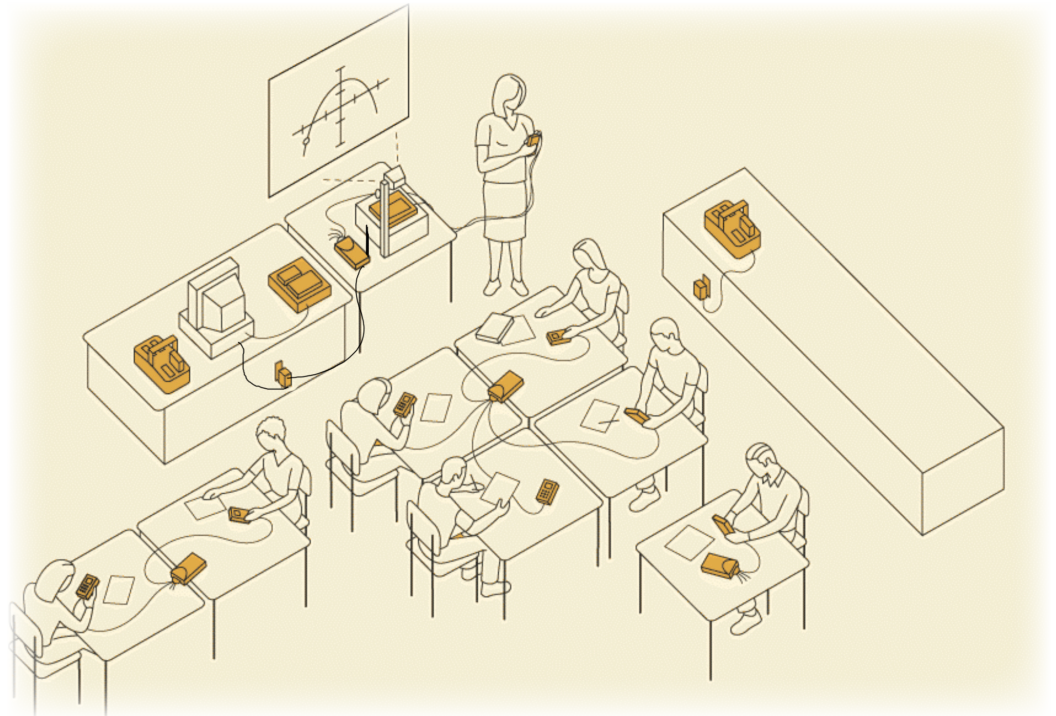


MathForward™

District Report



Brentwood, California Union School District

September 2008

SRI International
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Brentwood, California Union School District

District Context

Brentwood Union School District is in a diverse suburban community in the San Francisco Bay (CA) Area. The students in the district are primarily white and Hispanic, and about one quarter are eligible for free or reduced-price lunch. Relative to other districts in the state that are similar in student composition, mathematics scores in Brentwood are about average. Four teachers in one of the district's three middle schools participated in MathForward™ in 2007-08. This was the first year the district participated in the program.

Table 1. Characteristics of Students

	Edna Hill Middle School
Ethnicity	Percent of Students
African American	7%
Hispanic	34%
White	52%
Asian/Pacific Islander	6%
Native American	1%
Free or Reduced Price Lunch	25%
English Language Learners	N/A
Students with Disabilities	N/A

Implementation of MathForward™

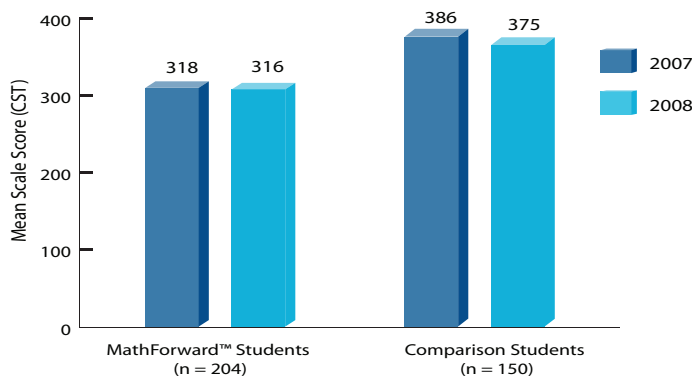
In 2007-2008, Edna Hill's implementation of the MathForward™ program was limited, focusing on providing additional instructional time to students in the program and offering professional development to teachers in the program.

Professional Development	All four teachers participated in professional development related to both TI-Navigator™ and content coaching. Teachers also participated in follow-up with a coach that included in-classroom coaching.
Block Scheduling	Edna Hill implemented double blocks for its MathForward™ students, providing 7 hours or more instruction in mathematics to students in the program.
How Teachers Are Using TI-Navigator™ in Classes	Two of the four teachers used a wide range of TI-Navigator™ tools, but only one sometimes used TI-Navigator™ to support student discussion or used data from the system to inform instruction.
Teacher Common Work Time	Only one teacher reported discussing MathForward™ during their common planning time.

Achievement Results

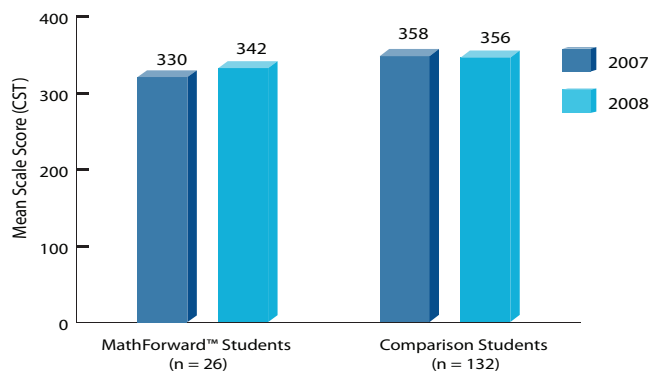
The pattern of results was different for the two grades studied. In seventh grade, the losses of MathForward™ students were lower than the losses of comparison students. However, the differences were no different from chance.

Figure 1. Overall Results for 7th Graders in Brentwood
(Comparison of Gains on CST)



In 8th grade, MathForward™ students significantly outgained comparison students. In neither grade did student gender or ethnicity affect student gains.

Figure 2. Overall Results for 8th Graders in Brentwood
(Comparison of Gains on CST)



It is difficult to interpret the differences in the results for the two grade levels in terms of implementation. The four MathForward™ teachers also provided instruction to comparison students, and they had access to the technology in comparison classrooms. At the same time, one of the seventh grade teachers did not receive training and was gone for most of the year, which could have explained differences in the results for the two grade levels.



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