Proven Success on ABCs End-of-Grade Test

In 2003–2004, test data indicated that black males were not making the academic growth anticipated. A target group of students in grades 3–5 participated in 30-minute daily sessions using the Building Thinking Skills® program from January–April. This group outperformed all students (82.3%) on the ABCs End-of-Grade Test in Math with an average score of 86.5%.

Based on the significant gains, the Building Thinking Skills program was implemented for all students in grades 2–5.*

Increased Minority Participation in the Gifted Program

A target group of grades 2–3 minority students were engaged in the Building Thinking Skills® program for 30-minutes daily from January–April. These students not only qualified for the Gifted Math Program, based on Naglieri Nonverbal Ability Test® (NNAT) scores, they showed an average growth of 11 points in Reading and 17.45 points in Math on the ABCs End-of-Grade Test. As a result, the total gifted population doubled for students going into grades 3–4.*

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This chart reflects the percentage of students in grades 3-5 at grade level on the End of Grade North Carolina State Assessment for Reading and Math. During school year 2001-2002, in response to a need for inclusion of more minorities in the Gifted Program, a group of 2nd and 3rd grade students were engaged in the Building Thinking Skills program for 30 minutes daily from January to April. Upon completion, the students were able to qualify for the Gifted Math Program based on Naglieri scores. The total gifted population doubled that year for students coming into grade 3 and going into grade 4. Students showed an average growth of 11 points in Reading and 17.45 points in Math. (Average growth is 7 pts)

In 2002-2003, test data indicated black males were not making the growth anticipated. Target groups of students in grades 3, 4 and 5 participated in 30-minute daily sessions with the Building Thinking Skills program from January to April. The target group scored 86.5% on the End of Grade State Test in Math as compared to the score for all students at 82.3%.

Based on the significant gains of the target group, the decision was made to purchase books for all students, grades 2-5. The Building Thinking Skills program was implemented 30 minutes daily, November through April. In 2003-2004, of 133 students in grade 3, every child showed growth with the exception of one.
In 2002-2003, test data indicated black males were not making the academic growth anticipated. A target group of students in grades 3, 4, and 5 were identified. After daily 30 minutes sessions of Building Thinking Skills from January to April, the target group scored 86.5% on the End of Grade State Test in Math as compared to the score for all students at 82.3%. Based on the significant gains made by the target group, Building Thinking Skills books were purchased for all students in grades 2-5.

*Developmental Scale Scores (7 pt. growth is average)

**Non-English speaking student-not eligible to take test.