Imagine IM California Improves 2025 CAASPP Math Outcomes for Students with IEPs

Overview

During the 2024–2025 academic year, 38 school districts in California implemented Imagine IM California in grades K–12. Schools that implemented Imagine IM California and those that did not were statistically compared to determine the efficacy of Imagine IM California in improving student math achievement. To understand how Imagine IM California supports different types of learners, analyses were focused specifically on students with IEPs and non-IEP students. Analyses used prior year (2023–2024) CAASPP math data and school demographics to form comparable matched groups.

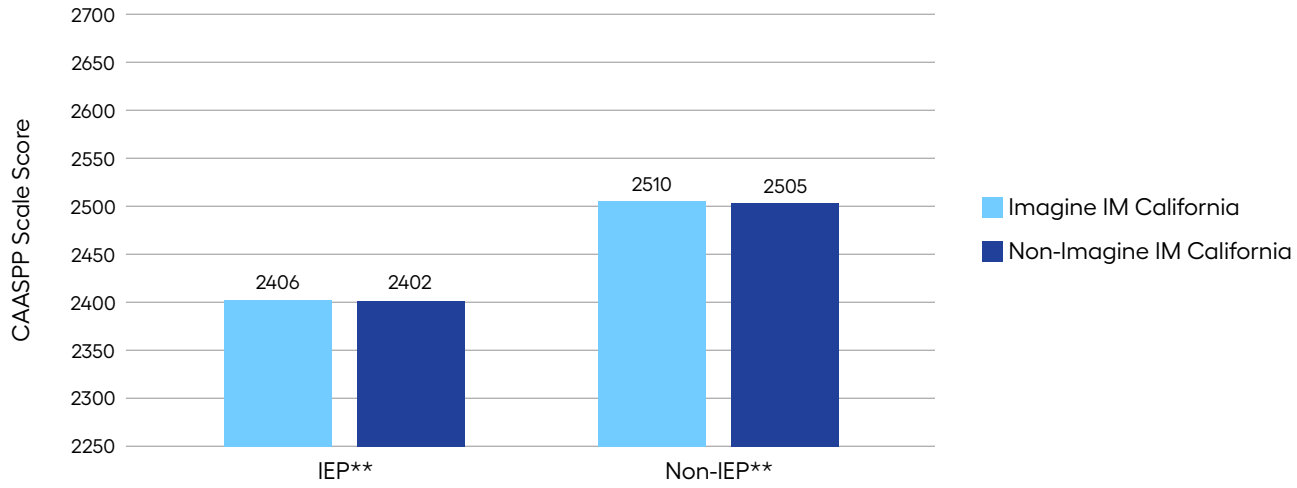
Demographics (N = 9,985 schools)	
White (Non-Hispanic)	20%
Native American	0.4%
Hispanic	56.1%
Black/African American	4.9%
English Learners	17.4%
Free or Reduced Lunch	62.8%
IEP	35%

Results

After controlling for prior CAASPP math performance, demographics, and statistical weights, students with IEPs attending schools using Imagine IM California scored significantly higher on the 2025 CAASPP Math assessment than their peers with IEPs in non-Imagine IM California schools. Adoption of Imagine IM California was associated with both higher adjusted mean scale scores (Figure 1) and a favorable shift across performance levels (Figure 2) with more students meeting or exceeding standards and fewer performing below standard.

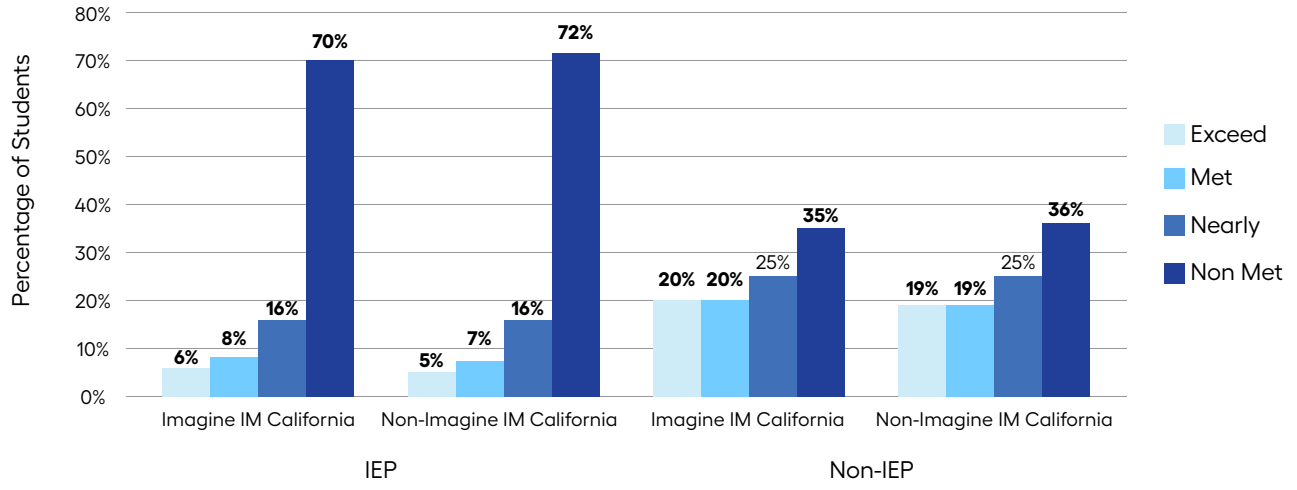
Among students with IEPs, Imagine IM California use was linked to larger 2025 CAASPP scaled score gains. Students with IEPs in Imagine IM California schools scored an average of 4.5 points higher, with more students meeting or exceeding standards (+1.2 percentage points [pp]) and fewer not meeting (-1.7 pp). For students without IEPs, Imagine IM California use was also associated with higher outcomes: roughly 4.2 points higher on average, 1-2 percentage points more meeting or exceeding standards, and about 1.7 points fewer not meeting the standard. When directly comparing the two subgroups, students with IEPs realized a larger gain from Imagine IM California than their non-IEP peers — about a +3 scale-score points greater. The difference was especially evident at the upper end of the scale, with larger increases in “Exceeded” (+1.22 pp) and larger reductions in “Not Met” (-1.2 pp). These results suggest that Imagine IM California both raises overall math achievement and narrows performance gaps, particularly for students with IEPs.

Figure 1. Adjusted Weighted Mean CAASPP Math Scale Score for Imagine IM California Math Users and Non-Users by IEP Status



Note: **$p < .001$

Figure 2. Adjusted Weighted CAASPP Performance Level for Imagine IM California Math Users and Non-Users by IEP Status



Note: Bolded numbers indicate **$p < .001$