Dallas ISD
Reasoning Mind
Results
2013–2014
During the 2013–2014 school year, over 35,000 students in the Dallas Independent School District (Dallas ISD) used Reasoning Mind’s web-based math program as a supplement to regular instruction. This was the third consecutive year of large-scale program use in the district, and findings from both the 2012-2013 and 2011-2012 school years can be found at www.reasoningmind.org/results.

Selected findings from Reasoning Mind’s 2013-2014 school year implementation in Dallas ISD are below. Readers interested in viewing Dallas ISD’s full research report can do so by visiting their Evaluation and Assessment website and searching the 2013-2014 “Program Evaluations” report index.

**STUDENTS WHO USED REASONING MIND FOR MORE HOURS WERE MORE LIKELY TO MEET GRADE-LEVEL STANDARDS ON STANDARDIZED TESTS¹**

**SECOND-GRADE STUDENTS**

A total of 12,547 Dallas ISD second graders used Reasoning Mind and were assessed on the Iowa Test of Basic Skills (ITBS) in the 2013–2014 academic year. The district set a goal for students to use Reasoning Mind for two or more hours per week and answer problems with an accuracy of 75% or higher. Students who spent more time using the Reasoning Mind system were more likely to meet the ITBS grade-level standard (40th percentile or higher) in second grade.

A total of 12,252 Dallas ISD third graders used Reasoning Mind and were assessed on the State of Texas Assessments of Academic Readiness (STAAR) in the 2013–2014 academic year. As with second grade, the district set a goal for students to use Reasoning Mind for two or more hours per week and answer problems with an accuracy of 75% or higher. Students who spent more time using the Reasoning Mind system were more likely to meet the STAAR Satisfactory Standard in third grade.

10,286 fourth-grade students used Reasoning Mind in Dallas ISD and were assessed on STAAR during the 2013–2014 academic year. As with second and third grade, the district set a goal for students to use Reasoning Mind for two or more hours per week. Students who spent more time using the Reasoning Mind system were more likely to meet the STAAR Satisfactory Standard in fourth grade.
Fourth-grade students with more years using Reasoning Mind were more likely to pass STAAR²

Fourth-grade students who used the Reasoning Mind system for three years were more likely to pass the STAAR than students who used the Reasoning Mind system for only one or two years.

CASE STUDIES DEMONSTRATING INDIVIDUAL STUDENT SUCCESS

Isaiah is an African-American student who qualifies for free lunch and has limited English proficiency. In second grade, he scored below grade-level on the Iowa Test of Basic Skills, but excelled with Reasoning Mind. After spending 60 hours using Reasoning Mind in third grade, including 23 hours outside of school, he scored a 1599 on the STAAR, just one question shy of the “Advanced” level.

In second and third grade, Jose, an economically disadvantaged Latino student with limited English proficiency, completed 56 Reasoning Mind objectives, equal to nearly all of the second- and third-grade curricula combined. His hard work paid off: after scoring in the 77th percentile on the Iowa Test of Basic Skills in first grade, Jose’s scores jumped up to the 99th percentile of students on his third grade STAAR Mathematics Test.

Maria, an economically disadvantaged Latino student, is in the Gifted and Talented program, despite having limited English proficiency. As a fourth grader, she spent 139 hours using Reasoning Mind, 47 of which were on her own outside of school. Her STAAR Mathematics score increased by 332 points, enough to move her from the “Satisfactory” to the “Advanced” level.

² Graph reproduced from page 39 of the Dallas ISD Reasoning Mind 13-14 Report.
STUDENTS WHO COMPLETED MORE REASONING MIND OBJECTIVES TENDED TO PERFORM BETTER ON STANDARDIZED TESTS

SECOND-GRADE STUDENTS

Across all ethnic groups in second grade, there was a positive trend between objectives\(^3\) completed in Reasoning Mind and change in ITBS standard scores from 2013 to 2014.

THIRD-GRADE STUDENTS

Similarly, across all ethnic groups in third grade, there was a positive trend between objectives completed in Reasoning Mind and higher 2014 STAAR Scale Scores.

\(^3\) “Objectives” are the individual lessons in Reasoning Mind’s curriculum.
Finally, across all ethnic groups in fourth grade, there was a positive trend between objectives completed in Reasoning Mind and change in STAAR scale scores from 2013 to 2014.

**Forth-Grade Students**

<table>
<thead>
<tr>
<th>Ethnic Group</th>
<th>Number of Objectives Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>White (N=249)</td>
<td>0 - 9</td>
</tr>
<tr>
<td>African American (N=1,930)</td>
<td>10 - 16</td>
</tr>
<tr>
<td>Latino (N=6,992)</td>
<td>17 - 24</td>
</tr>
<tr>
<td>Asian (N=77)</td>
<td>&gt; 24</td>
</tr>
<tr>
<td>Other (N=60)</td>
<td></td>
</tr>
</tbody>
</table>

**Dallas ISD Teacher Survey Highlights from the 2013–2014 School Year**:

Over 80% of supported teachers said Reasoning Mind “improved” or “significantly improved” their students’ reasoning skills, independence in learning, confidence in mathematical ability, and enjoyment of mathematics.

83% of supported teachers would like Reasoning Mind on their campus next year.

92% of supported teachers believe their students benefit from Reasoning Mind.

97% of teachers found Reasoning Mind’s in-person training “very helpful” or “somewhat helpful”.

100% of supported teachers were “satisfied” or “extremely satisfied” with Reasoning Mind’s support.

**Extending Learning Time Outside Regular School Hours**:

Reasoning Mind has been shown to increase time on task by as much as 25% compared to the conventional classroom. In addition, many Reasoning Mind students log into the program on their own outside regular school hours, either at home, the library, or in their after-school program. During the 2013–2014 school year, over half of all Reasoning Mind students in Dallas ISD used the program outside of the regular school day.

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