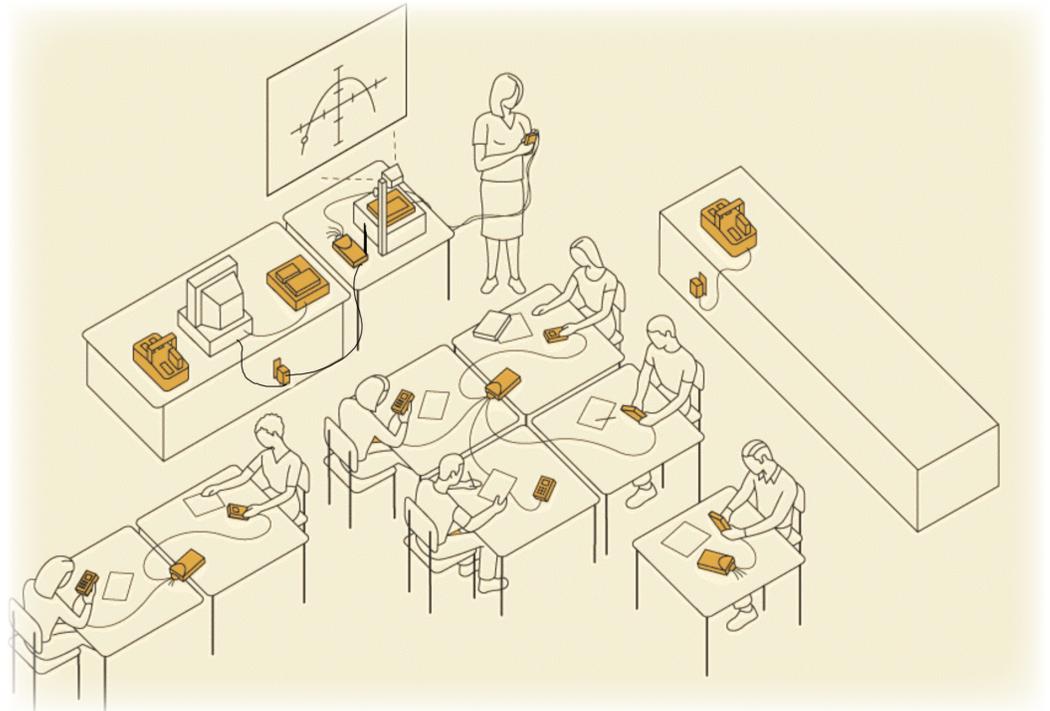


# MathForward™

## District Report



**Jackson, Ohio** Local Schools (Stark-Summit Collaborative)

August 2008



## Jackson Local Schools (Stark-Summit Collaborative)

Jackson Local Schools only partially implemented the MathForward program. In both the middle and high school, there were no statistically significant differences between MathForward and comparison students. However, in the middle school, MathForward students outperformed comparison students, and in the high school, so few students participated that measuring a significant impact would be difficult. These results suggest that this partial implementation of the program had limited effects, if any.

### District Context

Jackson Local Schools are located in Massillon, Ohio, a small industrial city in the northeastern part of the state. The students in the district are primarily white, and few are eligible for free or reduced price lunch. Relative to other districts in the state, mathematics scores in Jackson are high. Both the middle and high school in the district participated in MathForward™ in 2007-08.

Characteristics of the Two Participating Schools

|                                       | Jackson Memorial Middle School | Jackson High School |
|---------------------------------------|--------------------------------|---------------------|
| Ethnicity                             |                                |                     |
| African American                      | 2%                             | 2%                  |
| Hispanic                              | 1%                             | 0.4%                |
| White                                 | 93%                            | 95%                 |
| Asian/Pacific Islander                | 3%                             | 2%                  |
| Native American                       | 0%                             | 0%                  |
| Free or Reduced Price Lunch           | 10%                            | 6%                  |
| English Language Learners             | N/A                            | N/A                 |
| Percent of Students with Disabilities | N/A                            | N/A                 |

### Implementation of MathForward™

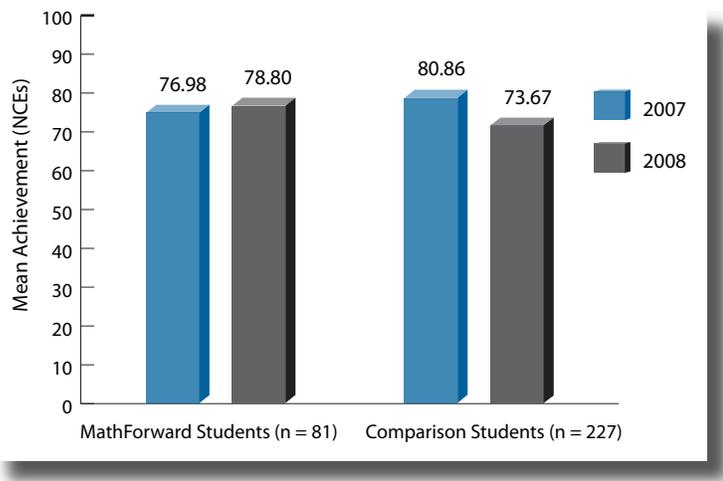
In 2007-08, Jackson's implementation transformed the MathForward™ program design in ways that may have limited its effectiveness, focusing on providing additional instructional time to students in the program and offering professional development to teachers in the program.

|  |   |
|--|---|
| <b>Professional Development</b>                        | All four teachers participated in professional development with colleagues from schools that were part of the Stark-Summit Collaborative. Three participated in some kind of follow-up with a coach; two of four took part in content-related professional development in mathematics.            |
| <b>Block Scheduling</b>                                | In the middle school, sixth grade honors students participated in the program; they received double blocks of mathematics. In the high school, three ninth grade teachers participated in the program, to which low-achieving students were assigned to double blocks of mathematics instruction. |
| <b>How Teachers Are Using TI-Navigator™ in Classes</b> | Teachers in the high school reported limited use of TI-Navigator in their classrooms. Two middle school students made limited use of Quick Poll in their classes.   |
| <b>Teacher Common Work Time</b>                        | Teachers did not report discussing MathForward as part of their common planning time.   |

## Achievement Results

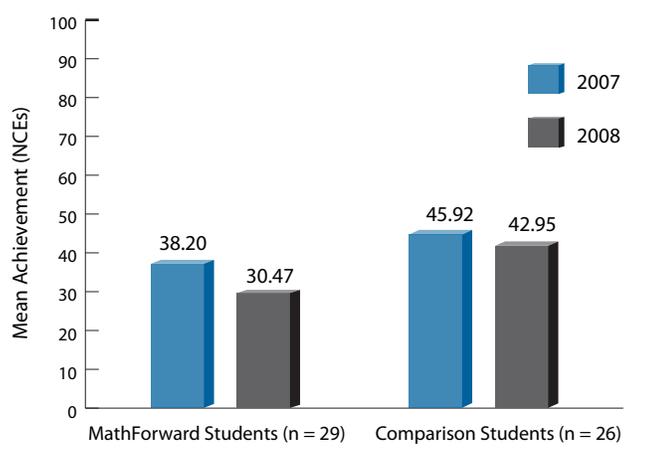
The results were different for the two schools in the study. At Jackson Memorial Middle Schools, students in MathForward outscored comparison students in 2008, but the difference may have been due to chance, because it was not statistically significant.

Figure 1. Jackson Memorial Middle School Results



By contrast, at Jackson High School, comparison students outscored participating students, but these results may also have been due to chance and participating students had lower scores than comparison students in 8th grade. In the high school, impacts would have to have been large to achieve statistical significance, due to small sample sizes.

Figure 2. Jackson High School Results



There were no significant differences for boys or girls for either school, and there were not enough low-income students or students of color from the district to analyze results for these two groups of students.



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