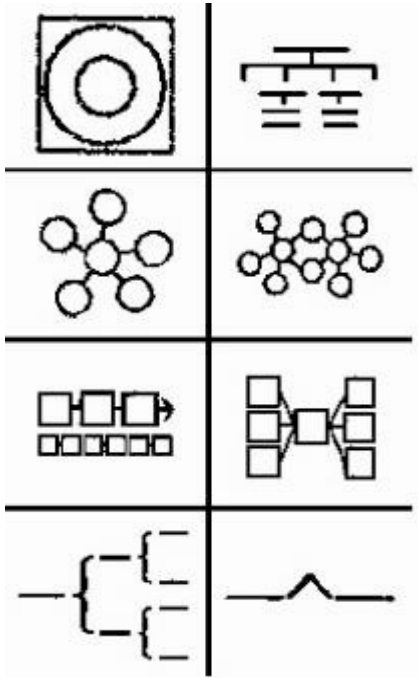
Thinking Maps
Scientific Research



Evidence of *Thinking Maps'* effects on student learning

- Much anecdotal / qualitative evidence – teacher and administrator reports concerning gains
- Some small scale studies of changes in individual students' achievement

Prior Studies

- McIntyre (2002) implemented *Thinking Maps* in middle schools throughout her district (Rocky Mount, NC) with greater than expected gains in mathematics.
- Pearson (2004) found that students in Nebo (NC) improved in core academics after the introduction of *Thinking Maps*

The NC School Study

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The NC School Study

- Examines the achievement of students in North Carolina schools in 1997 & 2002
- Uses NC statewide assessments
  - Similar to LEAP (4 performance levels)

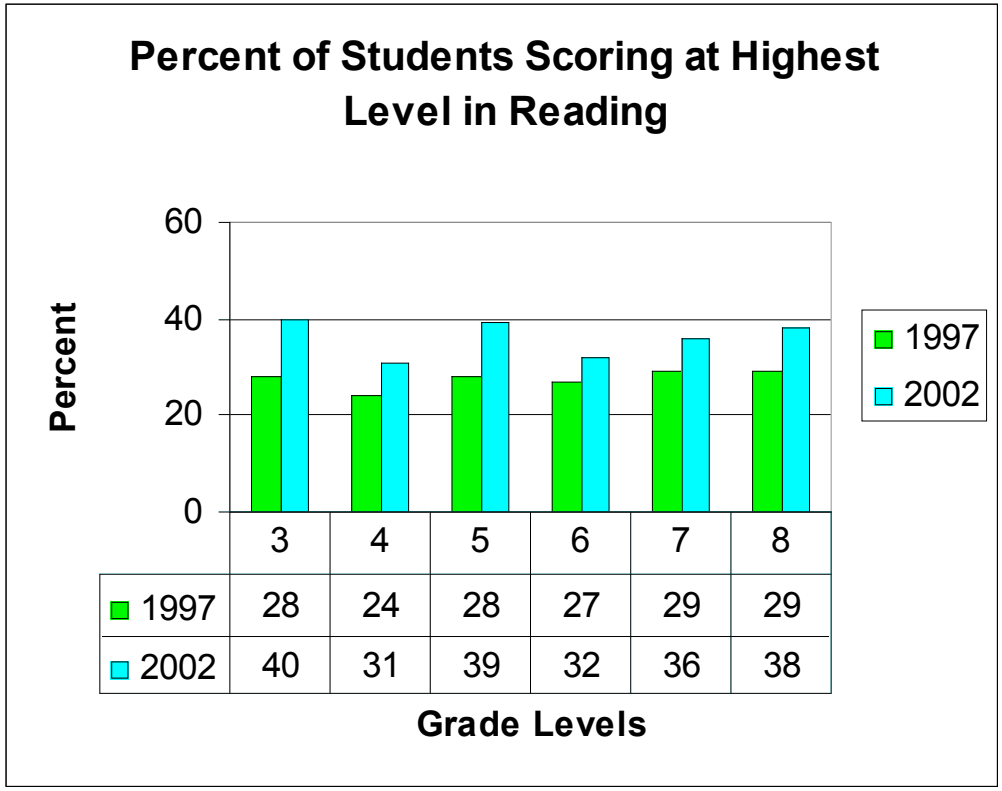
The NC School Study

- Quantitative, empirical & outcomes-based
- Conducted by an outside evaluation firm, TRIERE Research of Manchester, NH

Results from North Carolina School Study

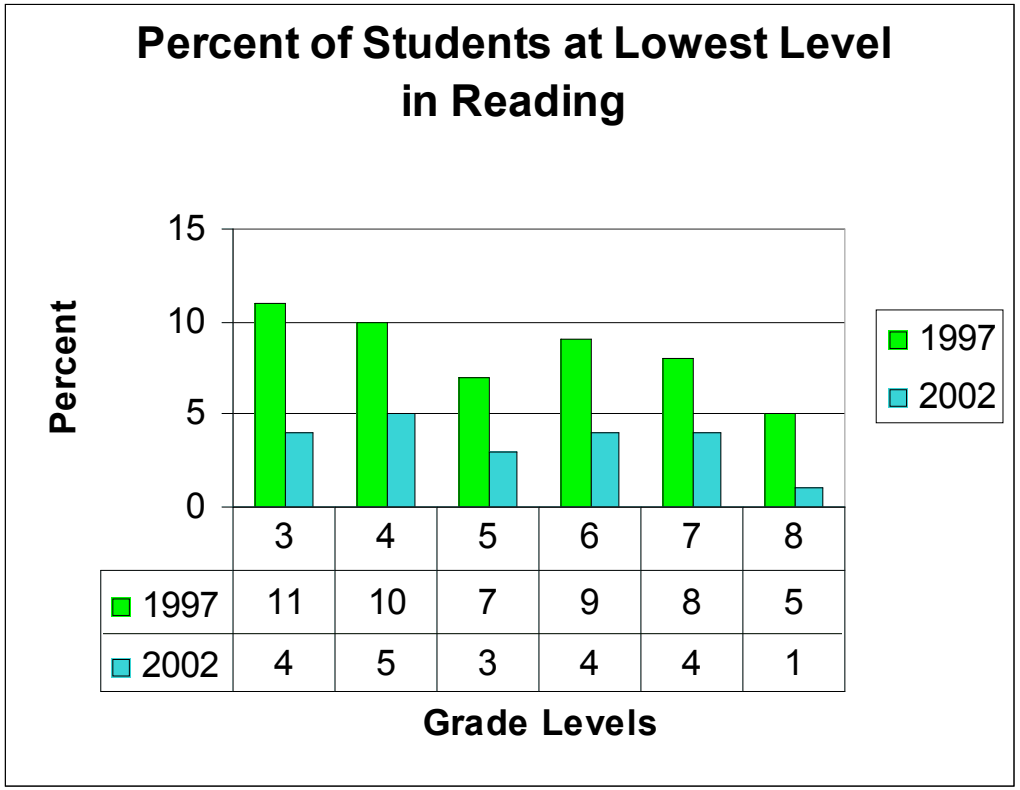
- Significant increases in both reading and math performance at all grade levels in TM schools
- Significant decreases in percentage of low achievers in reading and math in TM Schools

Significant Increases Reading Highest Level



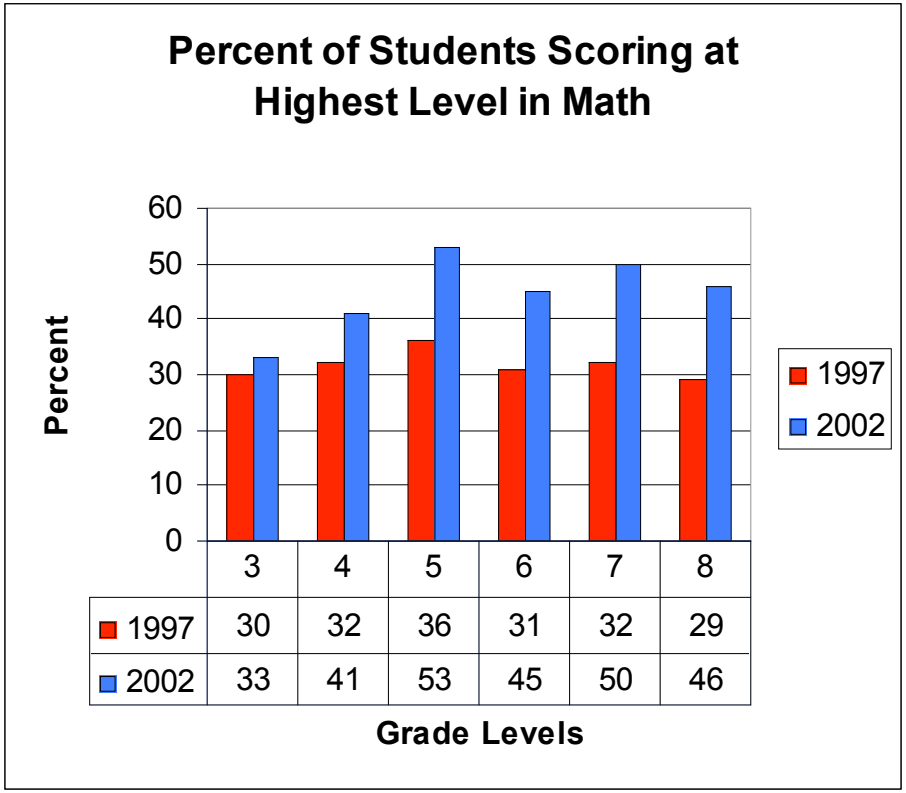
	3	4	5	6	7	8
1997	28	24	28	27	29	29
2002	40	31	39	32	36	38

Significant Decreases Reading Lowest Level

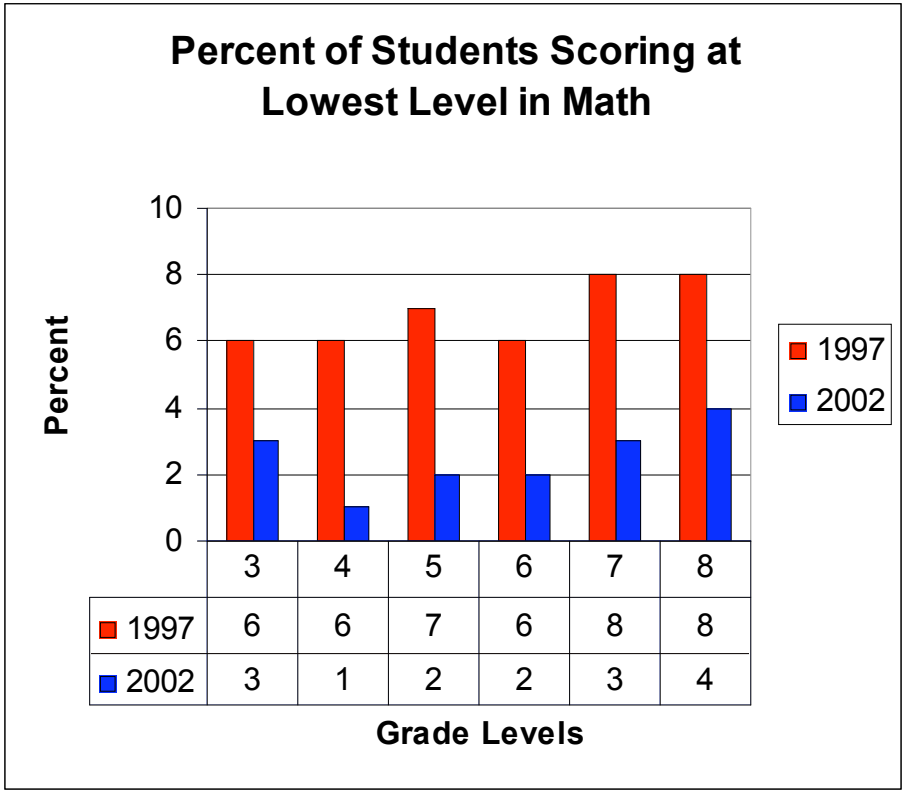


	3	4	5	6	7	8
1997	11	10	7	9	8	5
2002	4	5	3	4	4	1

Significant Increases Math Highest Level



Significant Decreases Math Lowest Level



	3	4	5	6	7	8
1997	6	6	7	6	8	8
2002	3	1	2	2	3	4

Further questions

- How do these gains compare to comparable non-TM schools?
- How do implementation characteristics affect student gains (e.g., emphasis in classroom instruction or expertise of teacher)?