

Imagine Math Usage Drives Success on CAASPP for Grades 7–9 Students

OVERVIEW

During the 2021–2022 academic year, Murrieta Valley Unified School District in California used Imagine Math with 4,080 students in Grades 7–9. On average, students used Imagine Math for 5.08 hours and passed 5.1 lessons. Imagine Learning collected and analyzed Spring 2022 California Assessment of Student Performance and Progress (CAASPP) data from the district and separated students into groups based on levels of usage. Analyses examined how using Imagine Math impacted student CAASPP achievement.

RESULTS

Overall, students who passed more lessons and completed more hours in the Imagine Math program experienced statistically significantly greater results on CAASPP than those passing fewer lessons or logging fewer hours (Figure 1). Additionally, a positive and statistically significant association was observed between the number of Imagine Math lessons passed and estimated CAASPP scores for English learner subgroups (Figure 2) after other variables had been controlled for. Taken together, this demonstrates the impact of Imagine Math usage on students’ math achievement as measured by the CAASPP.

Murrieta Valley Unified School District, CA

Demographics (N = 4,080)

Female	48%
Hispanic	43%
African American	4%
Asian	4%
Filipino/Pacific Islander	4%
White	35%
Other	9%
Special Education	14%
English Language Learner	4%

Figure 1. Those with greater usage as measured by hours and lessons passed saw higher CAASPP scores.

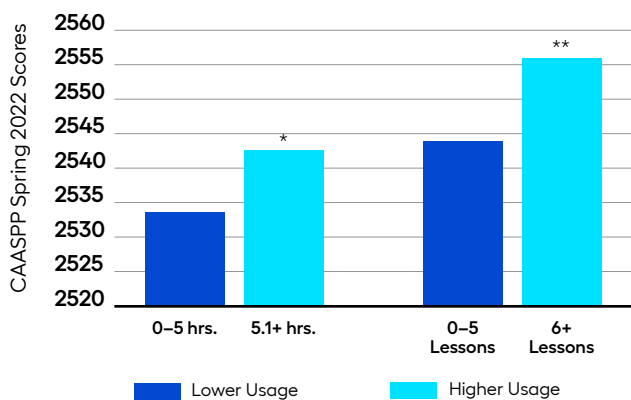
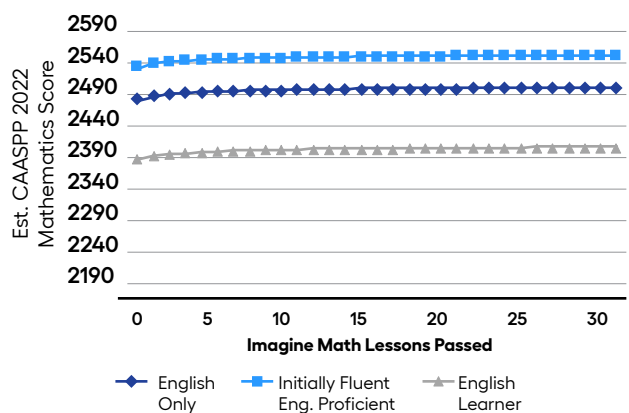


Figure 2. Lessons passed had significant and positive relationship with estimated CAASPP for English learner subgroups.



Note: Low- and high-level users were matched by beginning-of-year Imagine Math Quantile scores, ELL status, gender, SPED status, and ethnicity. Asterisks denote statistically significantly higher scores in the higher usage group than the lower usage group. ** $p < .01$, * $p < .05$