

# Frax Program Supports Student Learning in At-Risk Student Populations

## STUDY OVERVIEW

ExploreLearning conducted a survey with teachers awarded a Frax Educator Grant in the 2021 – 2022 school year. The grant gives teachers free access to the Frax program for their students for one school year and is intended for teachers with no prior Frax experience in their classroom.

The online survey was sent to 1,465 teachers in August 2022, asking them to reflect on their experiences using Frax in the previous school year, including questions about the extent to which student performance and engagement improved as a result of Frax and student issues that are present at their school (e.g., poverty, poor test scores, lack of engagement, etc.).

## FINDINGS

329 teachers of 3rd, 4th, or 5th grade completed the survey (22.5% response rate).

- 99.7% of teachers surveyed observed improvement in student learning and engagement because of Frax. 87% of these teachers said that Frax was better than any other program or tool they used to teach fractions in the past.
- The top three most frequently observed improvements by teachers included increased enjoyment in math learning, increased understanding of fractions concepts, and increased confidence in math abilities.

Observed Improvement	Teachers Reporting Improvement	Teachers Reporting Highest Degree of Change
Increased enjoyment in math learning	99.7%	55.6%
Increased understanding of fractions concepts	99.7%	46.8%
Increased confidence in math abilities	98.8%	41.8%

- Teachers at school districts where poor standardized testing scores were a serious problem (n = 72, 23%), observed statistically larger gains in student participation in class, increased self-esteem, and fact learning than teachers at school districts with high standardized testing scores.

## CONCLUSIONS

Frax Grant teachers noted significant improvements in student learning and engagement and to a much higher degree than other tools used in the past. Importantly, that impact went beyond academic skills, and extended to key aspects of their self-concept as a student. In addition, Frax appeared especially effective in a critical group: students with low standardized test scores. This suggests that Frax may be an effective intervention with at-risk and underperforming students.