

# Pinellas County Schools drives student achievement

8 WEEKS | 1 HOUR PER WEEK | OVER 5 PERCENTILE POINTS



### District at a glance

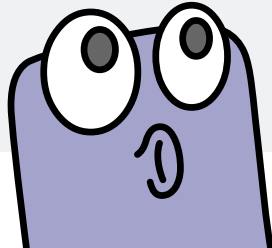
- 8th largest district in Florida
- 26th largest district in the nation
- 13,384 Educators
- 109,100 Students
- 104 Schools
- 70+ Elementary schools

### DreamBox implementation

Students use DreamBox across various programs, including intervention efforts, tutoring, after-school programs, summer school and embedded in daily practice during school hours.

### Mission

To educate and prepare each student for college, career and life.



**“The implementation of DreamBox Math for the students of Pinellas County has ensured students receive additional instruction in their areas of need, both with remediation and enrichment. DreamBox has changed the culture of mathematics in our district for students, teachers and families.”**

– Michael Feeney, Executive Director, Elementary Education, Pinellas County Schools

### Background

After a successful pilot program across 10 schools, district leaders at Pinellas County Schools (PCS) recognized the value of DreamBox Math to help their students learn and reach academic goals. In Fall 2019, the district expanded the math program to include more than 70 schools. DreamBox data captured from PCS represents a culturally and economically diverse student population.

In 2021, the DreamBox Research Team began to explore the impact of DreamBox Math usage on growth on Northwest Evaluation Association (NWEA) Measures of Academic Progress® (MAP®) assessment data.

- ✓ How much growth did students demonstrate while playing DreamBox Math the recommended amount each week?
- ✓ Does completing DreamBox Math lessons produce the same results across all achievement levels and grades?
- ✓ Was there a measurable impact on assessment scores for students playing DreamBox Math during and after pandemic closures?

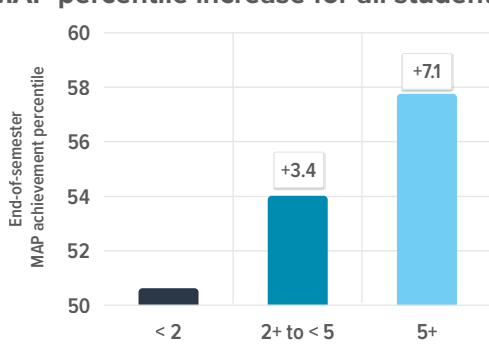
## Results in just eight weeks of instruction

(9/20- 12/20)

### DreamBox Math students achieved significant gains on NWEA MAP

Students who completed an average of five or more lessons per week **increased more than five national achievement percentile points.** These gains were significantly larger than gains demonstrated by students who completed fewer or no weekly DreamBox lessons.

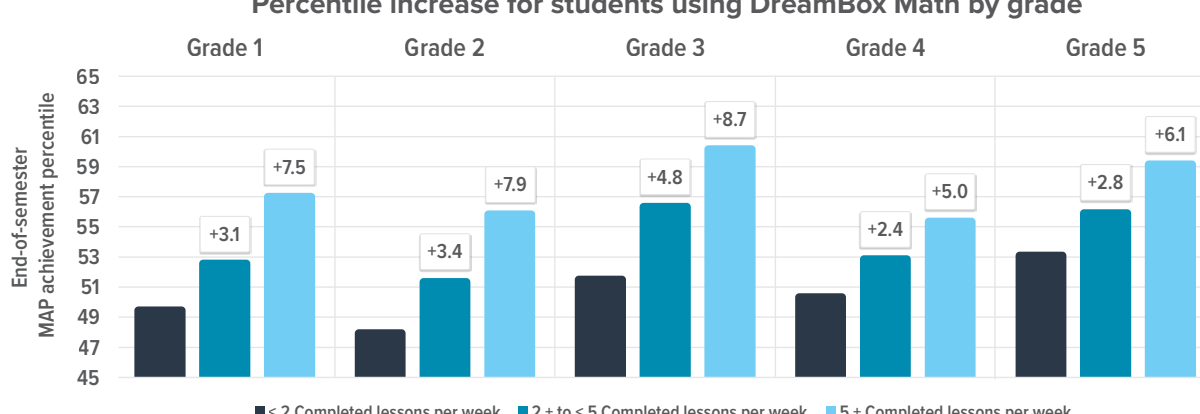
### MAP percentile increase for all students



No matter where students start, they experience more achievement when playing DreamBox

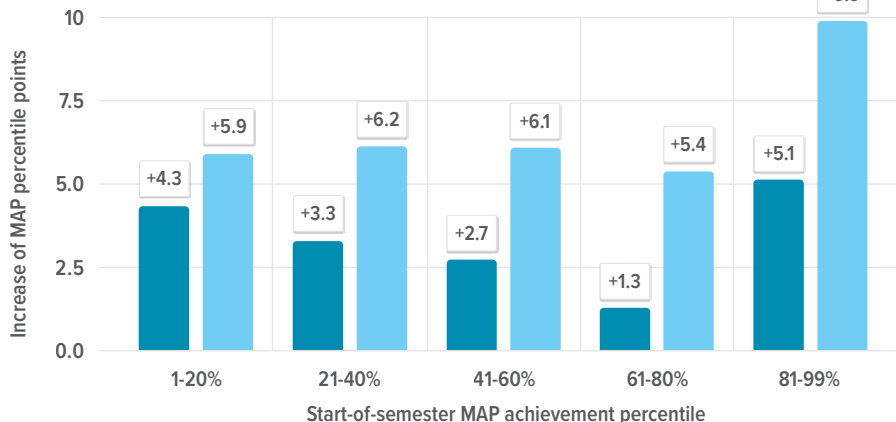


### Percentile increase for students using DreamBox Math by grade



Across all grade levels (1-5), students achieved significantly more when completing 5+ DreamBox lessons per week, compared with those completing fewer than 2 lessons per week.

### MAP percentile increase for students using DreamBox Math (by starting achievement percentile)



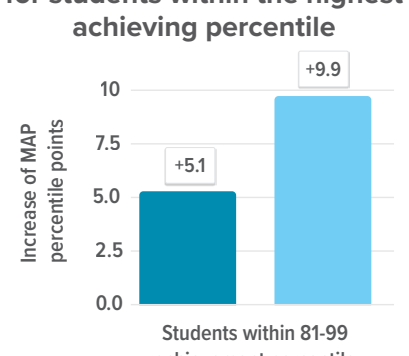
Students from all achievement levels experienced gains when using DreamBox Math.

Because DreamBox creates a personalized, learner-driven program in real time, it can provide the right instruction to meet each student's unique learning needs.

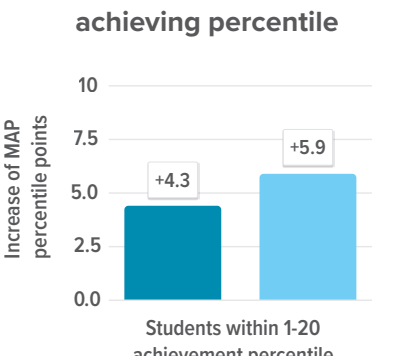
Both students within the lowest and highest-achieving percentiles experienced positive impacts from playing 5+ DreamBox lessons per week.

This data suggests that DreamBox effectively supports students across both intervention efforts and enrichment opportunities.

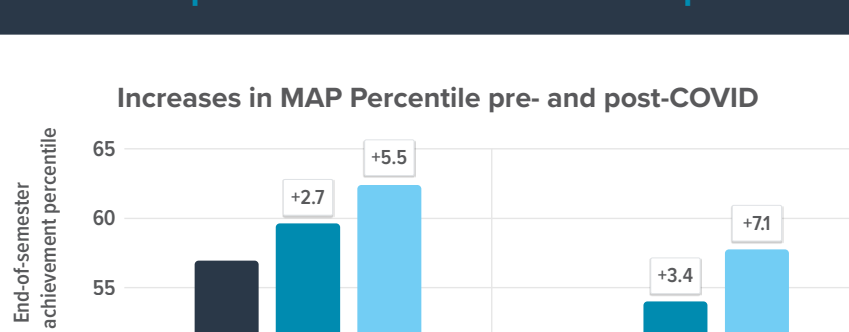
### MAP percentile point increase for students within the highest achieving percentile



### MAP percentile point increase for students within the lowest achieving percentile



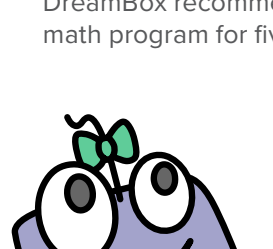
## DreamBox's impact on student achievement persisted during COVID-19



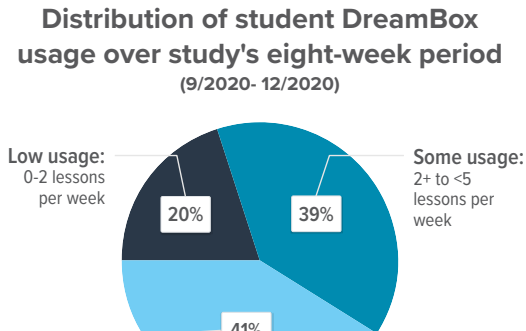
Data in both Fall 2019 and Fall 2020 indicated that DreamBox Math usage had a similar impact on student achievement prior to remote learning.

### Students completed an average of 4.7 DreamBox Math lessons per week

To achieve optimal results, students need to engage with the program regularly and consistently. DreamBox recommends that students use the math program for five lessons each week.



### Distribution of student DreamBox usage over study's eight-week period (9/2020- 12/2020)



**“We have observed a positive direct correlation between student usage and student achievement. Students who are achieving their usage goals are showing growth on their nationally normed assessments. This was present prior to and even during the pandemic.”**

– Michael Feeney, Executive Director, Elementary Education, Pinellas County Schools

### Study Design

#### PCS sample data includes:

- 22,380 first- to fifth-grade students
- 2,100+ classrooms
- 63 schools

#### Study inclusion requirements:

- Students in grades 1-5
- Students who completed the NWEA MAP Assessment for math in Fall 2019 and Fall 2020

#### Student DreamBox usage groups (9/2020 to 12/2020)

- **LOW USAGE** = Students who completed fewer than two DreamBox lessons per week.
- **COMPARISON GROUP** = Students who completed two or more lessons, but fewer than five lessons per week.
- **RECOMMENDED USAGE** = Students who completed five lessons or more each week.

#### Methodology:

- Statistical Technique: Hierarchical linear modeling

#### Statistical controls:

- Adjusted each student's predicted end-of-semester MAP percentile according to their start-of-semester MAP percentile
- Students' predicted MAP percentile also accounted for their unique classroom and school

### Conclusion

As educators continue to pivot and evolve to meet the needs of students in an ever-changing landscape, it is critical to look for learning solutions capable of demonstrating a positive impact on student growth.

Students across grade levels and at varying achievement percentiles who use DreamBox Math demonstrate significant growth on the NWEA MAP assessment. These gains are greatest for students who complete five or more DreamBox Math lessons each week.

Data also indicates that student growth can persist across various learning environments, including remote and in-person learning settings.