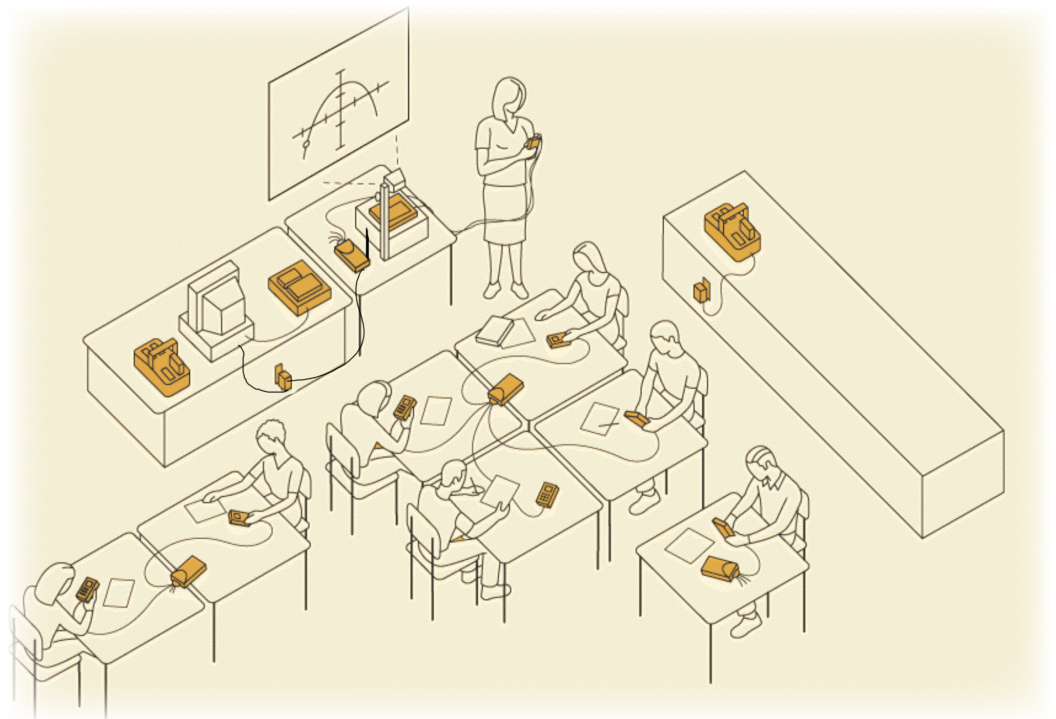


MathForward™

District Report



Euclid, Ohio City Schools

September 2008

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



Euclid, Ohio City Schools

District Context

Euclid City Schools are located in a suburban community of 50,000 residents just outside Cleveland, OH. The students in the district are primarily African American and more than half are eligible for free or reduced price lunch. Relative to other districts in the state, mathematics scores in Euclid are below average in the middle grades. Both middle schools in the district participated in MathForward™ in 2007-08. For the district, it was the second year of participation in the program.

Table 1. Characteristics of the Two Participating Schools

	Euclid Central Middle School	Forrest Park Middle School
Ethnicity	Percent of Students	Percent of Students
African American	77%	74%
Hispanic	0.6%	0.4%
White	18%	20%
Asian/Pacific Islander	0.3%	0.3%
Native American	0.1%	0.1%
Free or Reduced Price Lunch	59%	63%
English Language Learners	N/A	N/A
Students with Disabilities	19%	17%

Implementation of MathForward™

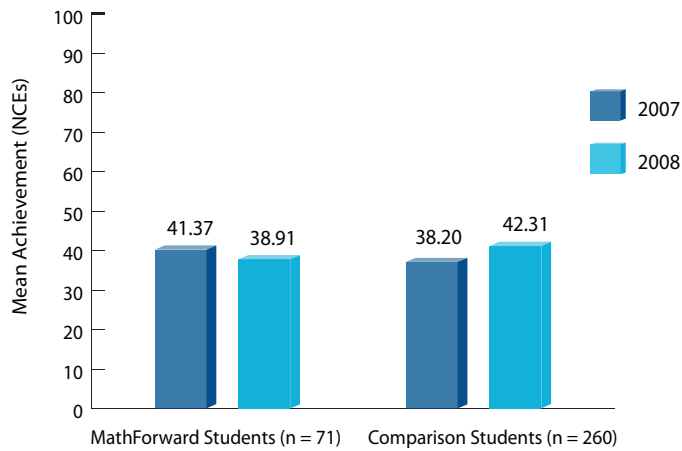
In 2007-08, Euclid's implementation was congruent with the MathForward™ program design, except that teachers had limited time to plan for implementation in common planning periods

Professional Development	Teachers participated in initial workshops, plus follow up workshops.
Block Scheduling	Both 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 both schools made use of the full range of TI-Navigator™ functionality. They also tended to use Navigator to help foster student discussion, but teachers made less use of the technology to support adjusting instruction.
Teacher Common Work Time	Teachers at Forest Park MS but not Euclid Central had common planning periods they used to discuss MathForward™. As part of these periods, teachers reported discussing lessons they had used and designing Activity Center lessons.

Achievement Results

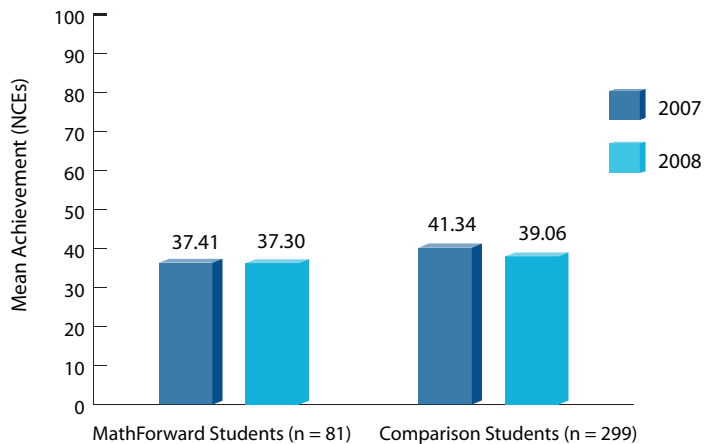
The results of Ohio Achievement Test scores were the same for both seventh and eighth grade students in the program. In the 7th grade, scores of MathForward™ students went down, while scores of comparison students went up. However, the difference was not statistically significant and thus may have been due to chance.

Figure 1. Overall Results for 7th Graders in Euclid
(Comparison of NCEs on OAT)



By contrast, in the eighth grade, MathForward™ students' scores stayed the same, and comparison students' scores declined. However, these results may also have been due to chance. In eighth grade, special education students scored significantly lower than regular education students; results were not different, though, for special education students in the program relative to students in the comparison group.

Figure 2. Overall Results for 8th Graders in Euclid
(Comparison of NCEs on OAT)



Euclid is a case of a district where implementation was strong, but where the sample size of the MathForward™ group was too small to detect significant effects. MathForward™ and comparison students were roughly comparable, and implementation was strong in the classroom and well supported by district staff and coaches. But to show significant differences between the MathForward™ and comparison students, the differences between the two groups would have needed to be between 6 and 9 points. Those differences are large, relative to differences produced by interventions studied in education and that have been judged to be successful.



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