

Imagine Math Users Saw Significant Growth on Texas STAAR

OVERVIEW

During the 2021–2022 academic year, a large school district in Texas implemented Imagine Math with 2,192 of their Grades 4–8 students. On average, Grades 4–6 students used Imagine Math for 15 hours and passed 13 lessons, and Grades 7–8 students used Imagine Math for 4 hours and passed 3 lessons. Imagine Learning collected and analyzed Spring 2021 and Spring 2022 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 how using Imagine Math impacted student STAAR growth and the percentage of students who moved from being classified as below *Met* or *Mastered* proficiency level (Spring 2021) to being classified as *Met* or *Mastered* proficiency level (Spring 2022) as defined by the Texas Essential Knowledge and Skills.

Large Texas School District Demographics (N=2,192)

Female	49.1%
Hispanic	99.5%
Special Education	10.3%
Free/Reduced Lunch	93.9%
English Language Learner	58.3%

IMAGINE MATH RESULTS

Overall, students who passed more lessons and completed more hours experienced statistically significantly greater STAAR growth than those passing fewer lessons or logging less hours (Figure 1). Additionally, there was a statistically significant association between lessons passed in Imagine Math and movement from being classified as not-on-grade level to on-grade level (Figure 2, all $p < .001$). Taken together, these results indicate the positive impact Imagine Math can have on Grades 4–8 students’ math achievement.

Figure 1. STAAR Growth by lessons passed for Grades 4–6 and Grades 7–8

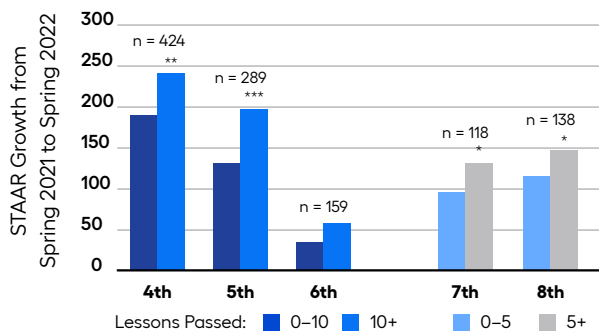
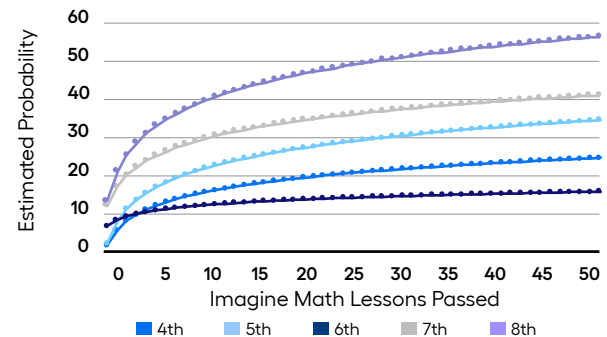


Figure 2. Estimated probability of moving from not-on-grade-level to on-grade-level for Grades 4–6 and 7–8.



Asterisks denote statistically significantly higher growth in the higher usage group than the lower usage group, * $p < .05$, ** $p < .01$, *** $p < .001$