



A study of the Singapore math program, *Math in Focus*- state test results

Report 404, December 2010

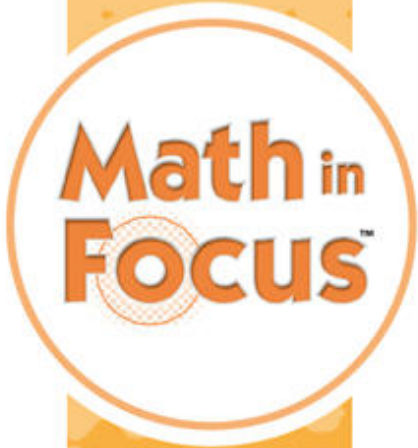
Overview:

In a previous quasi-experimental, pretest/posttest study conducted by the Educational Research Institute of America in 2009-2010, fourth graders enrolled in Old Bridge Township School District, a large New Jersey school district using *Math in Focus* as part of a district pilot of the program, showed significant increases in math achievement over one academic year, as measured by the Stanford Achievement Test, Ninth Edition (SAT 9). The current study represents an extension of the 2009-2010 pilot study, as it utilizes the same research sample and timeline of program use. This analysis of 2010 state test scores sought to determine if similar gains would be seen if the outcome measure was the state mathematics test, the New Jersey Assessment of Skills and Knowledge (NJ ASK): Mathematics.

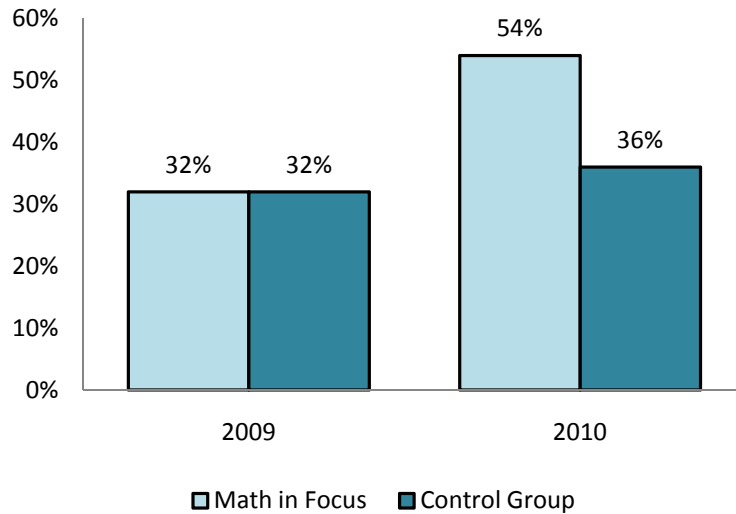
- 125 fourth graders in Old Bridge Township School District were engaged in the *Math in Focus* pilot during the 2009-2010 academic year.
- The remaining 553 students comprised the comparison group and used an alternative instructional mathematics program.
- In the year before the pilot of the Singapore math program *Math in Focus* began, all 678 students in all twelve elementary schools in the district used the same alternative program.

Grade 4 Findings:

The results of the current study found that students using the *Math in Focus* program made significant gains on the state accountability test of mathematics achievement when compared to a control group of students from the same school district. In addition, significant gains were seen for students scoring at varying levels of mathematics proficiency prior to using the *Math in Focus* program.

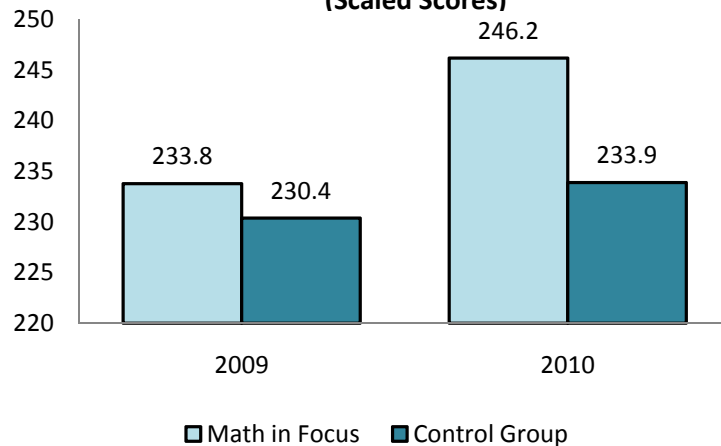


NJ ASK gains at the Advanced Proficient Level



The percentage of students scoring at the highest level, advanced proficient, increased by 20% for the *Math in Focus* group, while the control group increased by only 4%.

Student Performance on NJ ASK Over Two Years (Scaled Scores)



Overall, students using *Math in Focus* improved an average of 12.4 points, more than 3 times the average improvement that occurred across the remaining students in the district in the comparison group (average improvement = 3.5 points). The improvement in mathematics achievement among students using *Math in Focus* remained significant when researchers controlled for other predictors of academic performance, including teacher effects and student demographics. These results provide strong evidence of the instructional effectiveness of the *Math in Focus* program.

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