

My Math Academy® My Reading Academy™

Palm Beach County Pre-K Students Experience Significant Growth

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Key Findings

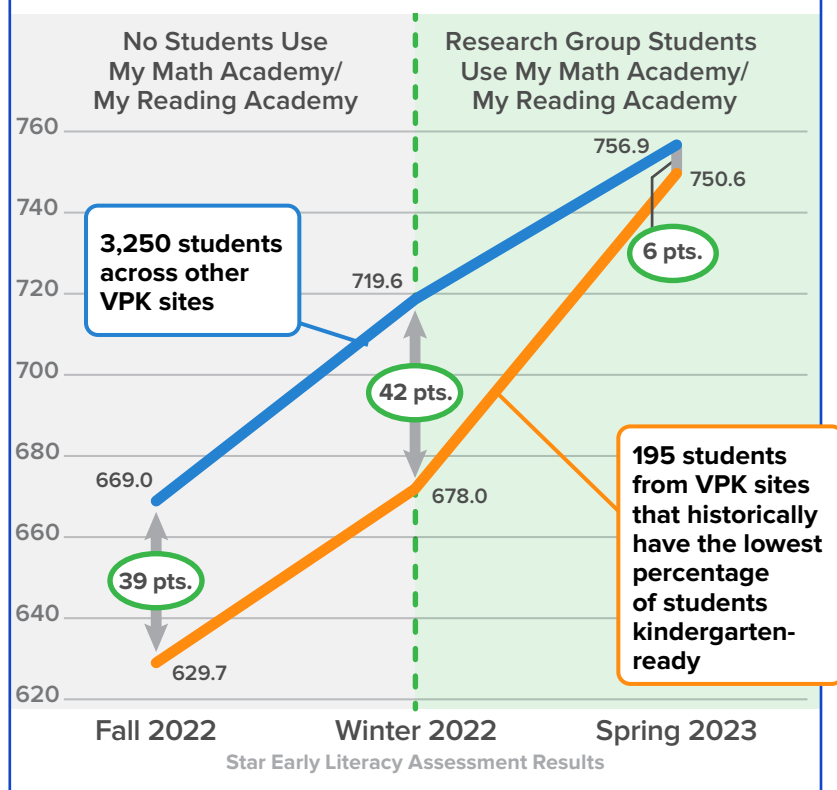
- Using *My Math Academy* and *My Reading Academy* helped **close the gap** between research sites and non-research sites **by 84%**.
- All educators indicated that they would “definitely” like to continue using the programs.

Background

This brief highlights a semester-long implementation of *My Math Academy* and *My Reading Academy* at seven voluntary pre-K (VPK) centers in Palm Beach County, Florida, and the effects of these personalized digital learning programs on children’s achievement and on educators’ capacity to provide effective instruction for their young learners.

Results

Age of Learning Programs Close the Gap by 84%



Study Overview

- One hundred and ninety-five children (ages 3 and 4) had STAR Early Literacy scores across fall, winter, and spring.* They were compared with 3,250 children in similar VPK centers who also had the assessment scores across the three time-points.
- Students used *My Math Academy*, on average, 30 minutes a week for a total of 6.5 hours over 13 weeks.
- Students used *My Reading Academy*, on average, 34 minutes a week, for a total of 4 hours over 7 weeks.
- Educators provided their feedback about children’s progress in surveys and interviews.

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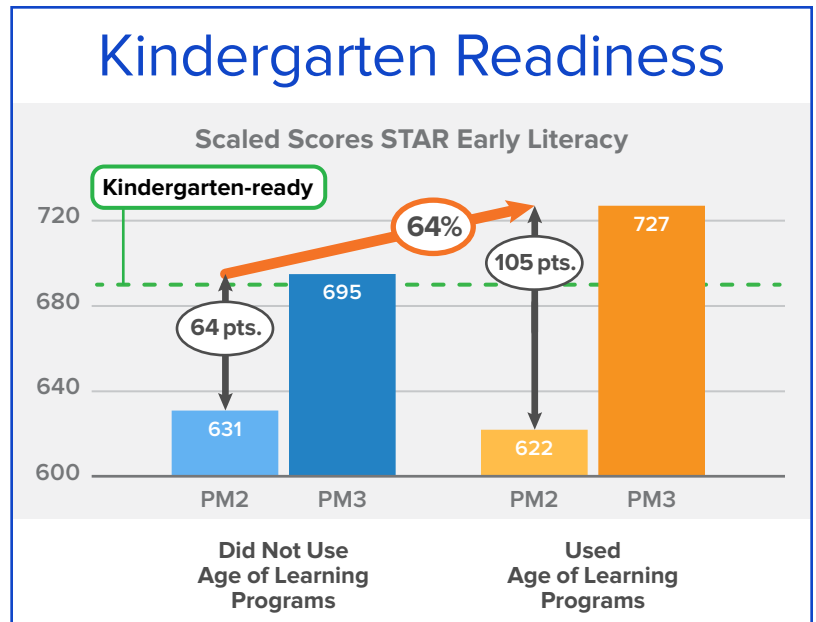
‡ Research Analyst, Efficacy Research and Evaluation, Age of Learning, Inc.

* STAR Early Literacy assessment measures pre-K–3 students’ early literacy and early numeracy skills with a computer-adaptive assessment.

Results (continued)

Students who were not kindergarten-ready in winter had an average gain of 105 points in spring.

Students at research sites who were not kindergarten-ready in the winter (score below 690) scored, on average, 64% higher in the spring compared to their peers at non-research sites not using either MMA or MRA.¹



Educator Feedback

Ninety-four to 100% of educators (n = 17) indicated that *My Math Academy* and *My Reading Academy* had a “very positive” or “positive” impact on their learners’

- Self-confidence in learning math/learning to read
- Enjoyment in learning math/learning to read
- Development of number sense/ability to recognize sight words
- Development of operations skills/rhyming and alliteration skills to 100%

All educators indicated that *My Math Academy* and *My Reading Academy* are programs that they would “definitely” like to continue using.

“I had kids who were not excited about math and one kid I was trying to get to learn 1 to 5 for the whole year. And she was not doing it. But I noticed that after she started doing My Math Academy, she got 1 to 10 in no time. I noticed that now she can count, identify the number, and match the number. Wow.”

—Zandra Pompeo, pre-K educator

“They help children that are excelling as well as those that need assistance.”

—Marjorie Barnes, pre-K educator

“They provide valuable information for assessing student progress and creating lesson plans.”

—Alice Egar, Executive Director, VPK center

¹ $p < .05$, effect size = 0.41



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