imagine
math

Imagine Math Logic Model

Imagine Math has a well-specified theory of action that explains how the intervention is likely to improve learning outcomes. The logic model describes **Imagine Math's** inputs, activities, and desired outcomes. The model outlines the resources (e.g., devices, teacher buy-in) needed to effectively implement this solution (e.g., 2–3 lessons per week, offline resources) to produce outputs that lead to short-term (e.g., increased engagement, growth on Benchmark Tests) and long-term outcomes (e.g., increased mathematics proficiency on state standardized tests, self-confidence).

Program Inputs

IMAGINE MATH

- Research-based, standards-aligned supplemental program to provide meaningfvul practice and promotes mastery of grade-level content
- Scaffolded support and informative feedback to make learning accessible for all students
- Embedded motivation system to engage learners and encourages perseverance
- Diagnostic Benchmark Tests for placement and ongoing formative assessments for progress monitoring
- Actionable reports that drive instruction for a whole class or individual students
- Flexible model for delivery
- Professional development, training, and support

DISTRICT

- Access to Imagine Math instructional content via site license
- Technology: networked computers or mobile devices, headsets, and supporting hardware and software
- School and district infrastructure to support technology use
- Teacher buy-in and readiness to adopt technology
- School implementation plan
- School or district learning goals

Classroom Activities

STUDENT ACTIVITIES

- Spend at least 45 minutes (or 2–3 lessons) per week (PreK–Grade 2)*
- Spend 60–90 minutes (or 2–3 lessons) per week (Grade 3–High School)†
- Pass 30 lessons before the end of the school year
- Engage in offline resources
  - Printable worksheets*
  - Printable worksheets; Application Tasks; Journaling Pages†

TEACHER ACTIVITIES

- Implement blended learning model(s): whole-class instruction, computer lab, in-class rotation, intervention, extended learning (at-home, after school, summer school, etc.)
- Use actionable data to monitor student progress and plan for differentiated instruction

Outputs

Tracked in Imagine Math data reports:

IMPLEMENTATION METRICS

- Number of districts, schools, students, and teachers

PROGRESS METRICS

- Number of lessons completed
- Number of problems completed
- Percent of tokens earned*
- Number of Math Helps† used
- Number of Live Help Sessions† used

STUDENT USAGE

- Number of total students using or enrolled
- Number of active students using Imagine Math at school and/or at home
- Average student usage, percentage of goal

STUDENT PROGRESS LESSONS

- Average weekly math time
- Number of lessons completed
- Number of lessons passed

STUDENT PROGRESS ASSESSMENTS

- Number of assessments completed
- Quantile® measure
- Student performance level, percentile rank, and instructional grade level

Outcomes

SHORT-TERM OUTCOMES

- Students exhibit increased engagement as measured by usage of and progress through Imagine Math
- Students increase mathematics proficiency as evidenced by their performance on Imagine Math assessments

LONG-TERM OUTCOMES

- Students increase mathematics proficiency on nationally normed or standardized assessments
- Students increase academic achievement in other subject areas
- Students develop motivation, self-efficacy, and self-confidence to learn mathematics
- Teacher Outcomes:
- Teachers feel prepared to implement Imagine Math in their classrooms
- Teachers build understanding of students' mathematical thinking

* Specific to the PreK–Grade 2 grade learning environment.

† Specific to the Grade 3–High School learning environment.

imagine learning

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