

A selection of evidence of Mathletics' success around the world - including teacher testimonials, improvement data and independent research results.

# Mathletics

## The world agrees.

Mathletics is the proven international digital learning resource for success in mathematics



DIAGNOSE



TARGET



ASSESS



REPORT



ENGAGE



International Digital  
Education Resource

**Mathletics is the world's most used digital educational resource for numeracy** and has a proven track record in the international education market, aiding teaching and learning in schools and educational establishments around the globe.

This document contains a selection of evidence of Mathletics' record of success in the international education market. It includes teacher testimonials, improvement data and survey and research results.

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A global education phenomenon.

At Mathletics, we have a strong and driving passion for education.

We make a promise to all our users. A promise to deliver powerful resources that connect the world in learning; resources that are highly engaging, targeted and effective – in partnership with schools and families.

**Mathletics is the world's most used digital educational resource for numeracy with proven results globally, aiding teaching and learning in schools and educational establishments right around the globe.**

From the famed Live Mathletics gaming engine where students are matched against others from around the world to promote mathematical fluency, to the dozens of fully nationally aligned curricula containing targeted and adaptive practice activities, eBooks, interactives and videos; Mathletics builds an engaging environment that encourages students and rewards results.

Add in a range of powerful diagnostic assessment and reporting tools for teachers and automated home/school communication and it's easy to see why Mathletics has proven so popular with students and educators alike around the world. The "Mathletics Effect" is the same from Sydney to San Francisco, London to Lisbon.

We love learning. It really is as simple as that.

A black ink signature of Tim Power, written in a cursive style.

Tim Power  
Managing Director, 3P Learning



**4.1 million**

The number of students using Mathletics.

**17,000**

The number of schools subscribed to Mathletics globally

**17.9 billion**

The total number of activities completed within Mathletics.

**+35.9%**

The average improvement in student results following Mathletics use.

\*based on December 2013 data.



love learning in Australia



“We have Mathletics for Prep to Year 7 and the students in my class absolutely love using it. We use it both for homework and also in class. Using Mathletics has changed the way I teach maths. I now access the demonstrations section for my students and we go through the various activities to explore different topics and concepts.

What's most encouraging is the improvements Mathletics brings. It's really helped me as a teacher as well. It provides a window for the teacher to have some fun with maths. You can relax and enjoy maths with the students. The resources are wonderful and help as timesavers. It gives you resources for challenges and NAPLAN so that you don't have to prepare.

It's so easy to monitor and reinforces what you're working on in class, but the best part has definitely been the students' increased interest in maths.”

Kim Hitchener

Mathletics Coordinator, Bounty Boulevard State School, QLD.



96%

of teachers agreed that Mathletics has been effective in improving student learning outcomes.

97%

of teachers agreed that Mathletics has been useful in providing differentiated learning.

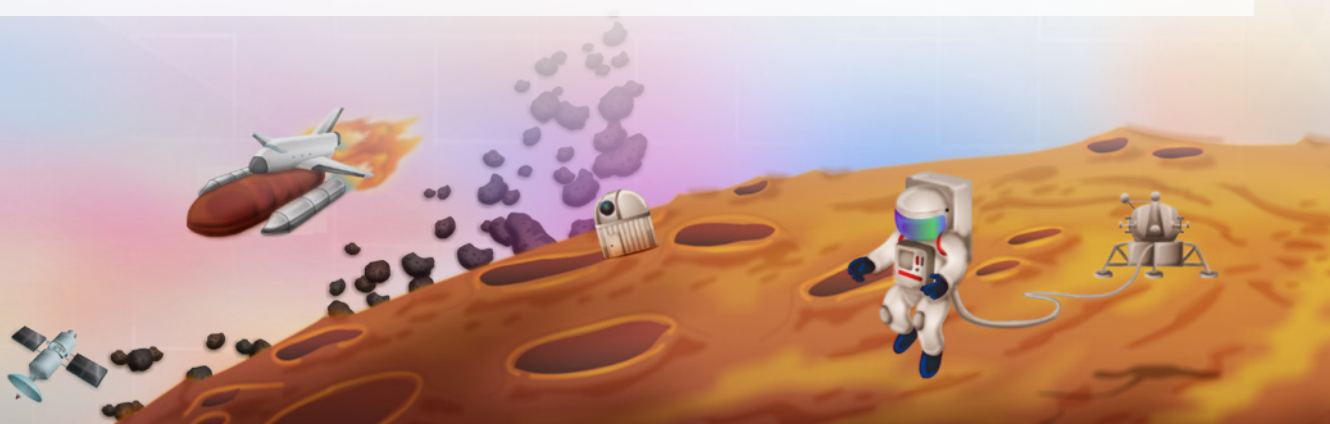
94%

of teachers agreed that students were more engaged when using Mathletics.

96%

said Mathletics had improved students' understanding of mathematical concepts.

\*Data from a 2012 survey of a total of 1,800 Mathletics teachers and parents across Australia.







love learning in Australia



“Since its introduction at Knox, Mathletics has become an important part of Mathematics learning in Years K - 6. We find Task Manager an extremely useful tool to monitor students' progress both at home and school.

Another useful element of Mathletics is the ability to tailor assigned work to the individual needs of the class. Rather than remain at Stage 3 Level, on mastery of a skill the students can move onto more challenging problems at a higher level.

In addition, each student's progress can be monitored and a record maintained of their development in each mathematical strand. The flexibility of Mathletics makes it a very useful tool for the classroom teacher and more importantly, it engages and challenges our students.”

**Peter Brandon,**  
Curriculum Coordinator  
Knox Grammar School, NSW



71%

Average first-attempt score in  
a Mathletics curriculum activity.

94%

Average final-attempt score in  
a Mathletics curriculum activity.

\*Based on 2012 results data from 270,838 Australian students. Each time a student attempts an activity set, they are presented with different (regenerating) questions, which progressively adapt to increasing levels of difficulty.

“As teachers we have noticed that the students are more prepared for concepts and even work ahead of the program by doing the tasks on Mathletics before they are done in class.

Our top students have been motivated by the program to extend themselves and the weaker students are not stuck if concepts are not understood in class.

Mathletics has without a doubt improved the results of our students. All parents of students who have used Mathletics at home were very positive about the program and commented on the change of their child's attitude to doing Mathematics. We would strongly recommend the program.”

**Johann Schoeman,**  
Head of Mathematics, Kingsway Christian College, WA





## Case study: Blended learning with Mathletics

Between 2010 and 2011 a major study was undertaken by Dr. Robert W. Walker (researcher and Principal) with the objective of studying the effects on learning when in-class instruction was combined with the Mathletics digital resource.

Assessment was done using the standardized Canadian Achievement Test (CAT3). Prior to September 2010, all students were taught in a traditional classroom setting only. From September 2010 through to June 2011 all students were taught via a blended learning model, with seven 40 minute Math lessons per week, of which five lessons used traditional teaching methods and two lessons used Mathletics with students differentiated based on CAT3 placement.

The study involved four teachers and 120 students across grades 4 to 9 in Alberta, Canada. **Significant evidence of improved results was noted following the nine month study.**

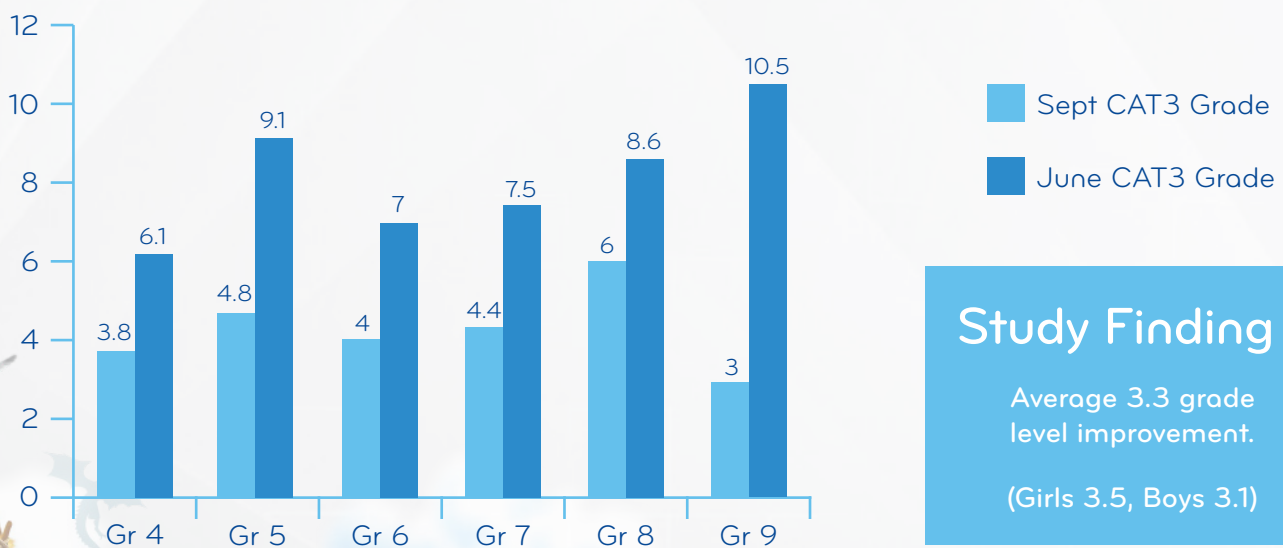
### Main objectives of study

Would the blended learning model increase student achievement?

Would student engagement and satisfaction increase?

Would teachers 'buy-in' to a blended learning approach?

Quantitative - Grade Equivalent



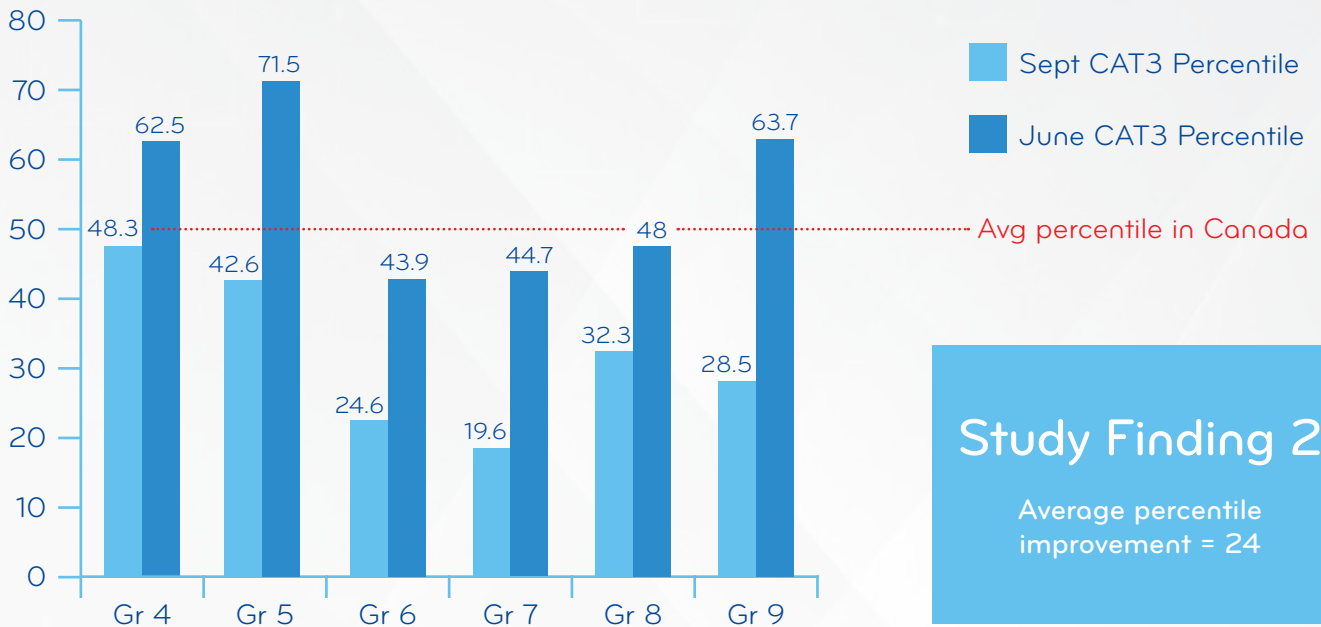
### Study Finding 1

Average 3.3 grade level improvement.

(Girls 3.5, Boys 3.1)



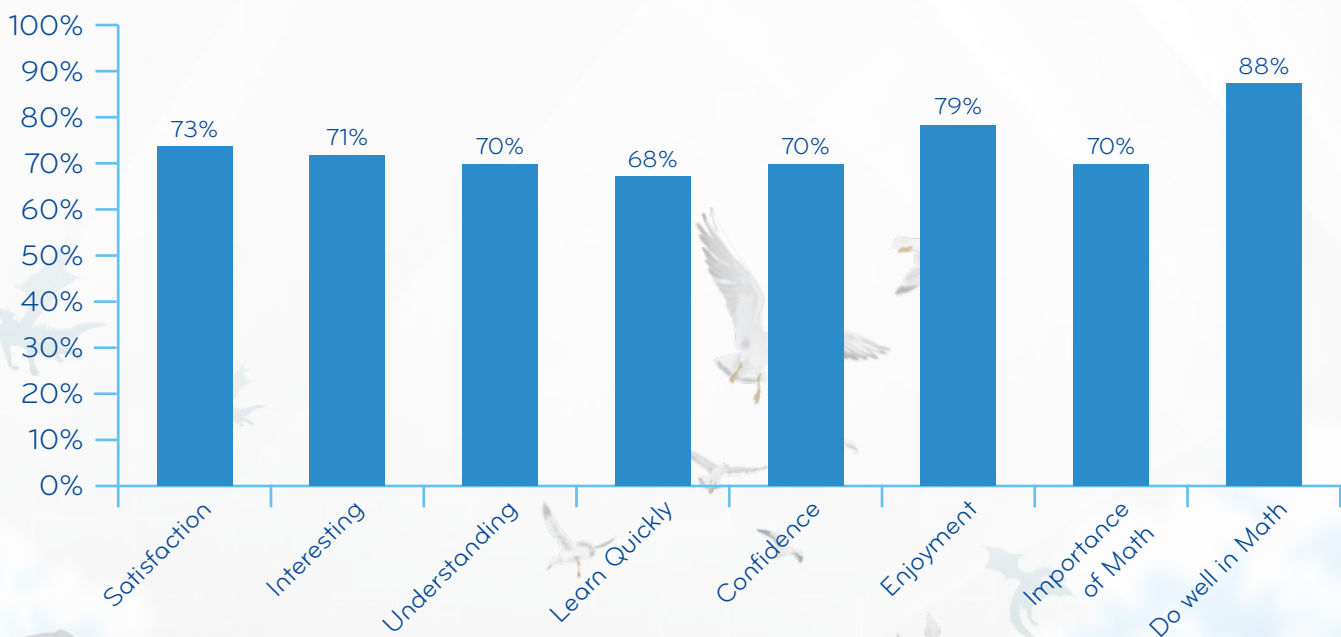
Quantitative - Percentile Equivalent



## Study Finding 2

Average percentile improvement = 24

Qualitative - Student Perception







love learning in Canada



“A change in attitude changes everything and we have succeeded in doing just that, with the help of Mathletics.

This spring, students improved on the previous year's EQAO provincial math scores by an astounding amount in one year, I was asked to explain to the Chief Administration Officer for EQAO.

There are plenty of websites with interactive math games out there. However, there are very few that address all of the curriculum needs of students. None that I can see have tools for teachers which allow total control over what the students are doing and assessment tools ready to go. None provide the global live competition that is such an incentive. None provide the continuity and meaningfulness provided by the personalized avatar / market system. None have the customer support that is quick and responsive to teachers needs and concerns.

Of course, there is no “magic bullet” to solve all math-teaching problems. But if one is looking to change student attitudes toward math, Mathletics is an excellent tool for teachers and students.”

Ryan Sauriol, Grade 5/6 Teacher  
St. Christopher School, Ontario

87%

Increase in EQAO provincial math scores at St Christopher School, Ontario, in a single year following the introduction of Mathletics.



“The Mathletics program has been absolutely magnificent for us in increasing the intellectual engagement of our kids this year across all grade levels (and has really revolutionized the way that I teach math).”

Matt Berrigan, Turner Valley School, Alberta  
(Matt won a Excellence in Teaching Award from the Alberta Ministry in 2010)

“I am amazed at how even some of my low achievers in math are really taking to it and are showing improvement. They love the competition! They ask (beg in fact!) to stay in for recesses to work on it!”

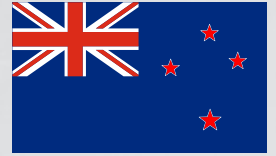
Beth Buchanan, Teacher,  
Springfield PS







# love learning in New Zealand



## Case study: The most isolated Mathletes

**A great example of Mathletics' global reach, offering total accessibility and inclusion.**

A pair of New Zealand twins, Doug G and Archie G are 7 years old and live on Pitt Island – one of the most isolated places in the world, lying over 500 miles east of New Zealand.

The twins' family have a diesel generator that gives power to their house and of course to their computers! Being so far away certainly doesn't stop these guys – Doug and Archie finished in 1st and 2nd place in New Zealand during the Mathletics-powered World Maths Day event.

The boys attend Pitt Island School where students practiced for weeks in the hope of retaining their "Top Small School" title won during the previous year's event.

Being so far away, everyone at the school thinks it's fantastic to be part of the huge Mathletics online global community.



92.7%

of teachers agreed that Mathletics has been effective in improving student learning outcomes.

94.8%

of teachers agreed that Mathletics has been useful in providing differentiated learning.

93.2%

felt that Mathletics has helped to improve the confidence of students in mathematics.

96.4%

would recommend Mathletics to other teachers.

\*Data from a 2013 survey of a total of 1,239 Mathletics teachers across New Zealand.





# love learning in Nigeria



## Case study: "The fastest Mathlete in Africa"

**"First and foremost, Mathletics has proven to help me as a teacher to daily teach better using 21st century skills. In other words it makes my job very effective.**

Here at Ladybird we have created our own International Mathletics syllabus, which we designed by mixing different countries' curricula - customising a course to meet our [needs]. We can track the progress of our students in the school, get to know our kids better and identify their areas of weaknesses and strengths. This international educational resource is suited to bridge our Nigerian educational gaps.

An example is the case of 10 year old Daniel Adesanya - the "fastest Mathlete in Africa". His story is very inspiring and touching. Witnessing his mental accuracy and speed while doing maths in the classroom and on the computer is something great to behold.

He has been featured internationally by 3P Learning on their global blog and Youtube channel - it's something Mathletics is doing very well, helping to make celebrities out of mathematics. You see, the kids are now saying "I want to be a Daniel" - that's our Nigerian Mathletics role model helping other kids see possibilities in themselves.

Another great thing about Mathletics is that it's very accessible, [the teacher support] is readily available and very simple to use by all. We closely observed that our teachers have really improved their pedagogy after the introduction of Mathletics.

Personally, I have become more flexible in my approach and delivery and I'll advise other African countries and growing economies similar to Nigeria to go for Mathletics which will help to provide their kids, teachers and schools with the latest 21st century skills."

**Gbolahan Laniyan, Maths Specialist,  
Ladybird Nursery Primary School, Lagos, Nigeria**

**"This international digital resource has helped to improve so many students at Ladybird, especially their mental accuracy, fluency, speed and concentration. As a maths specialist, it is hugely useful to track these important metrics that Mathletics gives priority to."**







# love learning in Pakistan



“Mathletics has helped us enter into a new world of technology and online education. It gave us a new vision and brought an unmarked new teaching methodology in to our education system. It is one of the most effective ways of learning Mathematics.

In 2012 our primary level student Mehran Jameel won Mathletics' Pakistan Maths Challenge. It was a great achievement for our school. Some other students also got certificates in different categories.

Students practice curriculum related activities with deep interest and enthusiasm. Online teaching/learning is interesting and useful for both the teachers and students. It should be a part of the school curriculum. Students who practise Mathletics are also improving in their wider studies in the class. Their learning has been enhanced.

I have full faith that our students will be able to meet the challenges of practical life in future, In Sha Allah.”

Muhammad Waseem Afzal, Principal,  
N.A.Model High School, Sahiwal, Pakistan



96%

of parents agreed that Mathletics has improved their child's understanding of maths.

90%

of parents agreed that Mathletics makes it easier to explain maths concepts to their child.

100%

of students agreed they enjoyed Mathletics and their maths has improved as a result.

92%

of parents agreed that Mathletics should be launched as a standard part of the Pakistani curriculum.

\*Data from a 2013 research study of Mathletics students and parents across Pakistan.







# love learning in Qatar



## Case study: Compass International School, Doha

“We didn’t take long to realize that Mathletics would be perfect for improving learning for Compass students. The program had a great track record, both maths specialists had used it successfully at previous schools and the Head was happy with the relatively low cost of its introduction.

Our school mission, “learning well, enjoying life, exceeding expectations”, was the main reason Compass included Mathletics into the students’ diet of mathematics. Students learn well through the program, all students thoroughly enjoy using it and many students have made exceptional progress. In particular we found Mathletics has captured the imagination of those students who usually find learning mathematics a challenge. It has proved a great motivational tool, where many others have failed.

Mathletics looked like a really fun way to increase interest in mathematics across the school and it came with very strong recommendations from a number of teachers on my staff. As Head and as a parent, I have been delighted with Mathletics – it has been fun to use and easy to set up. We were given help by 3P Learning whenever it was needed. Most importantly, the students have had fun learning mathematics. We have secondary students staying in on break times to do extra maths!

We have used Live Mathletics as a means to improve student learning and fluency in mental mathematics. This has proved to be fantastic, as students actually enjoy learning and trying to increase their speed in answering questions. Students also get to use this on completion of tasks that teachers have previously set.”

John Todd,  
Head of School,  
Compass International School, Doha



“I am really impressed with how the students at Compass never fail to tire from using Mathletics. It has added an extra dimension to lessons which has manifested itself as an increase in motivation. Teachers, having their assignments marked automatically, have a reduced workload. Learning has moved from good to great!”

Stuart Keens, High School maths teacher





# love learning in South Africa



## Case study: "Customised learning in South Africa"

**"Durban Girls' College has been using Mathletics for many years in our Junior and Senior primary sections (ages 5-13). We love it!"**

I have customised the courses to suit my exact needs for the years I teach. My students use the activities to consolidate what we have done in the classroom and to revise for tests. An equally useful part of the programme is the eBooks. We don't buy textbooks for maths in our school; instead I make up workbooks for the girls for each section. Many of the worksheets in these booklets are from Mathletics eBooks and the girls love them. I have also used the videos and NAPLAN tests, to great effect.

Much of the work I set is done as homework from the girls' homes and twice a year I print out the progress reports, showing Live Mathletics results as well as test scores, and include these with the school report to the parents.

Mathletics is highly worthy of an International Digital Education Resource award."

**Sally Goldman,  
Head of Maths, Durban Girls' College**



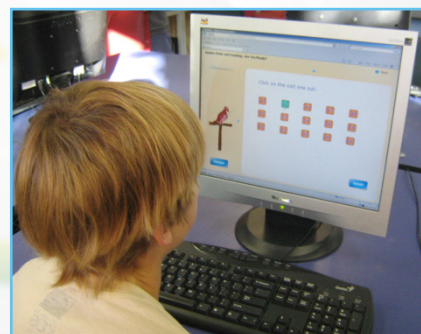
**"Mathletics works in developing teachers' own mathematics skills. Students can work on any grade and develop their own knowledge without embarrassment of saying to others that they can't do the Mathematics task.**

**It is a wonderful programme to use with both children and teachers as a learning tool, and a super, easy-to-use teaching tool for teachers in their classes and as a home type activity set by the teacher for the children."**

**Karen Walstra,  
Independent Education  
Consultant, South Africa**

**"From my experience with Mathletics I can see it is hugely beneficial in terms of how it motivates the pupils. They love the element of competition. For me it also adds a nice variety to the children's education experience so they are exposed to different types of learning in this subject. The children are highly motivated by the certificates that they receive recognition for whether it be in receiving a merit or getting called up in assembly."**

**Michele Joyce, Primary School teacher, Crawford Lonehill**







## Case study: Al Mutanabbi, Abu Dhabi

**Al Mutanabbi is a state-funded high school for boys, located in Abu Dhabi.** The school is part of a public-private partnership scheme between the Abu Dhabi Education Council (ADEC) and the Council for British Teachers (CfBT).

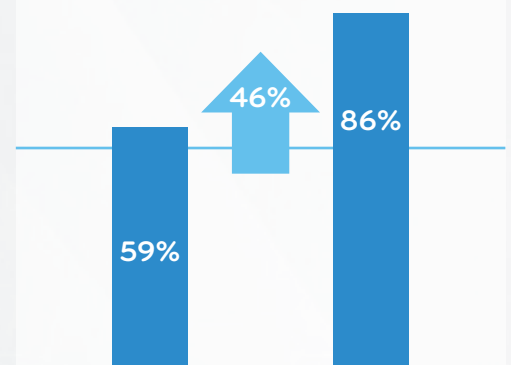
A key component of the CfBT project has been to drive forward a new standard in ICT in education across the emirate. A pilot study within Al Mutanabbi School has shown that the use of Mathletics brings substantial rewards in terms of student engagement as well as in academic results.

The study was conducted by the CfBT to investigate the effect of Mathletics usage on academic results. Looking at data over the course of an entire academic year, each student's end of year examination was correlated with their relative Mathletics usage.

As a result of the study, the CfBT began a rollout of Mathletics across a large number of its schools, with a recommendation to ADEC to make Mathletics available to all schools.

“The individual student results, and the certificates earned, speak for themselves. Student interest and enthusiasm to do mathematics [at Al Mutanabbi] has become fashionable. It is amazing to see students and teachers so engaged.”

**Dr James Young**  
Lead Curriculum Advisor



\*Based on results data from a study of Al Mutanabbi student results across the 2010 and 2011 academic years.





love learning in UK



## Case study: Evaluating Mathletics in the UK

C3 Education was commissioned by 3P Learning UK to provide an independent assessment of the value placed by subscribers of Mathletics.

The core objective of the research was to discover to what extent primary school teachers and students benefit from the solution. To ensure that a broad spectrum of responses was gathered a full dataset of subscribers was provided by 3P Learning. A total of 3,620 details were verified and formed the basis of the population.

The population was requested to provide views on the product via an online questionnaire presented by C3 Education to present an unbiased view of the product.



“Mathletics is used to supplement our teaching throughout all years at our school.

Through using Mathletics our pupils have become quicker with their maths which in turn has increased their confidence.

Overall our pupils have moved up by 2 to 3 sub-levels and this year 100% of our pupils have achieved level 4 in maths.”

Teacher  
New Pasture Lane Primary  
School

93%

of teachers agreed that Mathletics had a positive impact on their students' engagement.

96%

of teachers agreed that Mathletics has given their students greater confidence in maths.

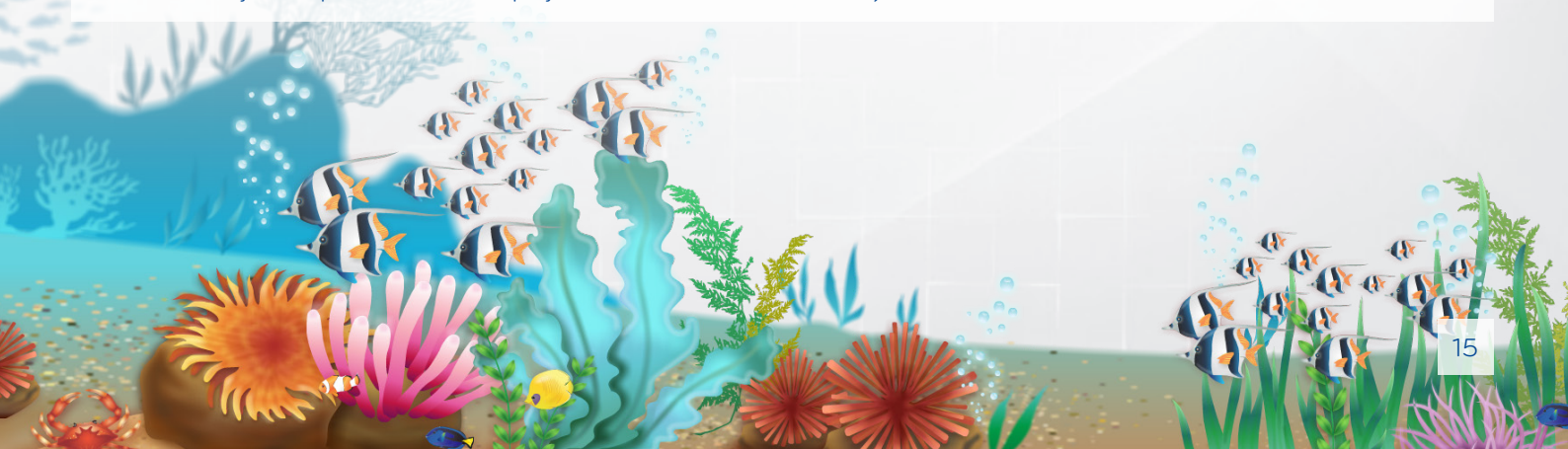
85%

of teachers stated that Mathletics had a positive impact on attainment and achievement.

80%

of teachers agreed that Mathletics had given their students a stronger understanding of maths.

\*Data from major independent research project on Mathletics conducted by C3 Education in June 2013.





love learning in UK



“The children in our school have undertaken end of year informal testing and from initial evaluations there has been significant improvement in their general maths abilities.

This is definitely due, in part, to the 'Mathletics effect'. For pupils who have engaged fully and regularly, I can detect notable improvements in their maths understanding and speed of mental recall.

Mathletics meets our needs by allowing us to customise Curriculum for Excellence aligned activities. This enables teachers to track pupils' progress in relation to CfE experiences and outcomes and provides useful information in developing pupils' numeracy profile.”

Teacher, Scotland

“I find Mathletics comprehensive and easy to use when I'm doing my planning.

I particularly like the teacher toolkit, especially the video section as it really brings home to children what we are trying to teach. There are a lot of good examples and it would take me a lot of time to make these myself. I find the workbooks help to reinforce the concepts that are being taught in the lessons.”

Janice McFarlane,  
Deputy Head,  
Mosshead Primary School



4,500+

The number of schools across the UK subscribed to Mathletics.

33%

Percentage of the “most improved” schools in the UK subscribed to Mathletics.

60%

Percentage of Mathletics-subscribed schools with >85% of students achieving Level 4 standard in KS2 maths.

+37.1%

The average improvement in UK student results following Mathletics use.

\*based on December 2013 data.



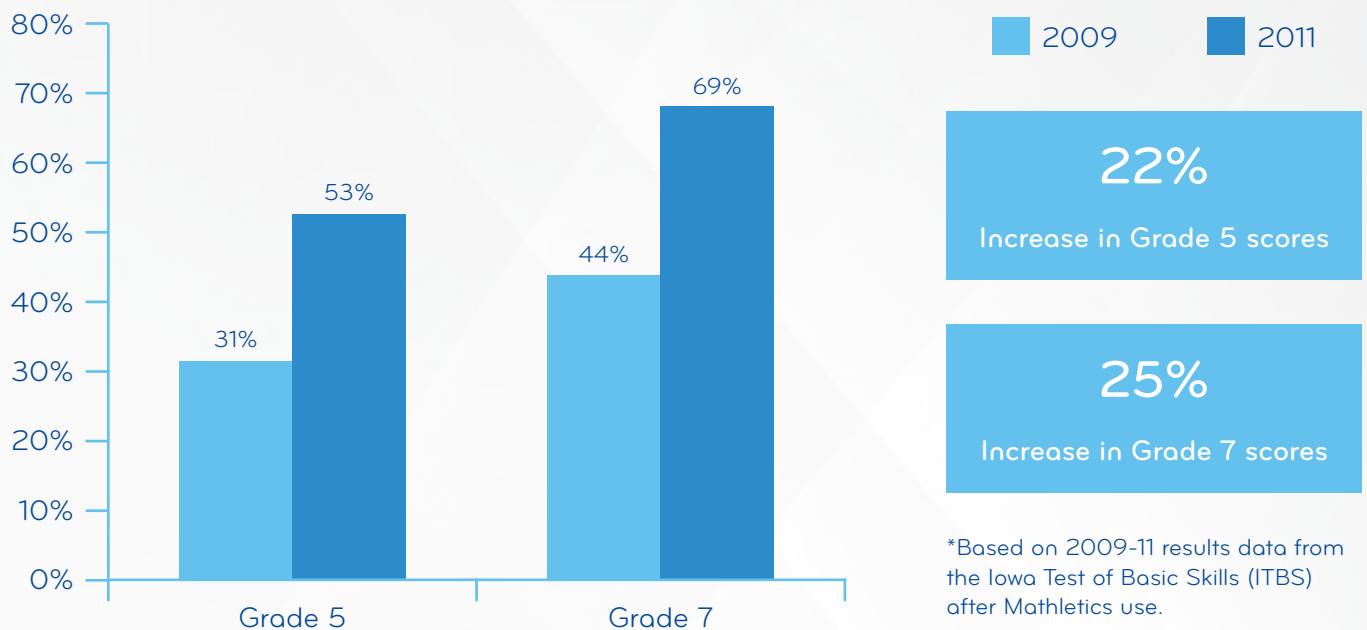


love learning in USA



## Case study: Improving standardized test scores

After two years of instruction with Mathletics, a Los Angeles-based school conducted a study into the impact of the resource on their standardized test scores.



“In March of 2010 we sponsored Mathletics, a K-12 math program that engages our students and enables our teachers to effectively use differentiated learning in the classroom. This program was an immediate hit with teachers and students alike.

Today we have 140+ schools using Mathletics and our students have correctly answered over 55,000,000 math problems. Catholic Telemedia Network and the Archdioceses continue to get accolades from teachers and parents alike about this wonderful student-centric resource. It is rare that you can have unanimity regarding any service provided however, Mathletics is the exception and it has changed how math is taught in our schools.”

Ronald Loiacono,  
Executive Director of Catholic Telemedia Network, CA







## Case study: Mathletics in US Catholic Schools

A study was conducted into the effectiveness of Mathletics in improving math results across various Catholic School networks across the USA.

Archdiocese of Los Angeles	37 schools	35.9%
Archdiocese of San Francisco	53 schools	33.6%
Archdiocese of New York	26 schools	28.9%
Archdiocese of Chicago	26 schools	34.1%
Archdiocese of Portland	8 schools	32.5%
Archdiocese of Seattle	9 schools	33.3%
Diocese of Brooklyn	86 schools	30.8%
Diocese of Oakland	46 schools	34.7%
Diocese of San Jose	31 schools	33%
Diocese of Peoria	16 schools	32.5%

338

Total number of schools included in student results improvement study.

32.9%

Average improvement in student results across all schools over study period.

\*Results data from 338 Catholic schools across the USA, investigating average student improvement. Longitudinal results data taken from Mathletics Common Core curriculum targeted adaptive activities. Sept 2012 – March 2013.

“Our school launched Mathletics earlier this year in grades 1 through 6. The excitement our students initially experienced after being introduced to the website has not diminished—and has actually increased as they compare who has achieved “human calculator” or “almost Einstein” status! How can you go wrong with an educational website that has children literally begging to use and parents thrilled with their children’s progress?”

N. Browning, Principal Notre Dame Elementary





# love learning around the world



“Mathletics is great in the classroom because, as a teacher, I am able to see immediately if children have understood the learning intention. It works well on the interactive whiteboard and we find this particularly useful at the end of a topic and I can gauge whether they've got the learning intention immediately.

With Mathletics, the less able children improve and the more able get better. Once you've found your way around the Mathletics website it does save time, you know exactly where to look and it's very handy. It can cut down on your planning time which is always a good thing!”

**Teacher, Republic of Ireland**



“I'd just like to feed back that I think Mathletics is without doubt the best internet mathematics resource I have had the opportunity to utilise in 10 years of teaching.

The combination of well thought out activities and motivational aspects make it a truly brilliant program. Congratulations to its developers!!! Keep it up!”

**Gerard Atkinson - HOD Mathematics/ICT,  
Utahloy School Zengcheng, China**



“My middle school students are firmly rooted in the site and we use it to supplement homework. On the last grade 6 math test, I also saw results. Section 1 should have been easy and was only practised using textbook work, while sections 2 and 3 were practised with textbook work and Mathletics assignments. In spite of section 1 being considerably easier, students performed much better on sections 2 and 3.”

**Joylene Vette-Guillaume,  
Heidelberg DODEA School, Germany**

## 158

Number of countries  
with students and  
schools subscribed to  
Mathletics

\*Data from December  
2013

## 175

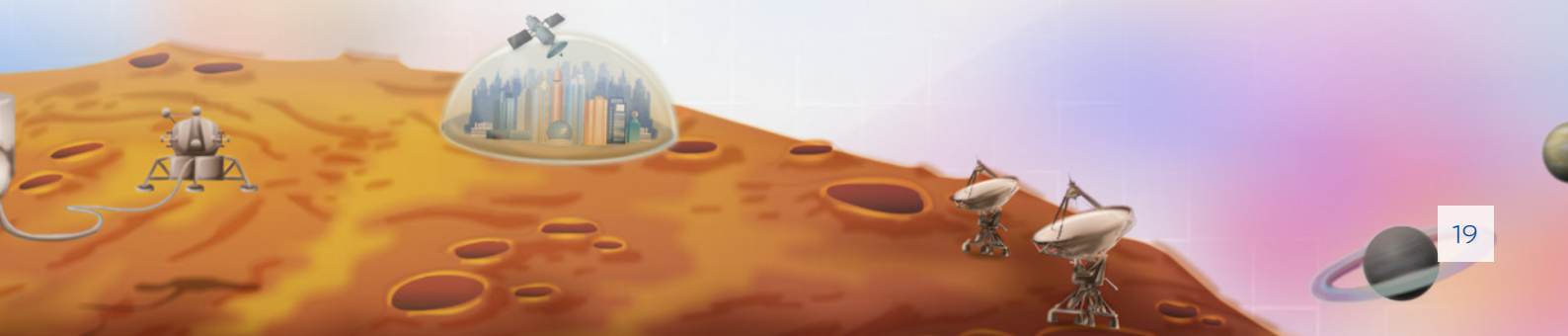
Number of nationally  
aligned curricula  
available within  
Mathletics

\*Data from December  
2013

## 97.3%

Percentage of  
students scoring  
>85% in a Mathletics  
activity following  
three attempts.

\*Data from July 2013





[www.mathletics.com](http://www.mathletics.com)

powered by



**3P Learning**

A place for schools and families to love learning.