

ST Math Expansion in Massachusetts: Emerging Findings January 2026

Summary

Over the past 8 years, the One8 Foundation has supported substantial expansion of ST Math programming across Massachusetts. The Foundation sought not only to increase ST Math's footprint in the state but to improve usage and implementation. In 2024-25, 143,751 students in 451 schools enrolled in ST Math. This represents more than a third of all elementary students in the state. Most of these students (79%) are in schools that are One8-supported; the remaining 21% are in schools that use ST Math but have never received One8 support.

We highlight four key findings:

- *ST Math has expanded rapidly across the state. More than 40% of elementary school students attend a school that uses ST Math. ST Math students are more likely to be economically disadvantaged and English learners and have lower baseline test scores.*
- *Emerging findings suggest that students in One8-funded ST Math schools have greater math learning gains than academically and demographically similar peers in other schools. These impacts are similar across student groups.*
- *Impacts on test scores appear to be concentrated in classrooms where students make more progress in the program, with no diminishing returns to usage.*
- *The One8 grant program has delivered dramatically different usage patterns in Massachusetts, getting many more students to use the program consistently.*
- *Teachers find the program valuable, supporting instruction for all students and shifting their expectations about what students can do.*

Overview of One8 ST Math Implementation Supports

While ST Math has national evidence supporting the effectiveness of its platform, implementation has been a challenge. Nationally, for example, only 22% of student users completed at least 80% of the math puzzles assigned to their grade level in a given year. We see similar patterns in Massachusetts among schools not supported by One8. As we discuss below, among One8 schools, 52% of students do.

Across its eight cohorts of grant-funded schools, the One8 Foundation provides financial support to schools wanting to use ST Math and provides a range of more targeted implementation requirements and supports. Schools that receive funding are required to have teachers complete at least two days of in-person training each year for three years. The Foundation also sets usage expectations and targets for schools and provides regular data updates to schools about their usage so teachers better support individual students in productive usage. A team of Education Success Managers (ESMs) support implementation; One8 supports a caseload of 50 schools per ESM, compared to national caseloads of 250-350 schools. Finally, One8 supports a growing community of ST Math educators across the state by funding and collaborating with MIND Education to deliver in-person and virtual events.

Data and Analysis

The Foundation engaged researchers at the Annenberg Institute at Brown University to conduct an independent evaluation of ST Math implementation and impact. Researchers have used data

provided by ST Math’s developer, MIND Education, and the Massachusetts Department of Elementary and Secondary Education. This 5-year study will provide ongoing insights about ST Math expansion, usage, and relationship to student learning outcomes. Here, we present emerging findings from the first year of the evaluation.

Key Findings

(1) ST Math has expanded rapidly across the state. More than 40% of elementary school students attend a school that uses ST Math. ST Math students are more likely to be economically disadvantaged and English learners and have lower baseline test scores.

More than 40% of elementary students in the state attended a school that used ST Math for at least some of its students. This has grown rapidly over the past decade. In 2024-25, 451 schools serving 143,751 students offered ST Math. In the 307 schools that One8 supported, nearly all students used ST Math. In the 110 ST Math schools not supported by One8, just 54% did. Clearly, the One8 program supports are encouraging more schools to participate in ST Math and promote greater participation within schools.

Students in ST Math schools are broadly representative of the state. Students in ST Math schools tend to be more economically disadvantaged and are more likely to be ELs than students in non-ST Math schools. They also enter the school year with somewhat lower MCAS math test scores in the prior year than students in schools that do not use ST Math, on average.

Students participating in ST Math are more economically disadvantaged and have lower baseline MCAS math test scores.

Table 1. Demographic characteristics and prior-year test scores of students in ST Math schools (supported by One8 and not) and students not enrolled in ST Math schools.

	One8 ST Math	Non-One8 ST Math	Non-ST Math	Statewide
Low-Income	60%	53%	48%	52%
English-Learner	27%	24%	22%	24%
Special Education	24%	25%	25%	25%
Asian	7%	10%	7%	8%
Black	13%	10%	8%	10%
Hispanic	28%	33%	25%	27%
White	47%	40%	54%	50%
2024 MCAS Math	493.5	496.1	496.9	495.9

(2) Emerging findings suggest that students in One8-funded ST Math schools have greater math learning gains than academically and demographically similar peers in other schools. These impacts are similar across student groups.

Schools that participate in ST Math tend to have more economically disadvantaged students and those from historically marginalized groups. These students tend to score lower on the MCAS, on average. However, when we compare students who have similar demographic characteristics and MCAS test score histories, those who attended a school with a One8-supported ST Math program, regardless of usage level, scored higher on MCAS than their similar peers in schools

that did not use ST Math. From 2022-23 to 2024-25 (pooled), these differences are approximately 0.02 standard deviations, or about 2 weeks of learning, and are statistically significant.¹

We see smaller differences for students with access to ST Math in schools not funded by One8 (0.008 sd, not significant). This is likely because of lower program usage in these schools, as we discuss below.

Of course, we do not know whether these differences arise because the schools are participating in ST Math or because schools that use ST Math are different for other reasons. But, this evidence is at least suggestive that ST Math supports student learning. Importantly, we see no clear differences across student groups, suggesting that the program is equally effective for all students.

(3) Impacts on test scores appear to be concentrated in classrooms where students make more progress in the program, with no diminishing returns to usage.

Past research by MIND, the creators of ST Math, suggests that student learning gains from the program are concentrated among students who complete more grade-level content. We also find that students who completed at least 80% of their assigned content scored much higher than their non-ST Math peers.

Of course, students who complete more ST Math puzzles may be more engaged and motivated math learners. As a result, we examine how usage among all students in a specific grade at the school relates to student test scores. In grades where few students hit the usage targets, we see no real impact of participating in ST Math. Instead, student learning gains are highest in grades in a school where the average student completes more than 80% of puzzles. In these grades, ST Math is associated with a 0.06 sd improvement in MCAS math test scores, or a little more than a month of learning.

The ST Math platform allows students to work across grade levels in their content, based on teacher and student choices. Completing grade-level content appears to be particularly predictive of student learning gains. By and large, users in Massachusetts are focusing on grade-level content. About 95% of students start in a grade-level learning journey, and 99% eventually end up in one.

(4) The One8 grant program has promoted dramatically different usage patterns in Massachusetts, getting many more students to use the program consistently.

As seen in Table 2, nearly all students in One8-supported schools use ST Math and the median user logs in across the entire school year (35 weeks) and spends more than 40 hours on ST Math.

¹ These estimates are smaller than those that MIND has historically reported for two reasons. First, MIND has presented effect sizes in terms of test-score gains and not test scores themselves. Effect sized in terms of gains are substantially larger. Second, MIND has tended to present estimates of learning gains for individual students who make substantial progress in the program. These students likely get more benefit from ST Math but are also likely more motivated math learners. We present results by usage below.

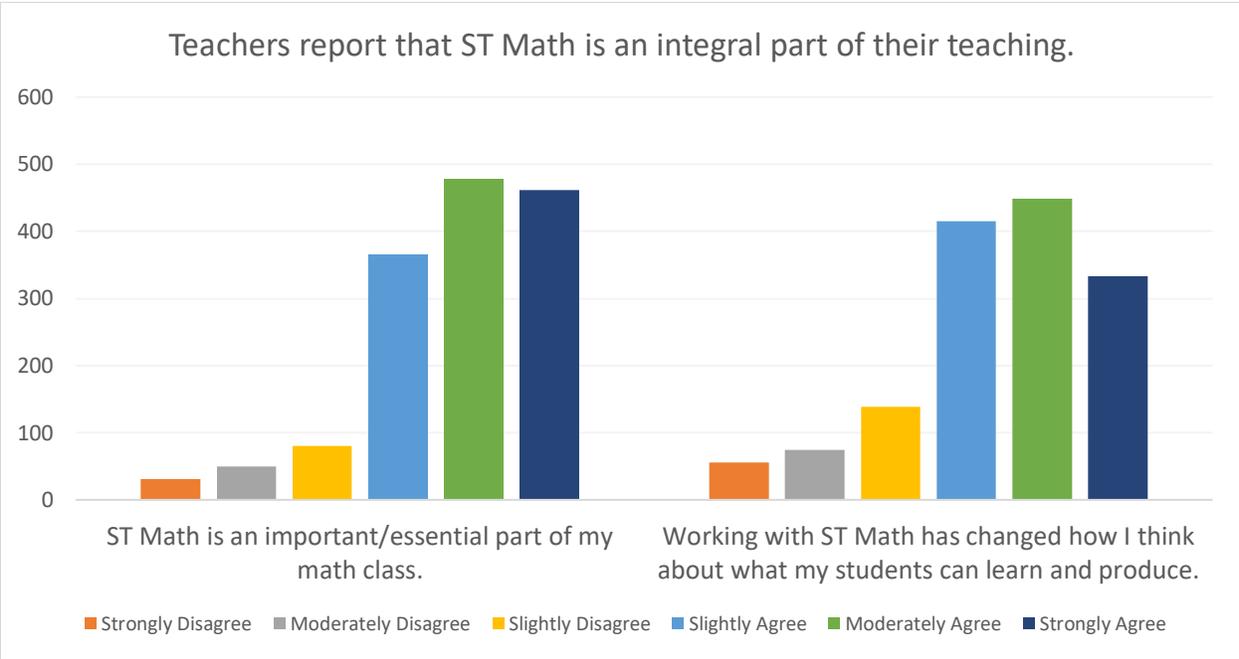
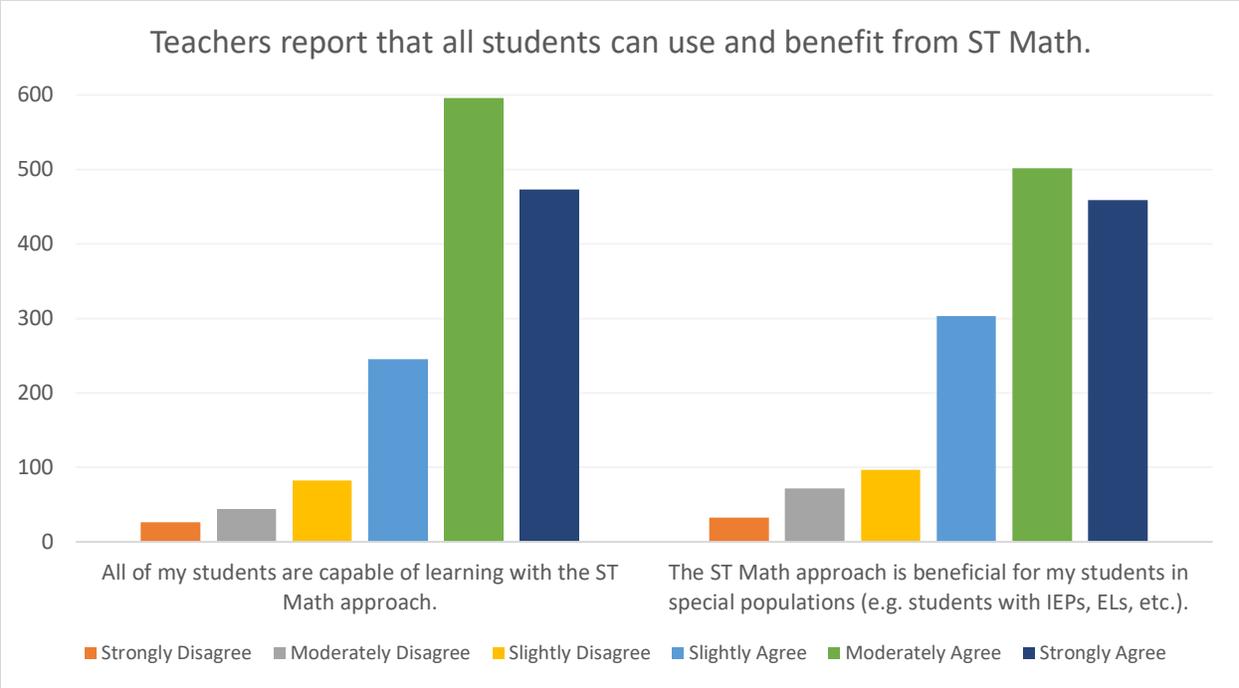
This translates to about 70 minutes a week each week of the year. As a result, 52% of One8-supported ST Math students completed at least 80% of their assigned content. By contrast, in schools that have never been supported by One8, only 61% of students have used the program. Of those that do, the median student only logs in during 16 weeks and spends approximately 6 hours on ST Math. Even during these active weeks, they spend much less time – less than half an hour. As a result, only 3% of ST Math users not supported by One8 complete 80% of their assigned content.

Students in One8-supported schools use ST Math at much higher doses than in ST Math schools without One8 support.

Table 2. ST Math usage in schools supported by One8 and not, for all students (top) and valid users (bottom).	One8	Non-One8
<i>All Students</i>		
Number of Weeks active, at least 10 minutes	35 weeks	16 weeks
Cumulative Minutes	2,426 minutes	376 minutes
Minutes per week (min. 10 minutes/week)	71.7 min/wk	24.7 min/wk
Cumulative Puzzles	1,615 puzzles	278 puzzles
Cumulative Content Progress	71.0%	2.7%
<i>Valid Users</i>		
Number of Weeks active, at least 10 minutes	35 weeks	32 weeks
Cumulative Minutes	2,506 minutes	1,003 minutes
Minutes per week (min. 10 minutes/week)	73.5 min/wk	32.7 min/wk
Cumulative Puzzles	1,719 puzzles	815 puzzles
Cumulative Content Progress	78.6%	37.7%

(5) Teachers find the program valuable, supporting instruction for all students and shifting their expectations about what students can do.

Overall, teachers surveyed about ST Math found the program quite valuable. When asked to rate how likely they were to recommend ST Math to a fellow teacher on a scale from 0 (not at all likely) to 10 (extremely likely), nearly half of teachers surveyed rated 9 or 10, compared to just 15% rating 6 or below (a net promoter score of 33). The lion’s share of teachers agreed that ST Math was beneficial for students in special populations, such as those with IEPs and English learners. They also reported that it was an important part of their classes and that using ST Math had shifted their beliefs about what their students could learn and practice.



Conclusion

One8’s support of ST Math implementation has led to much greater program usage across the state. In participating schools, nearly all students use the program and they make much more progress in grade-level content than peers in schools not supported by One8 (in Massachusetts and other states). This high level of implementation has continued even as the program has scaled substantially. It has potential benefits for students across the state as students in schools that use the program at high levels show substantial learning gains in mathematics.