

Houghton Mifflin Harcourt's

Go Math! Case Study

Arthur T. Cummings Elementary School, MA



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School Overview

Arthur T. Cummings Elementary is an elementary school located in Winthrop, MA. This suburban school serves 464 students in grade 3-5 with a professional staff that includes 20 teachers, with 40 support personnel and administrators. The student body of Arthur T. Cummings Elementary is comprised predominately of Caucasian students (91%) with 29% students eligible for free/reduced lunch and 18% of students eligible for special education services.

Massachusetts Assessments

After using the *Go Math!* program for the 2010-2011 academic year, scores from Massachusetts Comprehensive Assessments (MCAS) were collected to assess how program affected student mathematics performance.

The (MCAS) is designed to meet the requirements of the Education Reform Law of 1993 for testing and accountability. The law holds that all public school students in Massachusetts have their performance assessed based on the Massachusetts Curriculum Framework learning standards. In grades 3-8, students are assessed each year on their Math and English Language Arts mastery. The Math MCAS consists of multiple choice, short-answer, and open-response items that gauge students understanding in five domains: Number Sense and Operations; Patterns, Relations, and Algebra; Geometry; Measurement; and Data Analysis, Statistics, and Probability.

In Massachusetts, students' test scores can be categorized into one of four levels of mastery: Advanced, Proficient, Needs Improvement, or Warning.

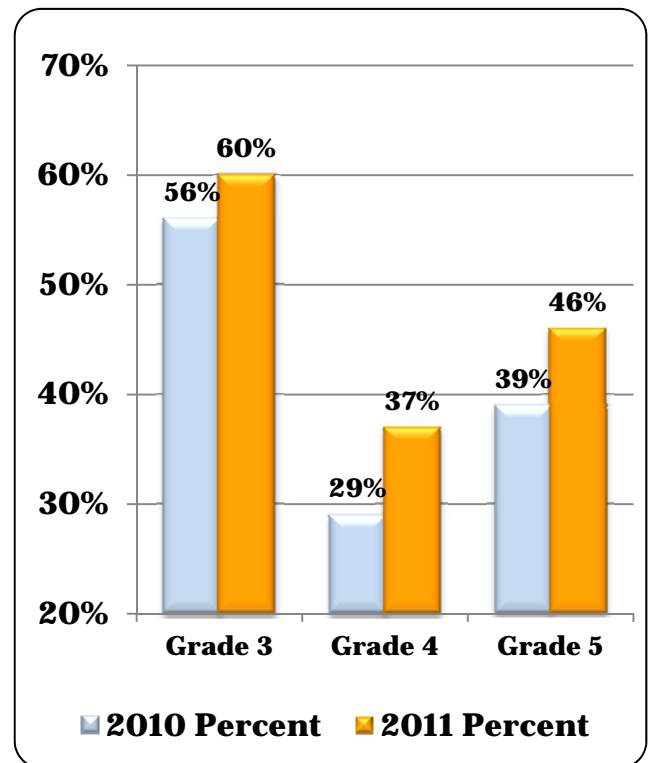
“GO Math! is written to go along with the Common Core Standards. The Student book has great, systematic lessons and challenging problems to solve. The practice book is a great homework resource.”

Kristen Reynolds
3rd Grade Teacher,
A.T. Cummings Elementary

Student Success with *Go Math!*

To assess if implementing HMH *Go Math!* had an impact on learning, student test scores from the Spring of 2010 (prior to using the program) and the Spring of 2011 (after the first year of usage) were obtained for grades 3, 4, and 5. These findings are presented in Figure 1.

Figure 1
Percent of Students Proficient/Advanced



The comparison of achievement scores revealed that at all grade levels examined the percentage of students scoring proficient or higher were greater in 2011, after using *Go Math!*, than the previous year with an average gain of over 6%.

Conclusion

This one-year examination of an implementation of the new HMH *Go Math!* at Arthur T. Cummings Elementary School revealed that the program was associated with increased mathematics achievement with increase percentage of students scoring Proficient/Advanced on state MCAs in math. This case study provides evidence that *Go Math!* is an effective math program.