

TI MathForward™ Program Middle Grades Students Demonstrate Significantly Greater Achievement Gains at Springfield Local School District, Ohio

Setting: Springfield Local School District is a small district located in Akron, OH, a diverse urban center of over 200,000 residents. The district is comprised primarily of Caucasian students, and over forty percent of them are from low-income families. Participants in the program also included a significant portion of special education students (16 percent). Relative to other districts in the state, mathematics scores in Springfield are above average. An intermediate school and a junior high school in the district participated in the TI MathForward program in 2007-08. It was the district's first year of program implementation.

Summary of Achievement Results

In the Springfield Local Schools in Ohio, middle school students participating in their first year of the TI MathForward program experienced significantly greater gains in achievement in comparison to their achievement gains from the previous year.

Program Implementation: In 2007-08, Springfield'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 focused on integrating all of the program components including the TI-Navigator™ classroom learning system, and nearly all participated in follow-up workshops. Both schools implemented double blocks of mathematics instruction for students in the program which resulted in students exposed to 7 or more hours of instruction in mathematics each week. Teachers in Springfield schools made use of the full range of TI-Navigator™ classroom learning system functionality on a regular basis. All used the TI-Navigator system periodically to help foster student discussion and to adjust instruction on the basis of feedback from the system. Teachers in the junior high school had common planning time in which they discussed TI MathForward program implementation strategies and student progress.

Results: For Springfield Local Schools, TI MathForward students experienced significantly greater gains in achievement in comparison to their achievement gains from the previous year. No comparison groups were possible; students' achievement gains from 2007 to 2008 in mathematics were compared to the same students' gains from 2006 to 2007. Such an analysis permits comparison of growth rates for the same students; however, there is instability in estimates of year to year growth, and other factors besides the program could have played some role in the results. The overall gains made in mathematics by TI MathForward students on the Ohio Achievement Test (OAT) were significantly greater from 2007 to 2008, the year students were exposed to the program, than they were from 2006 to 2007.

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Overall Results for Springfield Students (Comparison of Gains on OAT)

