

Mathspace

Summer Learning Study Brief

Product Description

Adaptive math program that offers step-by-step feedback to students as they complete problems

Learning Focus: Grades 5-12 mathematics

Student Usage Minimum: 30 minutes, 3 times a week

Device Specifications: web-enabled iPads provided by school

Pilot Goal

Determine whether providing students access to technology devices and ed-tech programs improves math learning for students at risk of summer learning loss.

Implementation Plan

Duration: July 11-August 15

Quality of Support: Professional development was not offered to the educator leading the implementation because she had already used the tool during the school year.

Findings

Actual implementation: Students did not consistently engage with Mathspace for the minimum recommended amount of time.

Educator engagement: The educator sent email reminders to students who were not actively using the math program. The summer program was exclusively virtual and there were

District Context

District demographics: 22,000 students served by 1,100 teachers across 29 schools. Two-thirds of students identify as Hispanic, and 55% speak English at home.

Pilot demographics: 27 rising 7th grade students participated; 87% qualified for Free/Reduced Lunch; 42% speak English at home. One teacher and one middle school participated.

Implementation Model: Students were encouraged to use Mathspace for 30 minutes, 3 times a week.

Data collected: Pre-post student online surveys, teacher interview, and pre-post student benchmark learning data.

no in-person help sessions or celebrations during the summer months.

Educator satisfaction: The educator was not satisfied with Mathspace as a virtual summer learning program because it was not highly engaging or gamified, and did not encourage in-person collaboration.

Student engagement: Only half the participating students used the tool regularly, and of this group, students used the tool for less than an hour each week.

Outcome

Student learning: Despite the educator's concerns about student engagement, students who participated in the Mathspace summer learning program showed statistically significant gains in their math scores from the beginning of the summer to the end. Because participation and engagement was low, these results should be treated with caution.

For more information, see:

<http://digitalpromise.org/wp-content/uploads/2016/03/dp-rcp-summerprograms.pdf>



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