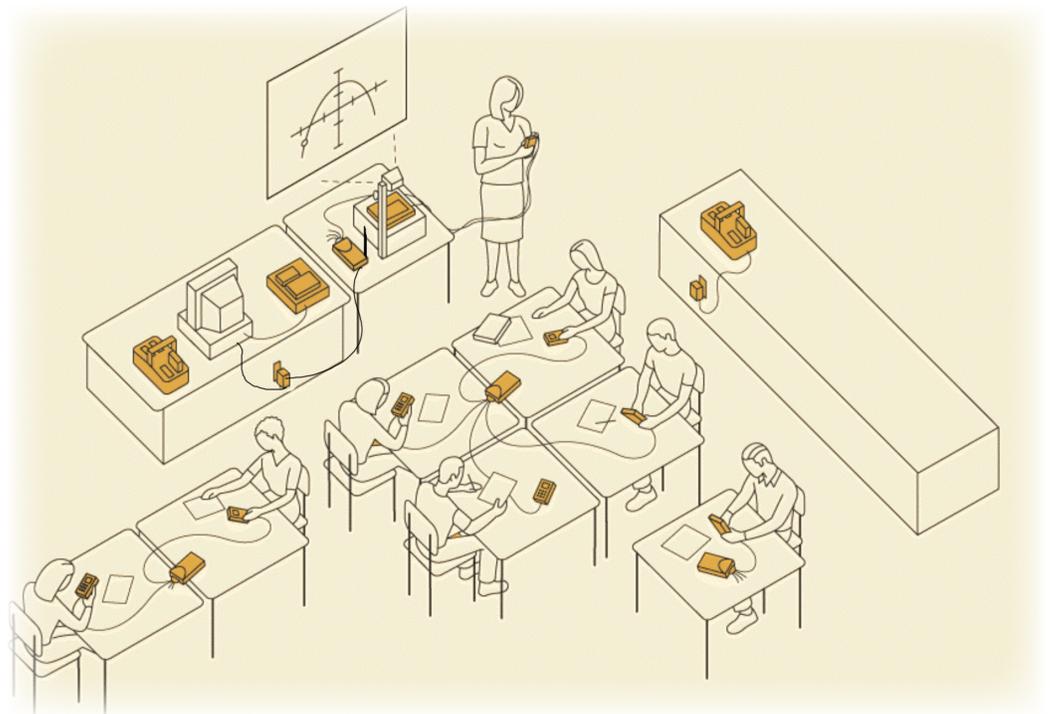


MathForward™

District Report



Dallas, Texas Independent School District

September 2008

SRI International
Center for Technology in Learning
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
650.859.2000
www.sri.com



Dallas, Texas Independent School District

District Context

Dallas Independent School District is one of the largest urban school districts in the United States, serving over 158,000 students. The district is ethnically diverse, with large numbers of White, African American, and Hispanic students. The two middle schools whose students participated in the program served primarily low-income African American students. Relative to other schools in the state, mathematics scores in participating schools were below average. For the district, it was the second year of participation in the program.

Table 1. Characteristics of Students in the Program

Ethnicity	Percent of Students
African American	81.2%
Hispanic	18.8%
White	0.0%
Asian/Pacific Islander	0.0%
Native American	0.0%
Free or Reduced Price Lunch	90%
English Language Learners	7%
Students with Disabilities	16%

Implementation of MathForward™

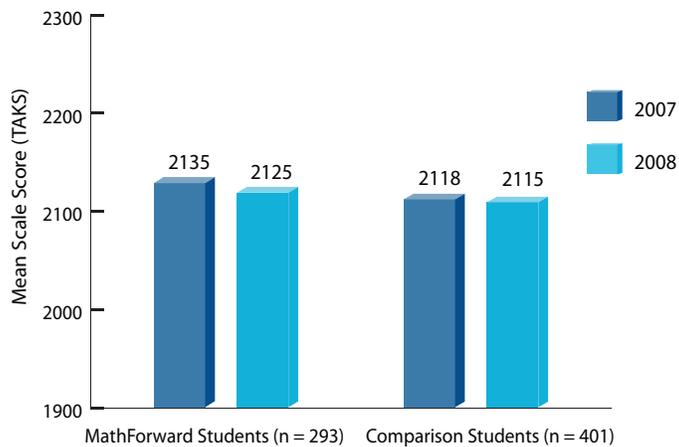
In 2007-08, Dallas ISD's implementation was partly congruent with the MathForward™ program design. Teachers made limited use of TI-Navigator™ to support more challenging instruction, and teachers had limited time to plan for implementation of the program in common planning periods.

Professional Development	All teachers participated in initial workshops, and nearly all participated in follow up workshops and received coaching. In addition, teachers participated in content-related workshops.
Block Scheduling	All schools implemented double blocks of mathematics instruction for students in the program, who were exposed to 7 or more hours of instruction in mathematics each week.
How Teachers Are Using TI-Navigator™ in Classes	Teachers in DISD schools made use of the full range of TI-Navigator™ functionality. Some teachers reported sometimes using Navigator to help foster whole-class discussion of student ideas, and one teacher used it sometimes to adjust instruction in class.
Teacher Common Work Time	Only teachers at Anderson MS reported using common planning periods to discuss TI MathForward™.

Achievement Results

The overall gains made in mathematics by MathForward™ students on the Texas Assessment of Knowledge and Skills (TAKS) were not different from comparison group students, who had similar achievement levels to program students in 2007. English Language Learners scored significantly lower than other groups on the TAKS in the two schools; by contrast, Hispanics and Grade 8 students scored higher. Effects were not different for different grades or for particular student groups

Figure 1. Overall Results for Dallas Students (TAKS Scores, 2007 to 2008)



The study had adequate power to detect small effects, and comparison groups were similar enough to the program students to infer that the analysis reflects differences in gains attributable to the program as implemented. But Dallas is a case of a district where limited implementation of interactive pedagogies with TI-Navigator™ may have reduced the effectiveness of the program. In addition, staff turnover at one DISD school may have reduced implementation quality.



SRI International
Center for Technology in Learning
333 Ravenswood Avenue
Menlo Park, CA 94025-3493
650.859.2000
www.sri.com