

Passing More Imagine Math® Lessons is Associated with Increased Growth on NWEA MAP Growth for Academically At-Risk Students

Comal Independent School District, Texas

Demographics	Fewer Lessons Passed Overall Sample (%)	More Lessons Passed Overall Sample (%)	Fewer Lessons Passed Academically At-Risk Sample (%)	More Lessons Passed Academically At-Risk Sample (%)
Female	47.8	47.7	45.5	44.3
Asian	1.5	1.4	1.6	1.6
Black	2.0	2.2	3.7	3.5
Hispanic	37.3	36.8	48.2	47.6
White	53.9	54.1	40.8	42.4
Two or More Races	5.0	5.2	4.9	4.3
English Learner	5.3	5.5	11.0	11.8
Free or Reduced Lunch	29.9	30.7	48.8	50.0
Special Education	13.8	13.6	32.2	34.5
Total Sample Size	3,613	3,613	510	510

Overview

During the 2022–2023 academic year, Comal Independent School District (CISD) in Texas implemented Imagine Math to promote mathematics achievement for students in Grades K–5. The district partnered with Imagine Learning to evaluate differences in student performance from Fall 2022 to Spring 2023 based on program use for the general student population, as well as for students who were initially labeled as academically at-risk. For both groups, students who passed more lessons in the Imagine Math program were compared to students who passed fewer lessons. For the general student population, the “more lessons passed” group passed an average of 58.49 Imagine Math lessons, and the “fewer lessons passed” group passed an average of 15.94 Imagine Math lessons.¹ For the academically at-risk students, the “more lessons passed” group passed an average of 48.07 Imagine Math lessons, and the “fewer lessons passed” group passed an average of 13.13 Imagine Math lessons.

¹Students are grouped into ‘Fewer’ and ‘More’ lessons passed based on whether they passed fewer or more than the recommended lessons within a school year, which is 30 lessons passed.

Imagine Learning compared RIT score and percentile growth on the NWEA MAP Growth Math assessment between the “more lessons passed” and “fewer lessons passed” groups. Statistical matching procedures were utilized to ensure that students in each study group were highly similar based on baseline performance (Fall 2022 NWEA MAP Growth Math RIT score) and demographic (grade, race/ethnicity, gender, free-or-reduced lunch status, special education status, and English learner status) factors.

Results

For the general population of students, students who passed more lessons in Imagine Math showed significantly greater RIT score growth from Fall 2022 to Spring 2023 than students who passed fewer lessons ($p < .001$, Figure 1). Similarly, the academically at-risk students who passed more lessons in Imagine Math achieved significantly greater percentile growth from Fall 2022 to Spring 2023 than those who passed fewer lessons ($p < .001$, Figure 2). This study provides evidence of the impact of Imagine Math usage on students’ mathematics achievement and documents how it can particularly help those students who might need the most support in their math learning.

Figure 1. Average Fall 2022 to Spring 2023 NWEA MAP Growth Math RIT Score Growth by Lessons Passed in Imagine Math for General Population of Students

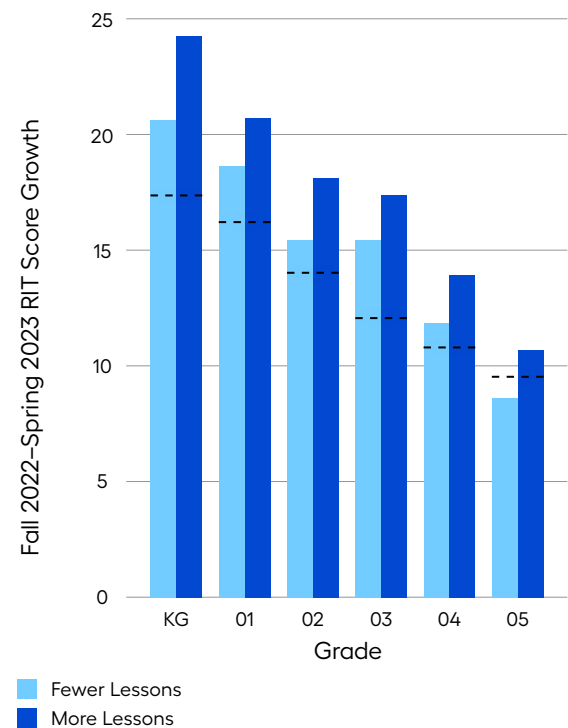


Figure 2. Average Fall 2022 to Spring 2023 NWEA MAP Growth Math Percentile Growth by Lessons Passed in Imagine Math for Academically At-Risk Students

