

# Kettle Moraine Mathspace Pilot Study Brief

## Product Info

**Product Name:** Mathspace

**Product Description:** Mathspace is a web-based math program that features student-led and teacher-assigned questions, videos and lessons, a hint button to assist students in solving problems, and an interactive writing feature that enables students to write “on-screen.”

**Learning Focus:** A supplemental or core curricular adaptive math tool for students in grades 5-12

**Teacher Training:** Offered via webinar

**Student Usage Minimum:** Teachers assign tasks to students at least three times per week

**Device Specifications:** Web-based app; requires login and Internet access

**Cost:** \$20 per student

## District Context

**District demographics:** Kettle Moraine school district, located in Waukesha county, Wisconsin, is comprised of 10 schools serving 4,117 pre-K through 12th grade students.

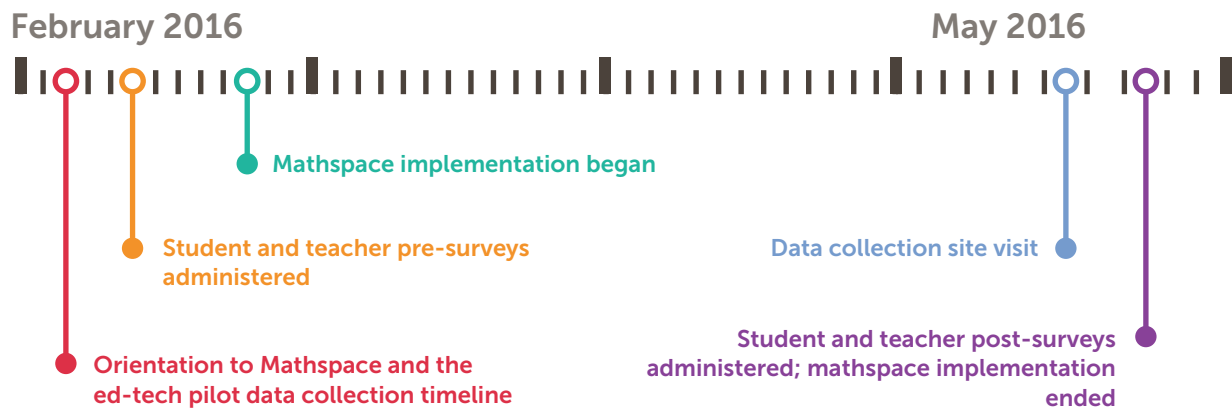
Pilot demographics:

Number of Students in Pilot	Number of Teachers in Pilot	% Free or Reduced Lunch	Speak English at Home	Grade Levels in Pilot	K-12 Students with Access to a Device (1:1)	Students with Access to High Speed Broadband at School
200	7	12%	98.5%	6th - 8th	100%	100%

## Pilot Implementation

**Pilot Goal:** Kettle Moraine Middle School (KMMS) aimed to find an ed-tech tool that would provide remedial and supplementary math education for their 6th - 8th grade students.

**Implementation Model:** Mathspace met KMMS’s goal of offering extension and remediation support simultaneously. Implementation and use by teachers, though varied, was high overall. Mathspace was used most frequently, however, as a supplementary tool.



**Data collected:** Student pre- and post- surveys, teacher pre- and post- surveys, teacher interviews, school leader interviews, product usage data (provided by Mathspace); and student pre- and post-learning/benchmark assessments.

## Findings

**Quality of Support:** Professional development was offered at the beginning of the pilot by Mathspace product developers, and support was available throughout the process via online chats. Overall, KMMS teachers viewed the pilot as a success, but were unsure whether Mathspace is right for them. They frequently stated they wanted more teacher training on how to successfully integrate Mathspace into daily classroom practices.

**Educator engagement:** Half of the teachers expected their students to use the product outside of class and the other half did not have that expectation.

**Educator satisfaction:** Three-quarters of teachers felt they could have benefitted from more support from Mathspace in how to best implement the product and use the various functionalities. In particular, teachers would like to see examples of use cases and effective integration of Mathspace into regular classroom time.

**Student engagement:** Teachers and students reported using Mathspace in class less than two hours per week, and three-quarters of students used the program outside of class for up to two hours a week. Almost all students reported using Mathspace in class for at least three weeks, with some using the tool for up to 10 weeks.

**Student satisfaction:** Students seemed to enjoy using Mathspace and appreciated the adaptive nature of the tool. Students were, however, frequently frustrated by the strict answer formats.

**Student learning:** Student benchmark test scores increased by 1.4%, which was statistically significant.

## Outcome

**Purchasing Decision:** Because of the comprehensive feedback KMMS provided to Mathspace, they are continuing to pilot for an additional year, free of cost.

**For more information, see:**

<http://digitalpromise.org/wp-content/uploads/2016/11/rapid-cycle-pilots-mathsixdistricts.pdf>



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