

QUICK FACTS ABOUT THE STUDY FOR INVESTIGATIONS

IN NUMBER, DATA, AND SPACE®



During the 2017-2018 school year, the *Investigations 3* publisher contracted with Magnolia Consulting to conduct a field test of its *Investigations 3* curriculum in first and fourth grades.

The sample included:



26 Teachers

508 Students

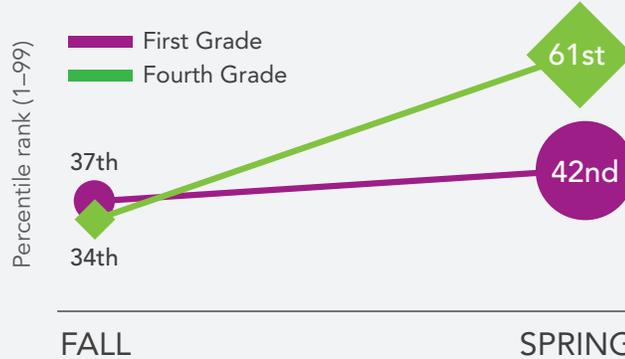


7 Schools

“ I never heard past classes say math was fun, and now they love math. Kids who were struggling at the beginning of the year are asking if it's math time yet. ”

WHAT WERE THE STUDENT LEARNING AND ATTITUDE RESULTS?

On average, first-grade students' performance improved from the 37th to the 42nd percentile, and fourth-grade students' performance improved from the 34th to the 61st percentile from fall to spring.



Students demonstrated an increase in math competency skills across grades*

0.68
effect size³



MATH INQUIRY

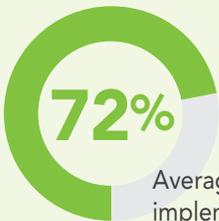
Students had similar levels of mastery in completing performance tasks.¹



ATTITUDE

Students' math attitudes remained positive.²

HOW DID TEACHERS IMPLEMENT INVESTIGATIONS 3?



Average of



3.72 days per week

Overall, students demonstrated **average to high engagement** in *Investigations 3*

* Statistically significant
1 On average, students answered >65% of the math inquiry assessment items correctly.
2 Based on student attitude assessment.
3 Based on standardized GMADE assessment.

WHAT WERE TEACHERS' PERCEPTIONS OF INVESTIGATIONS 3?

- 1 Found *Investigations 3* components to be useful, particularly the Teacher Curriculum Unit
- 2 Viewed the curriculum as reasonably paced
- 3 Perceived the program as "very adequate" or "adequate" in addressing the needs of students performing at different levels in math, students receiving special education services, and English learners
- 4 Said they plan to use *Investigations 3* next year
- 5 Reported improvements over the school year in their confidence and comfort in teaching inquiry-based mathematics

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