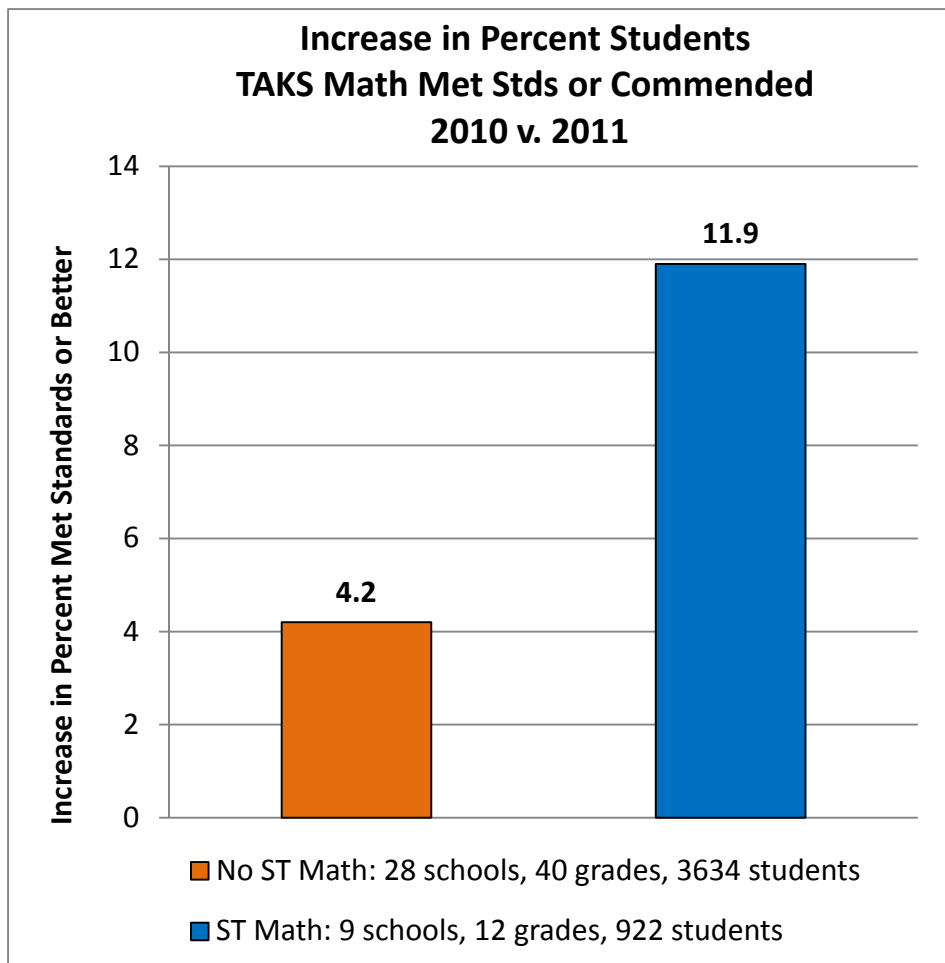


Subjects: Dallas Independent School District elementary schools using the ST Math program during the 2010/11 school year were analyzed for growth in Texas Assessment of Knowledge and Skills (TAKS) math scores. Schools and grades included in this analysis had >70% of the grade's students using the ST Math software, and average completion of the ST Math software curriculum >40%. A comparison set of schools was randomly chosen from the same sub-districts as the treatment schools. To match for incoming math performance, all schools (program and comparison) were required to have <80% of students meeting standards in 2009/10. This report covers all 8 ST Math schools in DISD meeting these requirements at grades 3, 4, and/or 5. These 8 schools had altogether 12 grades and 922 students using the program. The comparison set chosen was 3624 graders from 3rd through 5th grades at 28 other schools in Dallas ISD which did not use the ST Math program at all, and which also had <80% Met Standards in 2009/10.



Program: In each grade using the program, all classes and students are licensed to participate. The ST Math program consists of supplemental math instructional software which covers Texas Essential Knowledge and Skills (TEKS) math standards at each grade level. The software presents the mathematics as a year-long curriculum of interactive, animated visual diagrams, or puzzles, for the students to solve. The students use the self-starting, self-paced instructional software twice per week under the teacher's supervision. The teacher is trained to also use the software's visual representations of mathematics concepts during regular classroom lessons, to connect to the conventional language-intensive math instruction.

Data Collection: The average Texas Assessment of Knowledge and Skills test (TAKS) math achievement levels distributions, and student enrollment, were collected for each grade level for the years 2009/10 and 2010/11 from the Dallas ISD MyData Portal website. Each year the data indicate the percentage of students at each grade who tested into the 3 different levels of math achievement. The Met Standards Level is considered grade level proficiency. The average MIND program implementation percentage, and student enrollment percentage in the MIND software were collected from MIND's usage data.

Analysis Summary: Changes from 2009/10 to 2010/11 in the percentage of students at Met Standards or higher proficiency were evaluated for the program group and comparison group of schools. A gradewise growth comparison was evaluated: growth in the same grade, at the same school, from 2009/10 to 2010/11.

Results: The grades implementing ST Math grew on average 11.9 points, as compared to an increase of 4.2 points in the comparison group.