

# DreamBox Math for Spanish-speaking English language learners (ELLs)

## CLOSE GAPS AND RAISE MATH ACHIEVEMENT

In the U.S., only 26% of Hispanic students in grade 4, and 19% in grade 8 are at or above proficient in math.\* With a powerful combination of rigorous curriculum and embedded formative assessment from DreamBox, you can support ELLs and dual-language immersion programs with visual and conceptual learning in Spanish and English.

### For educators

Teachers can meet all students' needs with an evidence-based solution that monitors progress and uses relevant, up-to-date insights and data to personalize learning.

**Equity and access:** Teachers can easily choose English or Spanish so students can learn language-appropriate mathematics and vocabulary.

**Rigorous curriculum:** Exploration, conceptual understanding and fluency are supported within a standards-aligned and evidence-based curriculum.

**Embedded formative assessment:** With learning and assessment seamlessly integrated, educators gain insights into what students know and can do without loss of instructional time or waiting weeks for the next interim benchmark test.

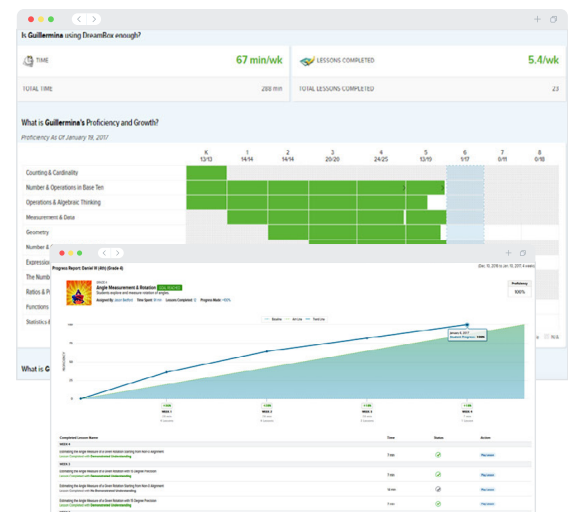
### For students

An engaging environment motivates students to persist, progress and achieve success. Instruction and intervention are based on formative feedback in the moment of learning.

**Improve math vocabulary:** Scaffolded audio and visual support improves acquisition of math terms and their connection to concepts to help students communicate mathematical thinking.

**Visual context and manipulatives:** Visual representations and meaningful contexts enable students to make sense of concepts and skills at their own proficiency level.

**Increased engagement and motivation:** Active involvement includes reading listening, and observing through interactions with dynamic representations, plus scaffolded feedback unique to learners' solutions and strategies.



\* The Nation's Report Card 2015 Assessment Results

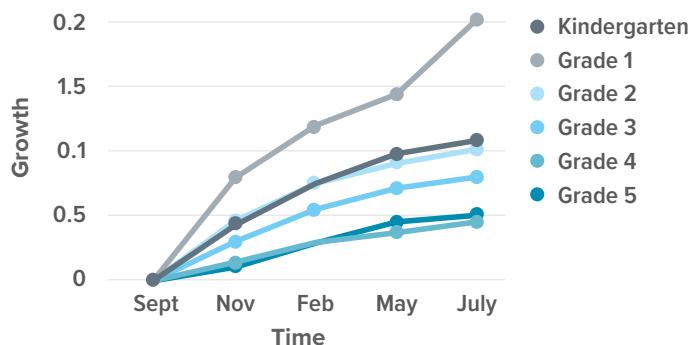
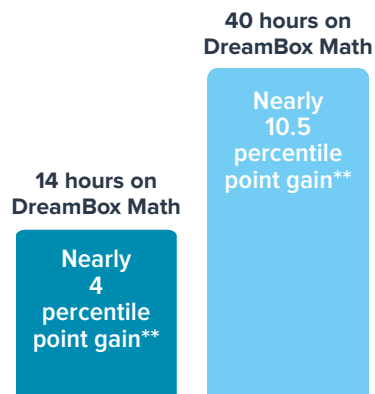
# Real-World Success with DreamBox

## Harvard study suggests DreamBox Math has significant impact on student learning outcomes

A study from the Center for Education Policy Research at Harvard University found that students using DreamBox Math for 14 hours can increase achievement by 4 percentile points.\*

\*DreamBox Math and Achievement Growth in Howard County and Rocketship Education by the Center for Education Policy Research at Harvard University, 2016.

\*\*Harvard study suggests DreamBox positively impacts math learning outcomes. A study of nearly 3,000 students by the Center for Education Policy Research (CEPR) at Harvard University revealed that for every 20 minutes a student spent on DreamBox, their Measures of Academic Progress® (MAP®) scores increased by 2.5 points. Because the study indicates a linear relationship between time spent on DreamBox and achievement gains, students who use DreamBox for 60 minutes per week stand to experience an increase of 7.5 points on the MAP.



## Growth and learning gaps closed at Aldeane Comito Ries Elementary School

At this school, where 96% of the students are ELLs, students using DreamBox for 60 minutes per week on average progressed an entire year within the DreamBox curriculum. Students in first-grade saw an average of two years' growth.

## About DreamBox Math

DreamBox is an adaptive, online K – 8 math program designed to complement classroom instruction and proven to positively impact student outcomes. Combining a motivating, gamelike environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts, and promoting strategies for fluency and application – all while empowering educators with real-time data and academic insights to inform instruction.

**“It took a lot of trust for some of our teachers to step away from the front of the classroom and embrace blended learning. But as technology became more ingrained in our instruction, the teachers could quickly see learning gaps and adjust instruction. That’s powerful.”**

Aimee Brady | Assistant Principal,  
Aldeane Comito Ries Elementary School



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