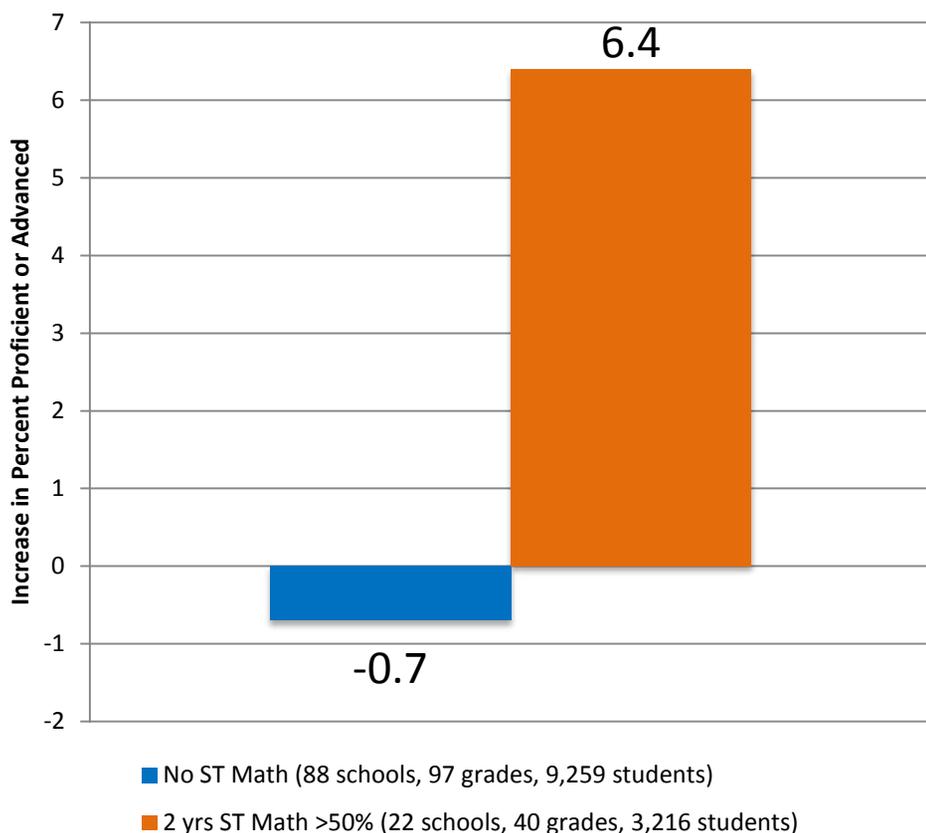


Subjects: MIND Research Institute analyzed schools in Los Angeles Unified School District (LAUSD) for grade-average California CST math proficiency growth between the 2010/11 and 2012/13 school years. All LAUSD grades 2, 3, 4, or 5 with ST Math usage in 2011/12 and 2012/13, and with average ST Math program content coverage of at least 50%, and with at least 85% of grade-level students enrolled in the ST Math program in 2012/13 were analyzed: altogether 40 grades with 3,216 students at 22 schools. A Comparison group was randomly selected to have similar baseline year (2010/11) math performance with the ST Math group. The Comparison group never used the ST Math Program: 97 grades with 9,259 students at 88 schools.

Increase in Percent Students CST Math Proficient or Advanced 2012/13 vs. 2010/11



Program: In each grade using the program, all students and teachers are licensed to participate. The ST Math® program is based on supplemental math instructional software which covers 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 conventional language-intensive math instruction.

Data Collection: The grade-average CST math proficiency level distributions, scale scores, and student enrollment were collected from the California Department of Education’s website for each school and grade level for the years 2010/11 through 2012/13. Each year the data indicate the percentage of students at each grade at each school who tested into the 5 different levels of CST math proficiency (Proficient and Advanced being the highest). The average MIND Research Institute ST Math program content coverage percentage and student enrollment in the ST Math software were collected from MIND’s digital usage data for 2011/12 and 2012/13.

Analysis Summary: Changes from 2010/11 to 2012/13 in the percent of students at the top 2 achievement levels, Advanced or Proficient, were evaluated for the ST Math group, and also for the Comparison group of schools. Grade-wise growth was evaluated (i.e. growth in same grade, same school, from 2010/11 to 2012/13) and then aggregated across schools and grades.

Results: The grades implementing ST Math on average grew 6.4 points in the percentage of students at Meets or Exceeds, as compared to a drop of 0.7 points for the matched Comparison group (p-value<.01).