

## Fullmind Students Show Greater Academic Growth than Peers

### Overview

During the 2022–2023 school year, Fullmind partnered with Cleveland ISD in Texas to provide supplemental science, math, and reading instruction for 1,256 students in Grades 6–8. Students were identified to participate based on state exam performance. Students who did not achieve proficiency were mandated to receive ten hours of supplemental instruction to help address gaps in learning.

Educators utilized student performance data on beginning-of-year Curriculum Based Assessments [CBAs] to appropriately individualize and target their instruction. Implementation schedules were varied based on student need. Sessions could occur 1–5 times weekly for a total of 75–150 minutes, and ranged in duration from 10–25 weeks. Each session is recorded so students can review previous material, or if absent, can view the lesson asynchronously to help address lost instructional time. To measure growth in math and reading achievement, Fullmind analyzed district CBAs from Fall 2022 and Winter 2023 administrations. As CBAs are based on the curriculum, content becomes more challenging across time. Scores may decrease over time, reflecting challenges staying on target with grade-level content, as opposed to declined performance on the same standards. As such, changes in percent scores were explored.

### Impact

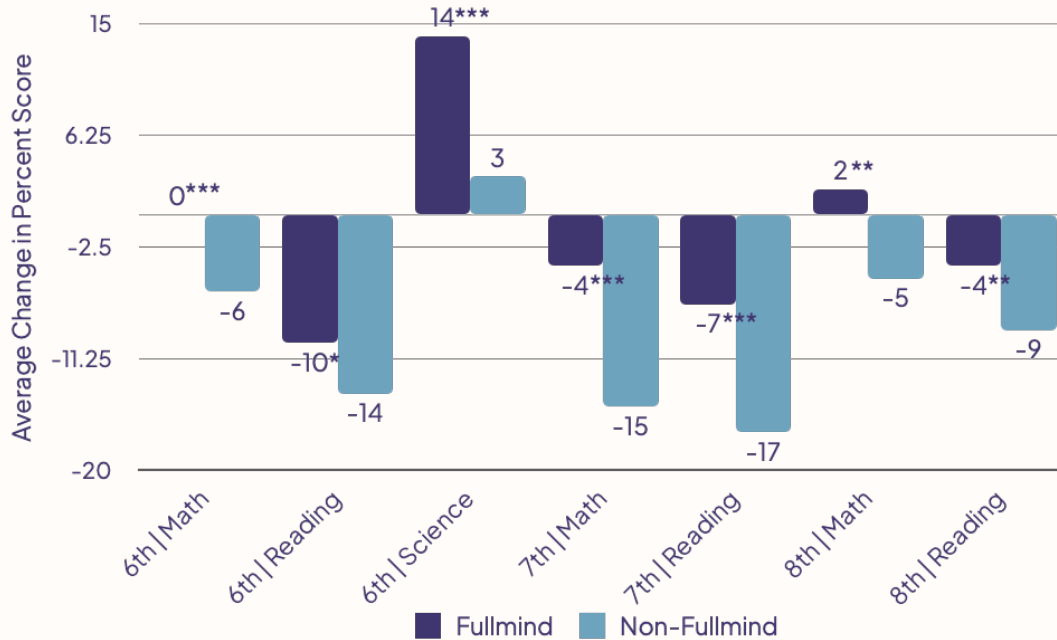
From Fall 2022 to Winter 2023, Fullmind students demonstrated significantly greater growth on CBAs than non-Fullmind students in all subject areas and across all grade levels (Table 1). Though in some groups, percent scores declined, indicating challenges staying on target with current standards, this decline was significantly less among Fullmind students (Figure 1). Groups were not matched samples, but notably, Fullmind groups had proportionally more students with disabilities and more bilingual students than non-Fullmind groups.

**Table 1.** Average Percent Score by Group; Fall 2022–Winter 2023

Grade	Subject	Percent Score Fall '22		Percent Score Winter '23	
		Fullmind	Non-Fullmind	Fullmind	Non-Fullmind
6th	Math	28%	49%	29%***	43%
	Reading	38%	49%	29%*	35%
	Science	39%	49%	52%***	52%
7th	Math	25%	45%	21%***	30%
	Reading	37%	54%	30%***	37%
8th	Math	42%	52%	42%**	47%
	Reading	37%	53%	33%**	45%

Note: Significance testing represents differences between Fullmind and non-Fullmind students in change in percent scores from Fall to Winter testing. \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$

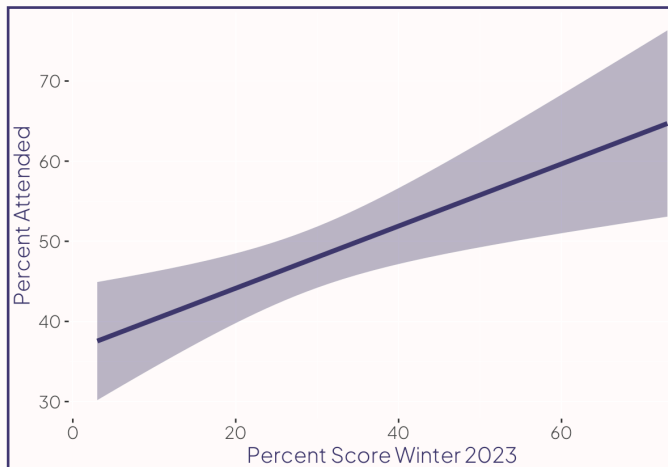
**Figure 1. Average Change in Percent Score by Group, 2022–2023**  
Grades 6–8



Note: \*\*\* $p < .001$ , \*\* $p < .01$ , \* $p < .05$

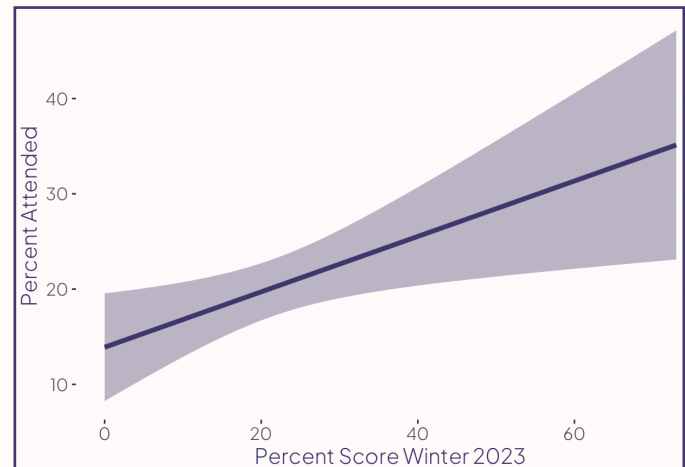
In all groups, there was a slight association between attendance of Fullmind instructional sessions and Winter 2023 test scores, accounting for Fall 2022 test scores. In two of these seven groups, sixth-grade reading and seventh-grade math, this association was statistically significant, indicating as students increase their use of Fullmind instructional services, they were predicted to have higher Winter 2023 scores,  $p < .05$ . Figures 2 and 3 represent this association, demonstrating the predicted Winter 2023 scores based on the percent of sessions attended by students. These results are very encouraging, given the high variability and challenges with attendance.

**Figure 2. Predicted Grade 6 Reading Scores by Attendance**



Note:  $p = .02$

**Figure 3. Predicted Grade 7 Math Scores by Attendance**



Note:  $p = .002$