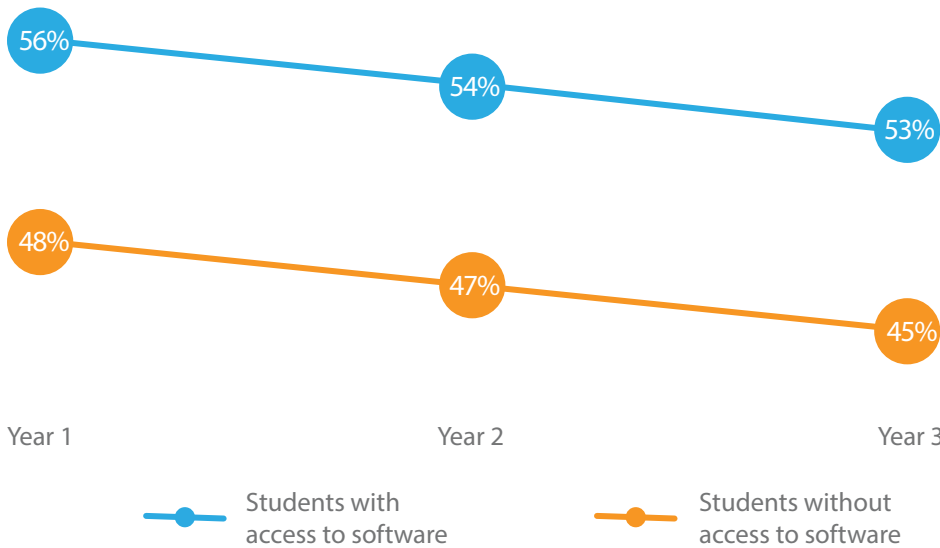



Over three years, students who used math software were **consistently more likely to be proficient in math** than similar students with no access to STEM AC approved math software.\*



Teacher and administrator commitment, support, and feedback averaged from three years of survey information.


- **80%** of teachers agreed the software **increased their instructional effectiveness.**
- **95%** of teachers agreed the software **helped students strengthen important skills.**
- **95%** of administrators agreed the software **had a positive impact on students' math performance.**
- **71%** of teachers agreed the math software **increased their satisfaction with their job.**


3 Year Average



566 schools from  
33 districts &  
39 charters

163,749

students/  
year 




for  
**\$19/student**  
math scores improved &  
teachers reported increased  
job satisfaction

25%

of Utah students  
use software

100%

of purchased  
licenses were used 

\*Programs assess students' understanding of math and provide personalized content, adaptively targeting knowledge gaps and providing immediate feedback. Of the six providers on the approved vendor list (AVL), two programs had sufficient data for longitudinal analysis.

The K-12 Mathematics Personalized Learning program provides resources to LEAs and schools through a competitive grant process to support the use of mathematics software that is individualized, self-adapting, engaging, and provides frequent feedback while addressing core standards in math. The Utah Education Policy Center, a research center at the University of Utah, provides external evaluation for the program.