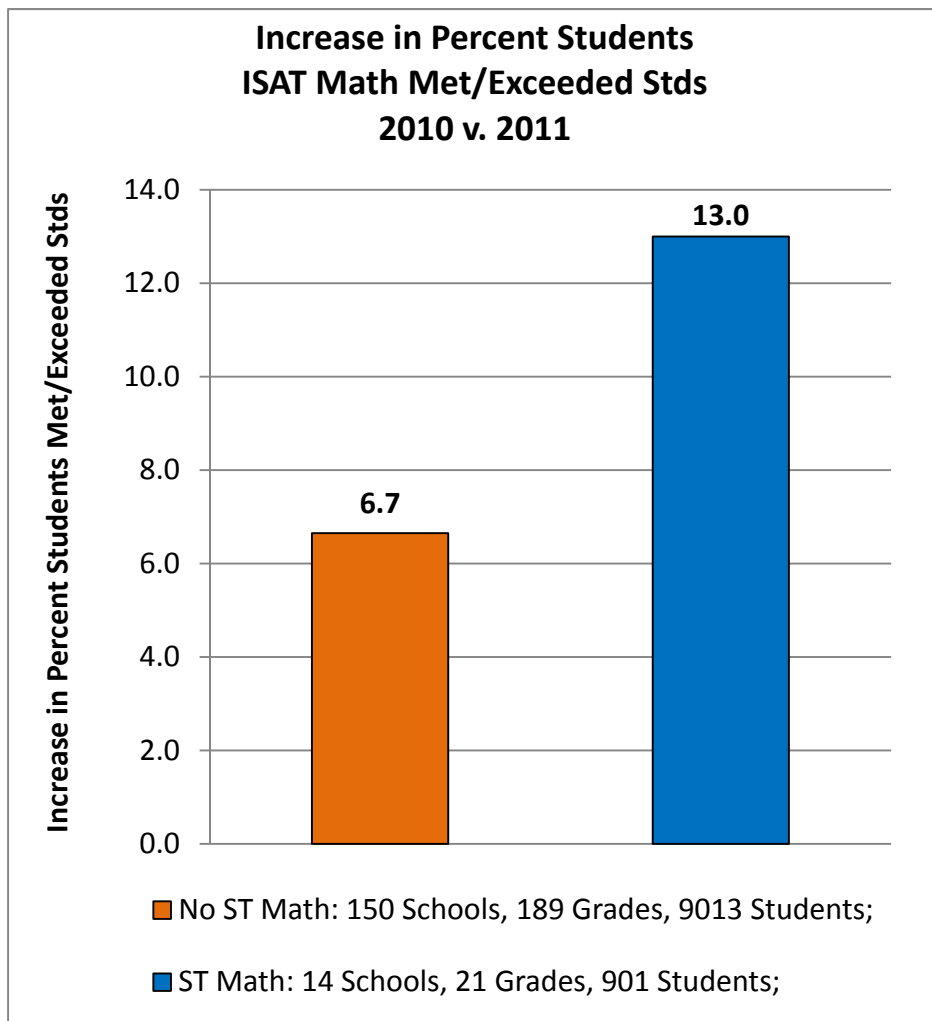


Subjects: MIND Research Institute analyzed Chicago Public Schools (CPS) partner schools for Illinois Standards Achievement Test (ISAT) math proficiency growth from the 2009/10 school year to the 2010/11 school year. All CPS elementary schools which deployed MIND’s research-based math teaching and learning approach, implemented via student use of visual math instructional software, were analyzed. This report focuses on 14 lower-performing schools implementing the program, at grades 3, 4, and/or 5, with altogether 21 grades and 901 students using the program for the first year in 2010/11. Lower-performing is defined as a maximum of 75% ISAT Met/Exceeded Standards average in 2009/10 school year at each grade level. The comparison group was similar-performing CPS schools which did not participate in the MIND program: 150 schools, 189 Grades, and 9013 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 Illinois 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 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 ISAT math achievement proficiency levels distributions, and student enrollment, were collected for each grade level for the years 2009/10 and 2010/11 from the Chicago Public Schools, Office of Performance website. In each year the available data indicate the percentage of students at each grade who tested into the 4 different levels of math achievement. The average MIND Research Institute program implementation percentage and student enrollment in the MIND’s software were collected from MIND’s usage data.

Analysis Summary: Changes from 2009/10 to 2010/11 in the percentage of students at the top 2 achievement levels, Met and Exceeded Standards, were evaluated for the ST Math group and also the comparison group. A grade-wise growth comparison was evaluated (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 13.0 points in the percentage at Met/Exceeded Standards, as compared to an increase of 6.7 points for the comparison group. The difference is statistically significant with a p-value less than 0.1.