

## CASE STUDY

# Poway Grade 3 Case Study 2025-26: The Impact of KAIT



## Executive Summary

This case study examines the results of implementing KAIT for personalized learning intervention in a third-grade classroom within the Poway Unified School District during the Fall/Winter 2025 trimester. The program was designed to address significant achievement gaps and accelerate overall math proficiency. The findings indicate that consistent, low-dose usage of KAIT (15 minutes, twice weekly) resulted in a remarkable growth across all students - from those several levels behind to those already looking to be challenged at or above grade level. This is demonstrated by the district's iReady testing results at the start and mid-year 2025. This growth significantly exceeded national benchmarks and peer class performance, affirming the program's potential for driving transformative, equitable academic gains.

## Initial Challenge

The participating third-grade classes faced a substantial academic challenge at the start of the 2025-2026 school year, characterized by a wide achievement gap. Diagnostic results from Fall 2025 revealed that less than 15% of students were performing at or above grade level. Simultaneously, a critical sixty-seven percent (67%) of third graders were performing at two or more grade levels below, indicating a need for intensive, targeted intervention to prevent long-term underperformance. The primary goal was to find an efficient, scalable, and effective solution to simultaneously close these significant gaps while accelerating the performance of all learners.

## Intervention and Implementation

The chosen intervention was KAIT, a personalized learning tool. The implementation occurred over a four-month period, from September through January. The teacher in Class A committed to using the program for only fifteen minutes of class time, two days per week. Crucially, no other changes were made to the core instructional pedagogy, allowing for a clear assessment of KAIT's independent impact.

## Results and Analysis

The Winter 2026 diagnostic results showed exceptional progress in Class A compared to both peer classes and national norms.

- ✔ **Growth in Proficiency:** The percentage of students performing at or above grade level increased from 8% to 46%—a 38-percentage point gain. This increase was more than double the growth observed in the next highest-gaining peer class (Class D at 15 points) and was 2.5 times the expected national growth rate of approximately 15 points as projected by the iReady platform.
- ✔ **Gap Closure:** The proportion of students two or more grade levels behind decreased from 25% to eight percent (8%), representing a 17-percentage point reduction. This was the largest absolute reduction achieved by any of the comparison classes.
- ✔ **Equitable Progress:** The data demonstrates equitable progress by achieving the largest reduction in struggling students while simultaneously reaching the highest proficiency percentage.
- ✔ **Instructional Efficiency:** Class A achieved these superior results with a significantly lower investment of instructional time in the benchmark math platform (4 hours 56 minutes) compared to peer classes using the iReady supplemental platform (11–16 hours), further indicating the efficiency and efficacy of KAIT.

**2X weekly Kait Training sessions are associated with significant mathematics achievement gains, as reflected in Class A's midyear results.**

Class	Annual Typical Growth Progress (Median)	Annual Stretch Growth Progress (Median)	% Students with Improved Placement	Students Assessed/Total
<b>Class A KAIT</b>	88%	65%	88%	24/24
<b>Class B</b>	33%	21%	39%	23/23
<b>Class C</b>	16%	12%	29%	24/25
<b>Class D</b>	38%	29%	48%	25/26

## Conclusion and Recommendations

The mathematics data from the KAIT pilot program in Class A confirms the powerful impact of personalized learning when implemented with fidelity. The consistent, weekly engagement with the adaptive technology produced clear, measurable gains across all key metrics in just four months. These findings affirm that personalized, data-driven mathematics support is a viable pathway for accelerating learning and closing gaps for diverse elementary learners. Given the exceptional results, the continued implementation and expansion of KAIT are strongly warranted to drive sustainable, system-wide improvements in mathematics achievement.