Evidence-based Practice Narrative

Wang, H., & Woodworth, K. (2011). Evaluation of Rocketship Education’s use of DreamBox Learning’s online mathematics program. Menlo Park, CA: SRI International.

Sebastian Elementary School will be implementing the Dreambox Program in an effort to address the needs of those students that require Tier 2 and Tier 3 instruction as a part of our MTSS system. To begin the process we gathered stakeholder input through parent/student surveys.The CSIP leadership team then gathered information from teachers across grade levels. The team then began looking for evidence based intervention programs. The study cited above was reviewed by our CSIP Leadership Team, who made the recommendation to use this resource as our primary intervention for math, and to track the progress of our students to meet their individual needs.

This study referenced above was conducted across three schools in California with a focus on kindergarten and first grade from October until February. This study meets the What Works Clearinghouse Evidence standards without reservations. Students needing Tier 2 instruction received 20-40 minutes of Dreambox Math instruction per day. Students receiving Tier 3 instruction received an additional 45 minutes of Dreambox Math instruction per day as a part of the tutoring program in the schools. The comparison group received no additional time on Dreambox. MAP assessment results were used to determine the effectiveness of the intervention. The intervention group outscored the comparison group, and in all five subsets of the MAP assessment.

SES will use this intervention in Tier 2 and Tier 3 instruction by increasing the time on Dreambox either during After School Tutoring or targeted interventions during the school day.. MAP assessments will be given to track data and student progress. We will also have focused small group instruction during MTSS time for those students who have not shown growth. All students have a device and will be able to work independently on a daily basis.

Based on our review of the evidence and our school data, we believe that this meets the Level I evidence requirements because it is an experimental study design based on time with Dreambox and the population overlaps both the regular setting and the overall population of our school. This will also help address the needs of our subgroup in math.