



HCISD – My Math Academy Progress Report

June 2021

PROPRIETARY & CONFIDENTIAL

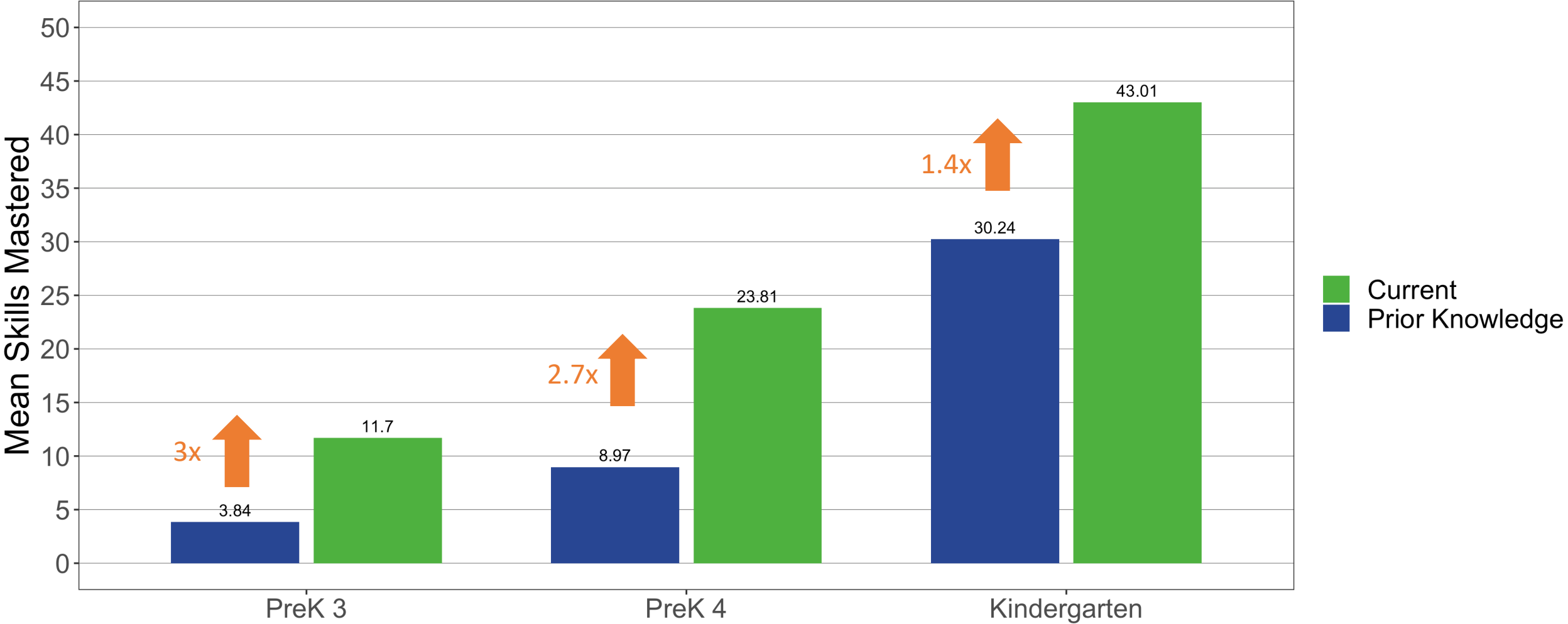
High, consistent engagement reflects Harlingen's commitment toward learning outcomes

- 1276 students have used My Math Academy in SY 2020-21
 - up 337 students (26%) since April report
 - 138 PreK3 students (up 15 or 12%) across 7 schools¹
 - 861 PreK4 students (up 45 or 5.5%) across 17 schools¹
 - 276 K students (up 35 or 15%) across 6 schools²
- 46 average minutes per week, 39 median minutes per week
- Skill levels tripled for PreK3, nearly tripled for PreK 4, and increased by 50% for K
 - Majority of PreK 3 have reached end of PreK and are at beginning-K content
 - PreK 4 students are working at mid-K level
 - K students are approaching end-K and starting 1st grade content

1. PreK3 and PreK3 initial usage started Sept 14, 2020 with about 100 students and peaked in early November. Here we show data for PreK3-4 up to June 5, 2021.

2. K teacher training was April 8, 2021. Here we show data up to June 5, 2021. 1 school (Bonham) only has 1 student account so was excluded from this summary

Skill levels increased by 3x for PreK3, 2.7x for PreK4, 1.4x for K



Skill = a single granular skill, concept, or fact as defined in My Math Academy

Teacher Survey Results – Effectiveness & Engagement

Huge majority of teachers reported that My Math Academy has a positive or very positive impact on academic enablers

- Interest in learning math – 98%
- Self-confidence in learning math – 98%
- Focus and attention during math lessons – 96%
- Engagement in learning math – 96%
- Enjoyment in learning math – 98%

Huge majority of teachers teachers reported that My Math Academy has a positive or very positive impact on students' math learning gains

- Math learning overall – 98%
- Counting skills – 98%
- Identifying numbers – 98%
- Addition/Subtraction skills – 92%
- Accelerating math learning – 94%
- Catching up in math – 92%

Teacher Survey Results – Effectiveness & Engagement

Majority of teachers reported that My Math Academy

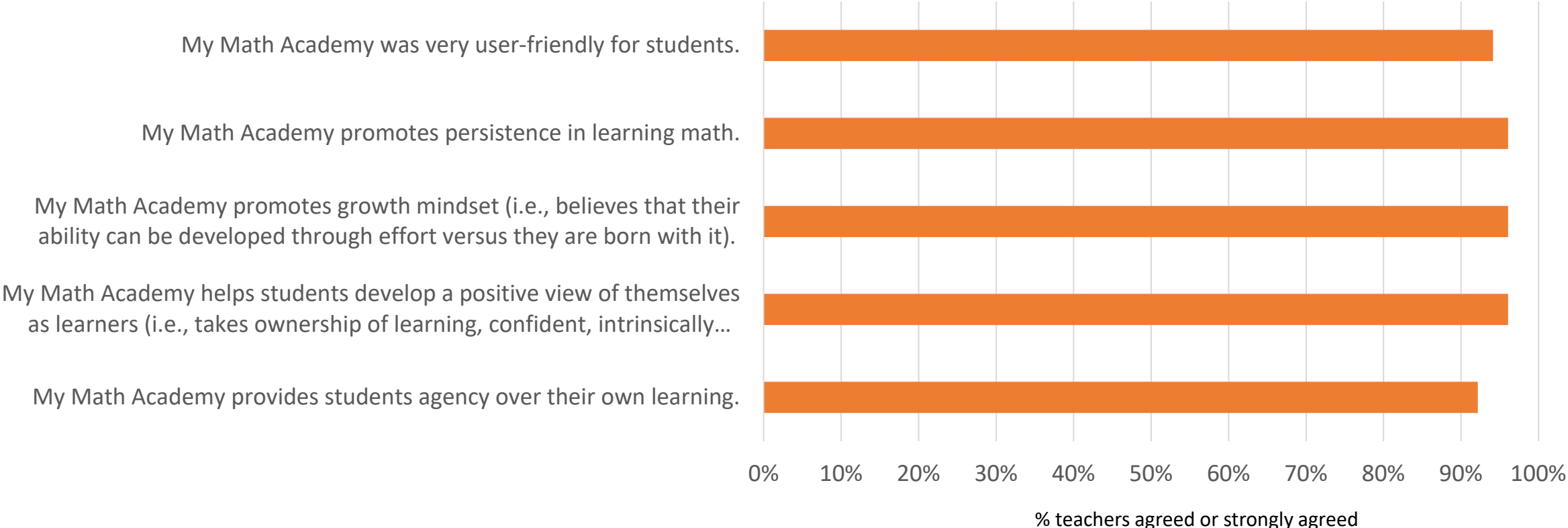
- Adapted to each student's learning needs – 90%
- Was effective in delivering direct instruction to students – 88%
- Was effective in delivering formative feedback to students – 90%

In comparison with other math educational technology, when using My Math Academy,

- 98% teachers reported that students learn more math
- 98% teachers reported that students were more engaged in learning math
- 96% teachers reported that students were more motivated in learning math
- 94% teachers reported that students were more confident in learning math

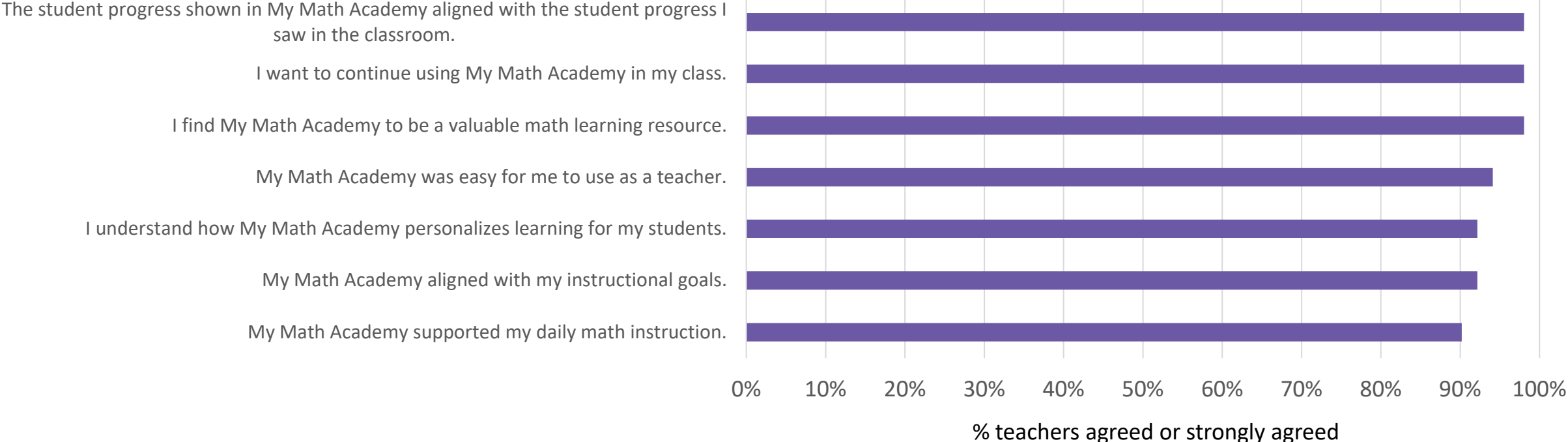
N = 51 teachers

Teacher Survey Results - Student Empowerment



N = 51 teachers

Teacher Survey Results - Teacher Empowerment



N = 51 teachers

Teacher Survey Results - Equity

My Math Academy facilitates my efforts to provide individualized learning plans for all students.

My Math Academy enables me to address all students' weaknesses and strengths.

My Math Academy offers a technology-rich environment that empowers all students to maximize their learning experiences.

All students can equitably benefit from My Math Academy.

All students can equitably access My Math Academy.

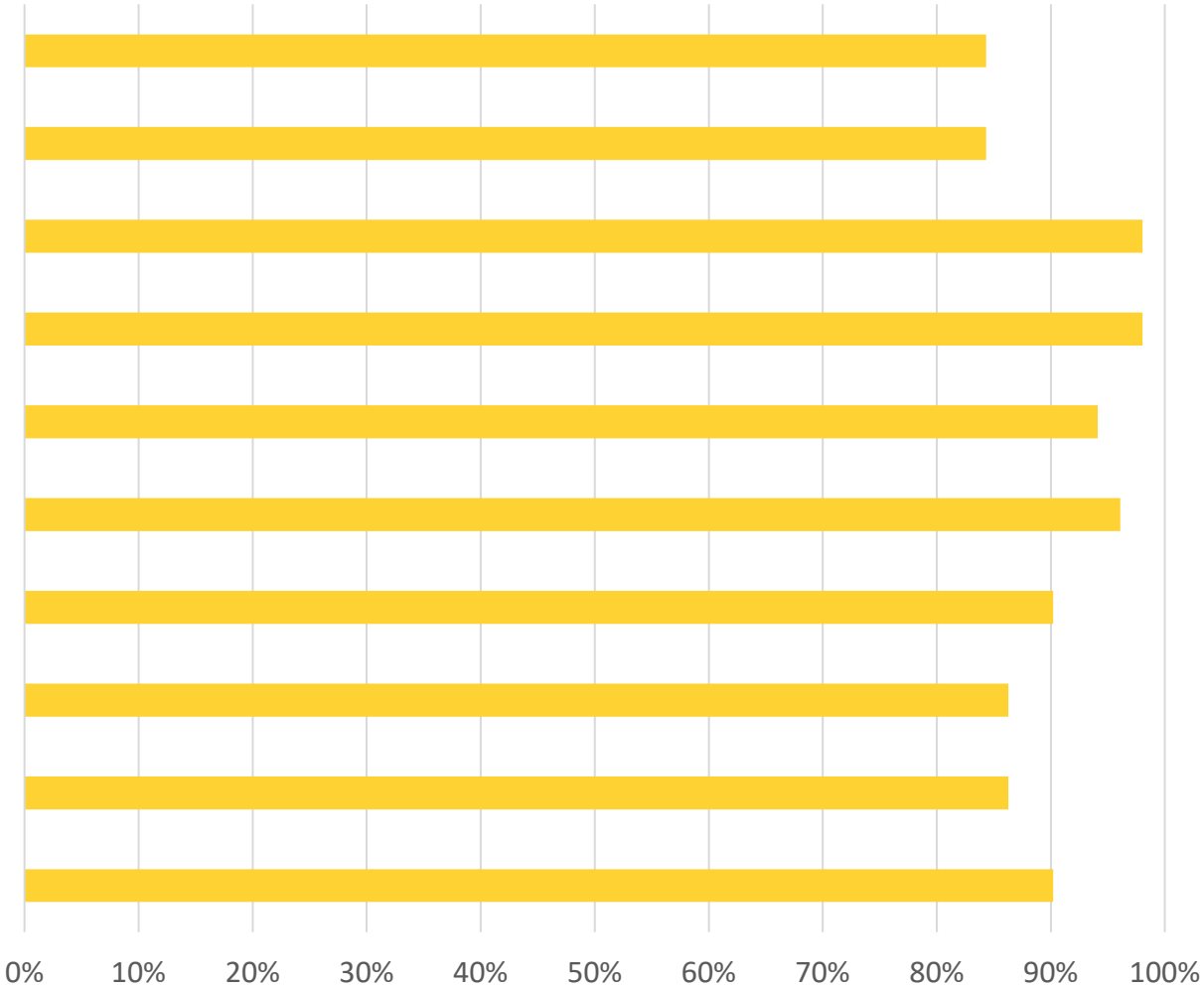
Participation and success in My Math Academy is not predictable by race or socioeconomic background of students.

My Math Academy is a tool that helped me eliminate disparities in math outcomes.

My Math Academy is a resource that helped me work with students who have unique learning needs.

My Math Academy has helped me modify instructional strategies to meet the needs of different types of learners.

My Math Academy has helped me set high expectations of performance for students.



N = 51 teachers

% teachers agreed or strongly agreed