

Higher Standards of Learning proficiency rate for Imagine Math students in Virginia

The study

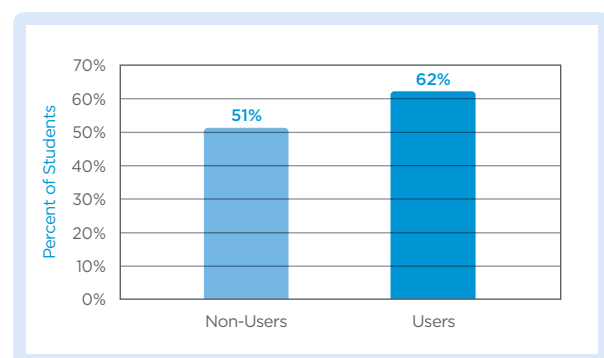
The objective of this study was to determine the effectiveness of the Imagine Math program in improving Standards of Learning (SOL) Math performance in Virginia schools, thereby fulfilling ESSA requirements for evidence of effectiveness.

- In total, 1,978 students' demographic and SOL Math performance data were obtained from a school district in Virginia.
- Each Imagine Math user was statistically matched with one similar non-user based on grade, LEP status, disability status, and the previous year's SOL Math performance.
- The average effect of Imagine Math use was estimated by statistically comparing the percent of students who completed more than twenty Imagine Math lessons and achieved or exceeded the proficient level on SOL Math assessment to the percent of students who achieved or exceeded the proficient level on SOL Math that did not use Imagine Math during the 2017-2018 school year.

Results

Students who used Imagine Math during the 2017-2018 school year had a significantly higher passing rate than non-users. The difference was statistically significant at .01 level.

SOL proficiency rate for Imagine Math users and non-users



Conclusion

Use of Imagine Math with fidelity is associated with significant increases in performance on Standards of Learning Math assessment for grades 6-9. It is likely that additional schools that adopt the Imagine Math program would experience similar gains.