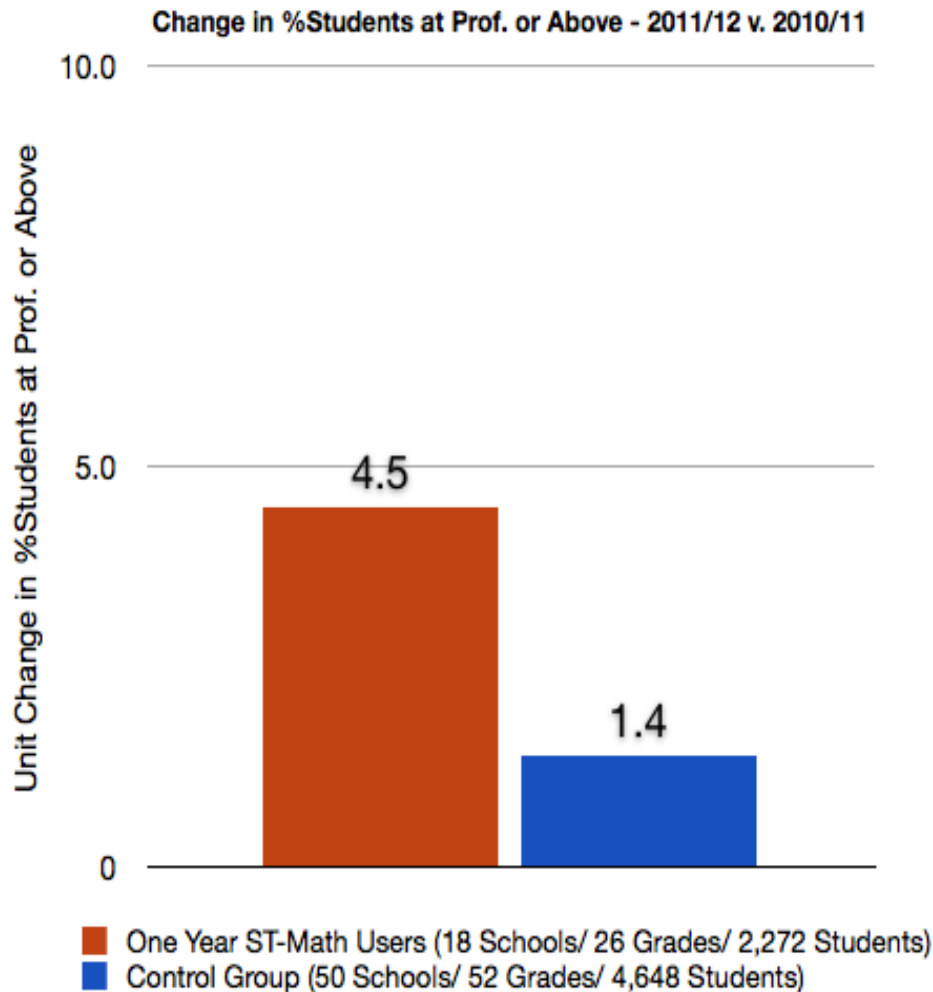


**Subjects:** MIND Research Institute analyzed all partner schools in Los Angeles Unified for grade-average CST math achievement growth between the 2010/11 and 2011/12 school years, for grades which first used the ST Math program in 2011/12. The schools are lower performing schools. ST Math is a research-based math teaching and learning approach, implemented via blended learning, with teacher and student use of visual math instructional software. All grades with only one year of ST Math usage, with average student grade-level ST Math content coverage of at least 50%, and with at least 85% of students enrollment in the program in the 2011/12 school year were analyzed. This report focuses on these grades from 18 schools, implementing the program at grade 2, 3, 4, and/or 5, with altogether 26 grades and 2,272 students using the program. The comparison set was chosen to be similarly performing schools, also in Los Angeles Unified School District, which did not use the ST Math program: 50 schools, 52 grades, and 4,648 students.



**Program:** In each grade using the program, all students and teachers are licensed to participate. The ST Math ® program consists of supplemental math instructional software which covers California CST math standards at each grade level. The software presents the mathematics as a year-long curriculum of interactive, animated visual diagrams, or puzzles, for the students to solve. The students use the self-starting, self-paced instructional software twice per week under the teacher’s supervision. The teacher is trained to also use the software’s visual representations of mathematics concepts during regular classroom lessons, to connect to the conventional language-intensive math instruction.

**Data Collection:** The average CST math scale scores, achievement levels distributions, and student enrollment were collected for each grade level for the years 2010/11 and 2011/12 from the California Department of Education website. Each year the data indicate the percentage of students at each grade who tested into the 5 different levels of math achievement. The average MIND Research Institute program implementation percentage and student enrollment in the MIND software were collected from MIND’s digital usage data.

**Analysis Summary:** Changes from 2010/11 to 2011/12 in the percent of students at the top 2 achievement levels, Proficient and Advanced, were evaluated for the ST Math group and also the comparison group of schools. A grade-wise growth comparison was evaluated (i.e. growth in same grade, same school, from 2010/11 school year to 2011/12 school year) and then aggregated across grades and schools.

**Results:** The grades implementing ST Math on average grew 4.5 points in the percentage of Proficient or Advanced students, as compared to an average increase of 1.4 points for the comparison group (p-value = 0.34).