

# TI MathForward™ Program Results in Student Achievement Gains for the Third Straight Year at Richardson Independent School District, Texas.

**Setting:** Richardson Independent School District is located in a suburban community of just under 100,000 residents in the Dallas, TX metropolitan area. The district is ethnically diverse, with a large percentage of African American and Hispanic students. Over a third of students in participating schools was eligible for free or reduced price lunches. Relative to other districts in the state, mathematics scores in Richardson are above average. A total of 13 schools in the district participated in TI MathForward in 2007-08: 8 were middle schools, 4 were high schools, and 1 was a center serving freshmen. The 2007-2008 school year was the third year of program implementation for the district.

## **Summary of Achievement Results**

*For the third consecutive year, TI MathForward students in the Richardson Independent School District demonstrated significant achievement gains on the Texas Assessment of Knowledge and Skills (TAKS™). The program also helped close the achievement gap for African American students in the diverse district where a total of 13 middle and high schools participated.*

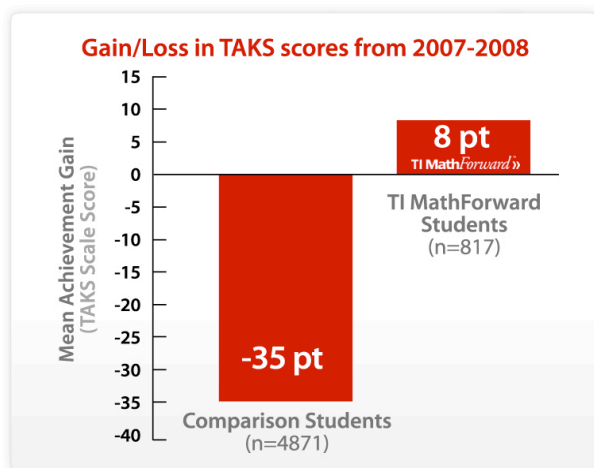
**Program Implementation:** In 2007-08, Richardson's implementation was consistent with the TI MathForward program design, except that teachers had limited time to collaborate in common planning periods. All teachers participated in initial workshops, and nearly all participated in follow-up workshops. In addition, by 2007-08, eighty percent of all teachers had participated in content-related workshops. All schools implemented double blocks of mathematics instruction for students in the program which resulted in students being exposed to 7 or more hours of instruction in mathematics each week. Teachers in RISD schools made use of the full range of the TI-Navigator™ classroom learning system functionality, and two-thirds used the TI-Navigator system to help foster student discussion. About one quarter of teachers reported that they utilized common planning periods to discuss TI MathForward implementation progress, as well as to discuss lessons they had used that worked well with students.

**Results:** The overall gains made in mathematics by TI MathForward students on the Texas Assessment of Knowledge and Skills (TAKS™) were significantly greater than for comparison students who were higher-achieving and less likely to be minority students. The gains of TI MathForward students were greatest in 7th grade relative to the 8<sup>th</sup> and 9<sup>th</sup> grade students that participated in the program. Ethnicity was not related to achievement gains in the seventh grade indicating that **all** students gained at an equal rate. These findings are consistent with prior studies in Richardson that showed the effectiveness of the program for improving achievement of all participating students.

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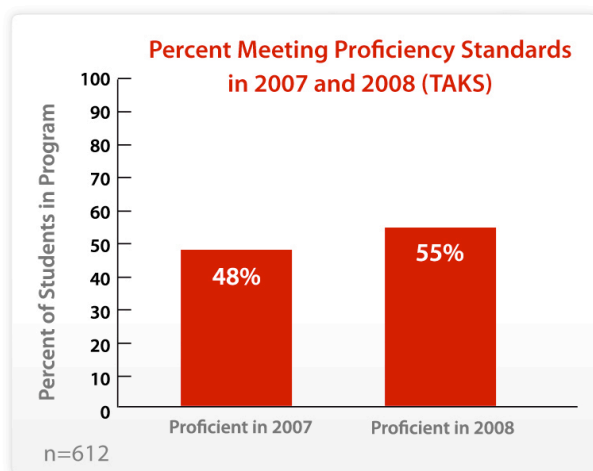
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## Overall Results for Richardson Students (TAKS™ Scores, 2007 to 2008)



Among the TI MathForward students, 55 percent of students scored proficient or higher in mathematics in spring 2008, compared to 48 percent the year before.

## Percent Meeting Proficiency Standards in 2007 and 2008 (TAKS™)



For more information, contact the TI MathForward Implementation Specialist:

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