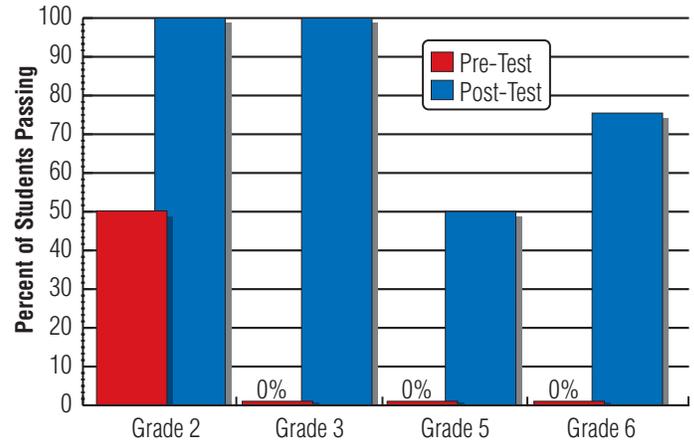
Where: Elementary special education students in Arlington I.S.D., Texas.

Who: Special education students in grades 2, 3, 5 and 6.

When: During a summer school program administered after the 2002 school year.

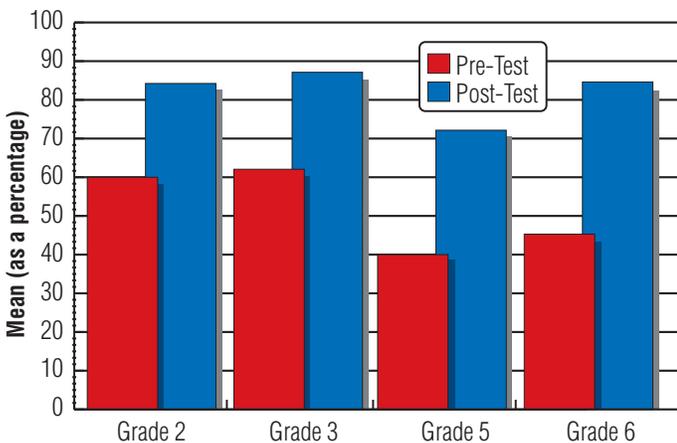
Purpose: To use the *Moving with Math Extensions* math program to raise passing rates.

Change in Total Passing Rate for Grades 2 to 6 (2002)



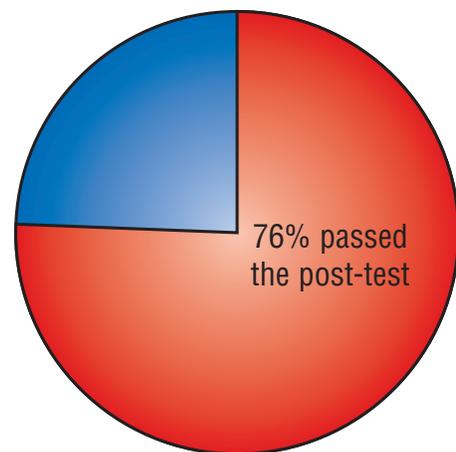
The overall percent of increase in passing students in Grades 2 through 6 increased 240%.

Change in Mean Scores Pre-Test to Post-Test



The percent of increase in mean scores was 50%. The average gain for each student was 63%.

Success (Passing Rates) for Pupils Who Were Not Passing



Of those students who did not pass the pre-test, 76% passed the post-test.

Overall the number of passing students more than tripled!

**For more information: Math Teachers Press, Inc. (800) 852-2435
FAX 952-546-7502
www.movingwithmath.com**



"Quality in Action"

November 21, 2003

To Whom It May Concern,

Arlington Independent School District has been successfully using the Moving with Math materials for the past two years in our Extended Year summer program for special education students. In the summer of 2002, twenty-six special education students were serviced in Grades 1-6. The average percent of increase for these students was 63%. Likewise, the blended class of at-risk and special education students serviced in the summer of 2003 had average gains of 43%. Within that class, the percentage of students who moved from a failing rate to a passing rate was 75%. We have been very pleased with the results achieved for the past two years using the Moving with Math materials.

Special education teachers are pleased to use the materials because they cover all aspects of teaching mathematics, i.e. manipulatives, centers, writing exercises and extensions. They also like the fact that the material can be self-paced, and assists the teachers in recognizing the weaknesses of their students by the clear and concise format of each lesson which includes and review, daily lesson plan and extension activities. Administrators, such as myself, appreciate the pre and post assessments which allow a quick overview of progress achieved with each skill. These materials are teacher friendly, skill specific and incorporate the latest in mathematics research in their design. I would recommend these materials to anyone looking for a comprehensive program for their students.

Sincerely yours,

Paula Morone
Special Education Curriculum Coordinator
Arlington Independent School District
Arlington, Texas