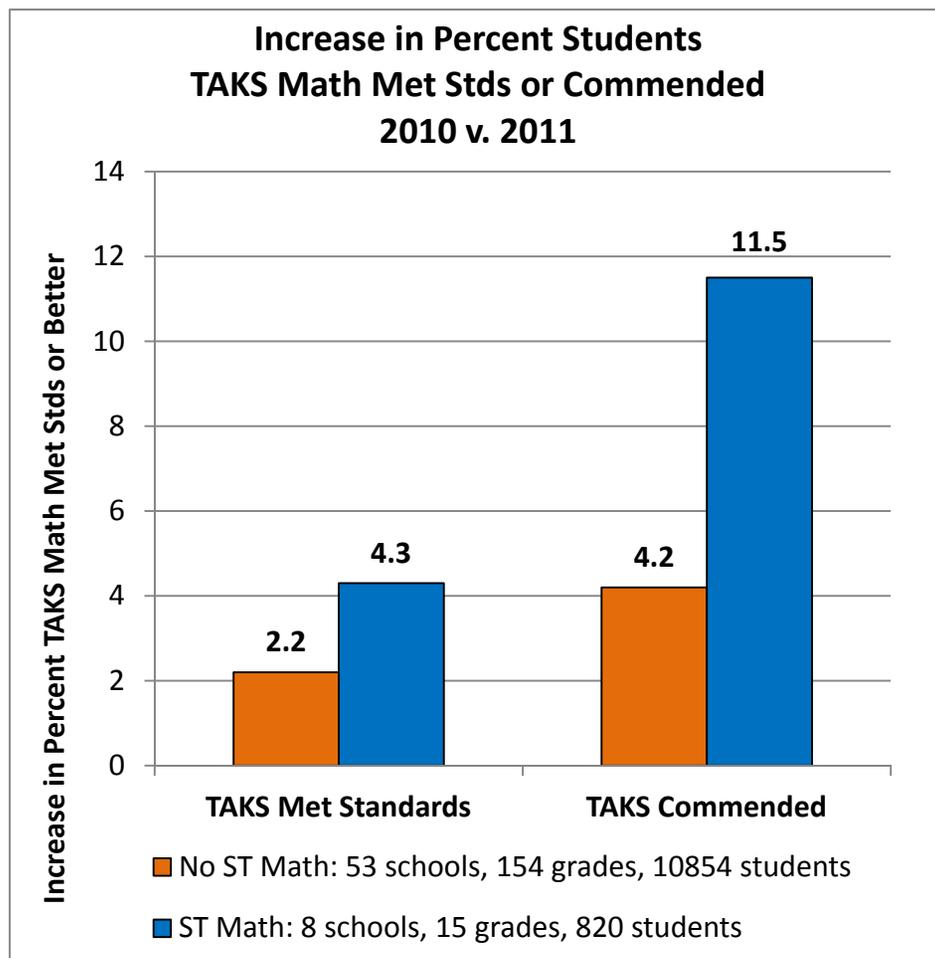


MIND Research Institute analyzed Math Initiative schools in the Houston area for Texas Assessment of Knowledge and Skills (TAKS) math proficiency growth in the 2010/11 school year. Philanthropy supported deployment beginning in 2009/10 of a research-based math approach, implemented via visual math software for both teacher and student. Eligible schools from the lowest 30% of statewide math performance were invited to a Math Initiative launch event to apply for startup grants for two grade levels in 2009/10 (e.g. grades 3 and 4), rolling out to two additional grades in 2010/11.

Subjects: All participating Houston Area Math Initiative schools' grades were analyzed for 2010/11, and all grades were included in this analysis if their students covered on average 50% or more of the program's digital content. This report focuses on 8 schools implementing the program at grades 3, 4, and/or 5, with altogether 15 grades and 820 students using the program. The comparison set was chosen to be similar performance schools in the Houston area, also in the bottom 30% of math performance statewide, which did not participate: 53 schools; 154 grades 3, 4, or 5; 10854 students.



Program: In each grade using the program, all students and teachers 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 TAKS math achievement levels distributions, and student enrollment, were collected for each grade level for the years 2009/10 and 2010/11 from the Texas Education Agency 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. This highest proficiency level is the Commended Level. The average MIND Research Institute program implementation percentage and student enrollment in the MIND software were collected from MIND's usage data.

Analysis Summary: Changes from 2009/10 to 2010/11 in the percent of students at both Met Standard and Commended Level, were evaluated for the program group and also the comparison group of schools. A grade-wise growth figure was calculated for each grade (i.e. growth in same grade, same school, from 2009/10 school year to 2010/11 school year) and then aggregated across grades and schools.

Results: The grades implementing ST Math grew 4.3 points for the Met level and 11.5 points for the commended level, as compared to an increase of 2.2 points and 4.2 points respectively in the comparison group.