Research Summary for Educators

During the 2024-2025 academic year, 244 schools in 91 organizations had classes actively using IgniteTable by Hatch™ as an instructional resource. Additionally, 5,697 children had actively engaged with IgniteTable™. Children on average played for 11,585 minutes over the course of the school year. This level of engagement represents 1,136% of the 1,020-minute goal per child for the 34 weeks of the 2024-2025 academic year.

By the end of the 2024-2025 school year, the average level of progress increase across all domains was 0.96 levels. On average, children progressed 0.96 levels in the Relationship Skills domain, 0.87 levels in the Social Awareness domain, 1.05 levels in the Unstructured Play domain, 0.79 levels in the Self-Awareness domain, 0.84 levels in the Responsible Decision-Making domain, and 0.82 levels in the Self-Management domain.

Teachers used this data on children's progress to provide targeted instruction by accessing the powerful Insights by Hatch™ platform. The number of teachers accessing and using the different reports in Insights were active on average 13.4 days and spent on average 10.6 minutes a day on Insights.

Here we focus on four organizations of varying sizes to see how they used IgniteTable.

Black Belt Community Foundation is an organization that has five schools and 278 children engaging with IgniteTable. Children in this organization played an average of 18,540 minutes, which is 1,818% of the recommended 1,020-minute goal. Across the 2024-2025 school year, the average level of progress increase for children at schools in the Black Belt Community Foundation across all domains was 1.30 levels. On average, children progressed 1.30 levels in the Relationship Skills domain, 1.24 levels in the Social Awareness domain, 1.47 levels in the Unstructured Play domain, 1.01 levels in the Self-Awareness domain, 1.06 levels in the Responsible Decision-Making domain, and 1.14 levels in the Self-Management domain. Teachers used Insights to access this data and provide targeted instruction. Teachers at schools in the Black Belt Community Foundation were active on Insights for an average of 5.76 days and spent on average 13 minutes a day on Insights.

Key Findings

- IgniteTable™ is an instructional resource
- Children progress in all domains of learning with fidelity of use
- Teachers use data captured by Insights by Hatch™ on children's progress to target instruction from IgniteTable

The Early Learning Coalition (ELC) of Flagler and Volusia is an organization that has five schools and 104 children engaging with IgniteTable. Children in this organization played an average of 21,679 minutes, which is 2,125% of the recommended 1,020-minute goal. Across the 2024-2025 school year, the average level of progress increase for children at schools in the ELC of Flagler and Volusia was 1.42. On average, children progressed 1.42 levels in the Relationship Skills domain, 1.46 levels in the Social Awareness domain, 1.59 levels in the Unstructured Play domain, 1.62 levels in the Self-Awareness domain, 1.55 levels in the Responsible Decision-Making domain, and 1.58 levels in the Self-Management domain. Teachers used Insights to access this data and provide targeted instruction. Teachers at schools in the ELC of Flagler and Volusia were active on Insights for an average of 30.4 days and spent on average 3.5 minutes a day on Insights.

The ELC of Santa Rosa is an organization that has 19 schools and 487 children engaging with IgniteTable. Children in this organization played an average of 14,201 minutes, which is 1,392% of the recommended 1,020-minute goal. Across the 2024-2025 school year, the average level of progress increase for children at schools in the ELC of Santa Rosa across all domains was 1.49 levels. On average, children progressed 1.49 levels in the Relationship Skills domain, 1.42 levels in the Social Awareness domain, 1.52 levels in the Unstructured Play domain, 1.26 levels in the Self-Awareness domain, 1.30 levels in the Responsible Decision-Making domain, and 1.30 levels in the Self-Management domain. Teachers used Insights to access this data and provide targeted instruction. Teachers at schools in the ELC of Santa Rosa were active on Insights for an average of 8.08 days and spent on average 10.5 minutes a day on Insights.

Kermit Independent School District (ISD) is an organization in the state of Texas that has one school and 16 children engaging with IgniteTable. Children in this organization played an average of 3,335 minutes, which is 327% of the recommended 1,020-minute goal. Across the 2024-2025 school year, the average level of progress increase for children at Kermit ISD across all domains was 0.65 levels. On average, children progressed 0.65 levels in the Relationship Skills domain, 0.50 levels in the Social Awareness domain, 0.86 levels in the Unstructured Play domain, 0.29 levels in the Self-Awareness domain, 0.33 levels in the Responsible Decision-Making domain, and 0.24 levels in the Self-Management domain. Teachers used Insights to access this data and provide targeted instruction. Teachers at Kermit ISD were active on Insights for an average of 3.25 days and spent on average 16.0 minutes a day on Insights.

Altogether, we see that children made progress across the domains of Relationship Skills, Social Awareness, Unstructured Play, Self-Awareness, Responsible Decision-Making and Self-Management, but that progress was increased by more playtime on IgniteTable. For IgniteTable to have the greatest impact, more classes and schools need to meet the recommended usage of 30 minutes per week, per child. Additionally, teachers who use Insights tended to have their students progress further, suggesting that by using the data in Insights, teachers were able to tailor their instruction, better support each child's learning journey, and help children progress further in reaching kindergarten readiness.