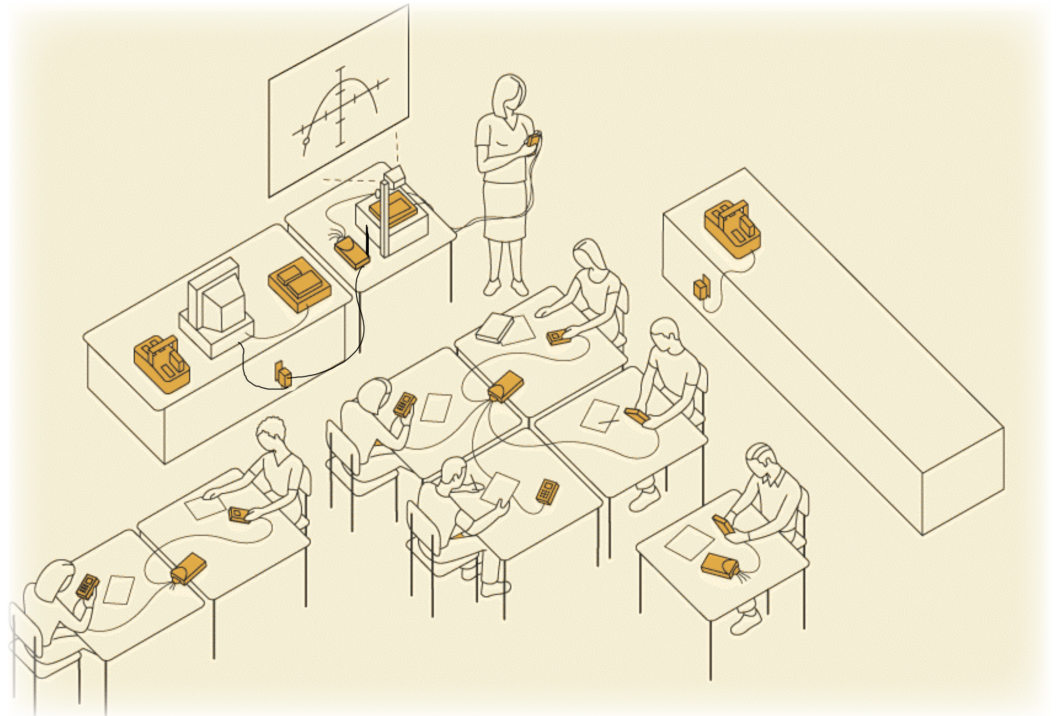


# MathForward™

## District Report



**West Palm Beach County, FL School District**

November 2008



# West Palm Beach County, FL School District

## District Context

West Palm Beach County School district is a large urban school district in southeast Florida. The students in the district are primarily African American, Latino and White; and about half are eligible for free or reduced price lunch. Relative to other districts in the state, mathematics scores in West Palm Beach County are below average in the middle grades. Three 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 Participating Schools

	Watkins Middle School	Palm Springs Middle School	Roosevelt Middle School
Ethnicity (Percent of Students)			
African American	64%	16%	64%
Hispanic	7%	53%	16%
White	27%	29%	14%
Asian/Pacific Islander	2%	2%	6%
Native American	0.4%	0.5%	0.4%
Free or Reduced Price Lunch	55%	8%	57%
English Language Learners	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A

## Implementation of MathForward™

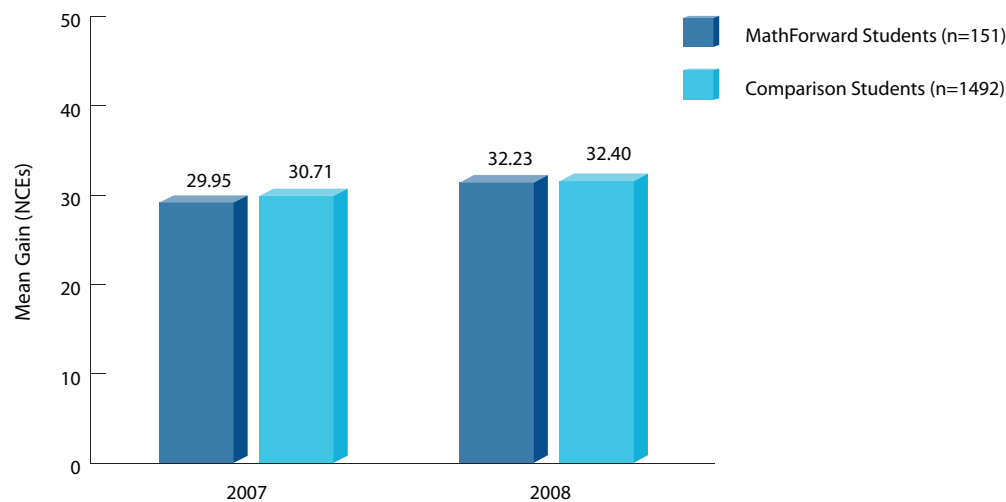
In 2007-08, West Palm Beach County Schools' implementation transformed the MathForward™ program design on each dimension of implementation we measured.

<b>Professional Development</b>	Teachers participated in initial workshops, coaching, and mathematics content workshops.
<b>Block Scheduling</b>	Two of three 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.
<b>How Teachers Are Using TI-Navigator™ in Classes</b>	Teachers in the three schools made use of most of TI-Navigator™ functionality but made less frequent use of Activity Center. They also made infrequent use Navigator™ to help foster student discussion or to support adjusting instruction.
<b>Teacher Common Work Time</b>	Teachers had common planning periods during which they could discuss MathForward™, but none reported regularly discussing the program with colleagues during these meetings.

## Achievement Results

The results of Florida Comprehensive Assessment Test scores were the same for program participants and a group of comparison students matched for prior achievement and student background. There was no evidence that the program closed achievement gaps between white students and students of color or between low-income students and more advantaged students. Among the MathForward™ students, 55 percent of students scored proficient or higher in mathematics in spring 2008, compared to 48 percent the year before.

Figure 1. Mean Achievement Gains for Students on the Florida Comprehensive Assessment Test (FCAT)



West Palm Beach County is a case of a district where implementation was not particularly strong, and where there was no evidence of program effects on achievement. , MathForward and comparison students were roughly comparable, and the sample size was adequate to detect effects of the program. One possible explanation for the results was that the district's schools transformed the intended design of the program in ways that may have limited its effectiveness.



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