

RESEARCH BRIEF

Greater Usage of DreamBox Math Positively Impacts SC READY Math Scores



Data shows a significant growth in SC READY Math scores when comparing schools with high usage of DreamBox Math for students and teachers to schools with no usage

Study Purpose

Discovery Education partnered with McREL International, a non-profit research organization, to evaluate associations between DreamBox Math usage and math achievement across the state of South Carolina for students in grades 3-8. The study used school-average standardized math test scores on the South Carolina College- and Career-Ready Assessments (SC READY) and DreamBox Math usage details for South Carolina schools.

Researchers Asked:

- What role does **student usage** in DreamBox Math play in explaining differences in SC READY Math achievement?
- How does **teacher usage** of DreamBox Math contribute to differences in SC READY Math achievement?
- How does **consistency** of DreamBox Math usage among teachers and students explain differences in SC READY Math achievement?

Summary of Findings

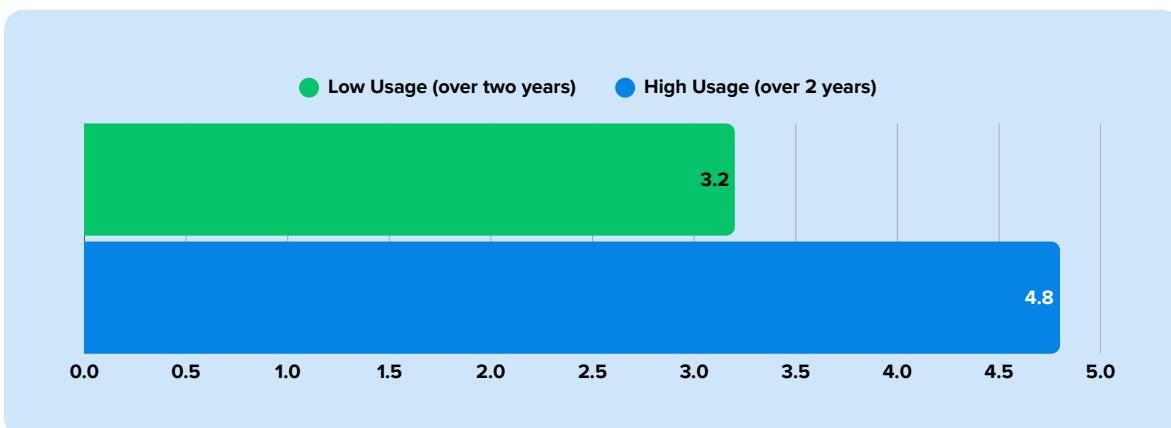
- **High student usage** of DreamBox Math over two years was associated with a **significant increase in SC READY Math scores** compared to schools with no student usage.
- **High teacher usage** of DreamBox Math over two years also correlated with a **significant increase in SC READY Math scores** compared to schools with no teacher usage.
- Even schools with **low but consistent usage** over two years saw improved SC READY Math scores compared to schools with no usage.

Key Findings

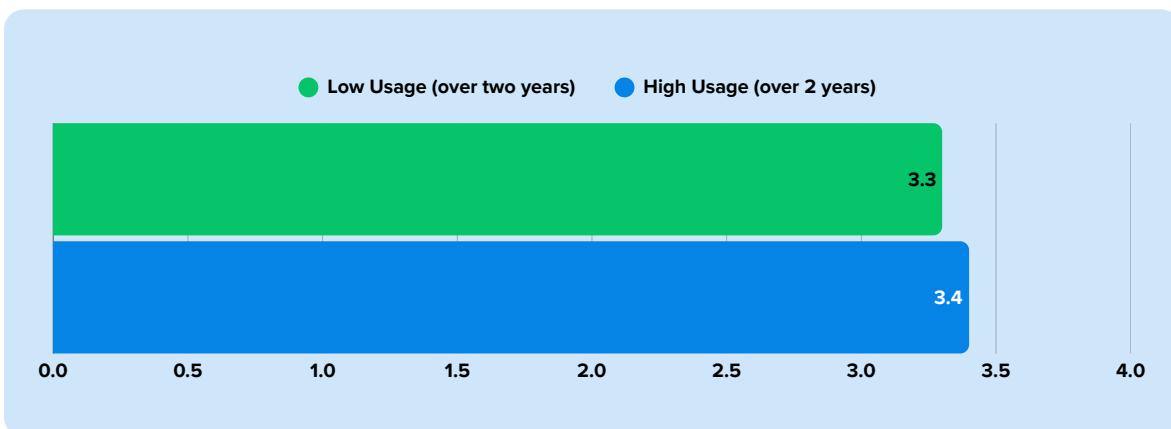
Over 250 schools across 26 districts in South Carolina achieved high levels of student and teacher usage for the 2022-23 and 2023-24 school years. These schools saw the biggest increase in SC READY Math scores when compared to schools with low usage.

SC READY Math scores significantly improved as student usage in DreamBox Math increased, compared to schools with no usage. Similarly, higher teacher usage was also associated with significant gains. Across both findings, one factor stood out: **consistent usage by both students and teachers was a common variable among the highest achieving schools using DreamBox Math.**

**School-Level Increase in SC READY Math Points
by Teacher Usage of DreamBox Math**



**School-Level Increase in SC READY Math Points
by Student Usage of DreamBox Math**



Note: Only statistically significant relationships are shown in the graphs above. Relationships for other usage levels were not statistically significant and thus should not be interpreted. The effect size of consistent high student usage compared to no usage is 0.18, which is moderate. The effect size of consistent low usage is 0.08, which is also moderate.

Conclusion

This research shows that consistent implementation and use of DreamBox Math by teachers and students can improve school-level achievement for standardized math scores. In South Carolina, schools that used DreamBox Math consistently over two years saw significant gains on their SC READY math scores when compared to schools with no usage.



Study Background

Research Sample Data

- Analyses were conducted for South Carolina students in grades 3-8 for SY 2022-2023 and 2023-2024. The sample data included:
 - Average SC READY scales scores and performance levels for SC schools
 - Number of students by grade level
- DreamBox Math usage:
 - Student measures: unique days logged in, lessons completed, standards completed
 - Teacher measures: unique days logged in, dashboard views accessed, assignments created

Analysis and Methodology

- Classified all schools as using DreamBox Math (based on total usage over two school years) or not using DreamBox Math.
- Used propensity score matching (from SC READY baseline scores, school size, and student demographics) to create an unbiased comparison between SC schools not using DreamBox Math to similar schools using the program.
- Ran hierarchical linear regression models to examine the impact of DreamBox Math usage on SC Ready Math achievement.

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1.800.323.9084

EducationPartnerships@discoveryed.com