imagine math

Imagine Math Usage Significantly Associated with STAAR Proficiency

OVERVIEW

During the 2020–2021 academic year, a large school district in Texas implemented Imagine Math with 5,227 students in Grades 3–5. On average, students used Imagine Math for 13 hours and passed 13 lessons during the academic year. Imagine Learning collected and analyzed Spring 2021 State of Texas Assessments of Academic Readiness (STAAR) Math data from the district and separated students into groups based on levels of usage. Analyses examined the percentage of students who achieved the *Met* or *Mastered* proficiency level, defined by the Texas Essential Knowledge and Skills.
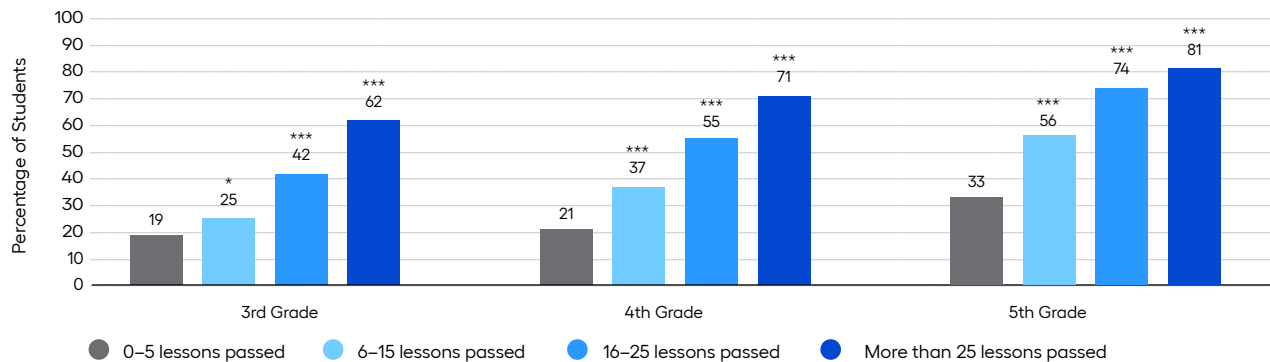
RESULTS

Overall, Imagine Math users scored significantly higher on the Spring 2021 STAAR Math assessment than non-users ($p < .001$). In addition, greater program usage was shown to be associated with student proficiency by separating students into usage buckets and looking at the proportion of students achieving the *Met* or *Mastered* proficiency level on the STAAR Math assessment (Figure 1). The proportion of students meeting proficiency standards was the greatest for students who met recommended usage guidelines (i.e., passed more than 25 lessons).

Large Texas School District

Demographics *(N = 5,227)*	Percent
Female	48%
Hispanic	41%
Economically Disadvantaged	52%
At Risk	50%
Special Education	12%
English Language Learner	11%
504	8%
Title l	73%

	Scaled Score (N)	
	Non-User	**User**
Overall	1,488 (340)	1,542 (4,887)
3rd Grade	1,411 (138)	1,431 (1,648)
4th Grade	1,505 (84)	1,559 (1,666)
5th Grade	1,566 (118)	1,641 (1,573)

Figure 1. Figure 1. Percentage of Students Achieving the Met or Mastered Proficiency Level on STAAR Math, Spring 2021 Imagine Math Students, Grades 3–5 (N = 5,227)

*Note: *p < .05, ***p < .001*

imagine learning
imaginelearning.com
877-725-4257 • solutions@imaginelearning.com

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917357921 2206