Clifton Public School Students Using Imagine Math® Show Growth on NJSLA

Overview

Clifton Public Schools (Clifton) is a suburban school district in New Jersey that serves approximately 11,000 students in Grades PK through 12. During the 2024–2025 school year, Clifton implemented Imagine Math to promote mathematics achievement for Grade K–8 students. The data presented includes only students in Grades 4-8 who took the New Jersey Student Learning Assessment (NJSLA) in 2024 and 2025. In those grades, 3,947 students used the program for an average of 19.2 hours and passed an average of 41.4 lessons. Imagine Learning partnered with Clifton to examine how usage of Imagine Math impacted students' mathematics achievement. To achieve this, Imagine Learning analyzed the association between NJSLA performance and student use of the Imagine Math program. Additionally, propensity score matching was utilized to compare how different levels of usage contributed to students' mathematics achievement as measured by the NJSLA.

Clifton Public Schools, NJ

Demographics	*n* = 3,947
Special Education	21%
ELL	7%
Title I Math	28%
Female	47%
Asian	6%
Black	3%
Hispanic	46%
Indigenous	<1%
2+ Races	7%
Unknown Race	11%
White	25%

Results

The results of this evaluation showed a positive association between Imagine Math usage and performance on the 2025 NJSLA math assessment. As students passed more lessons in Imagine Math, they achieved statistically greater scores on the 2025 NJSLA math assessment ($p < .01$, see Figure 1). This conclusion held for students of all races in addition to the overall population (Figure 2).

Figure 1. Association between Imagine Math lessons passed and 2025 NJSLA math score.

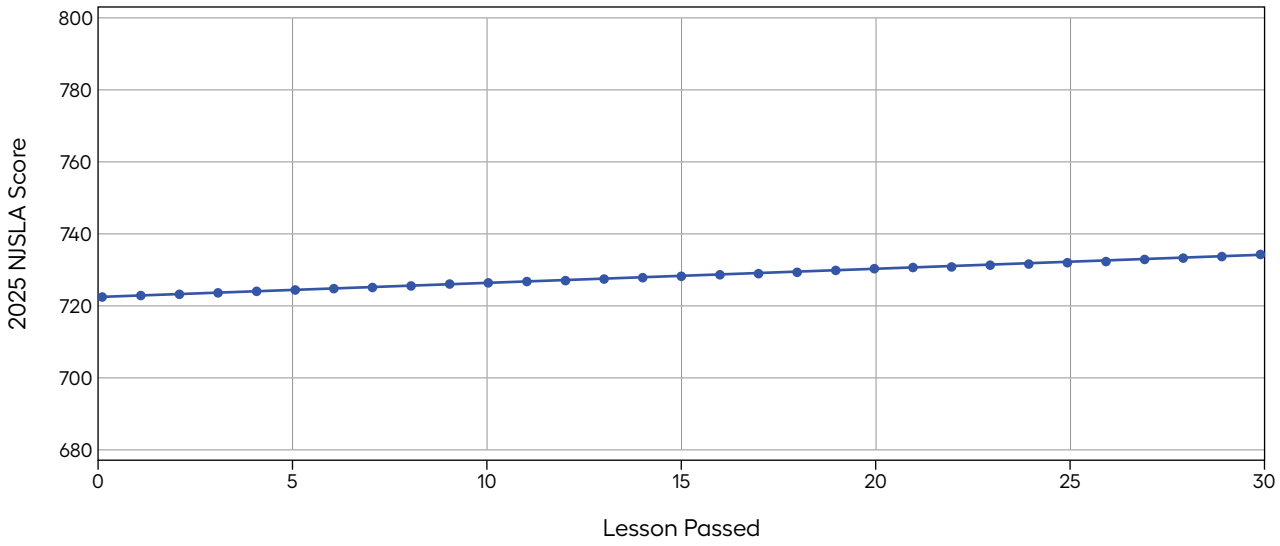
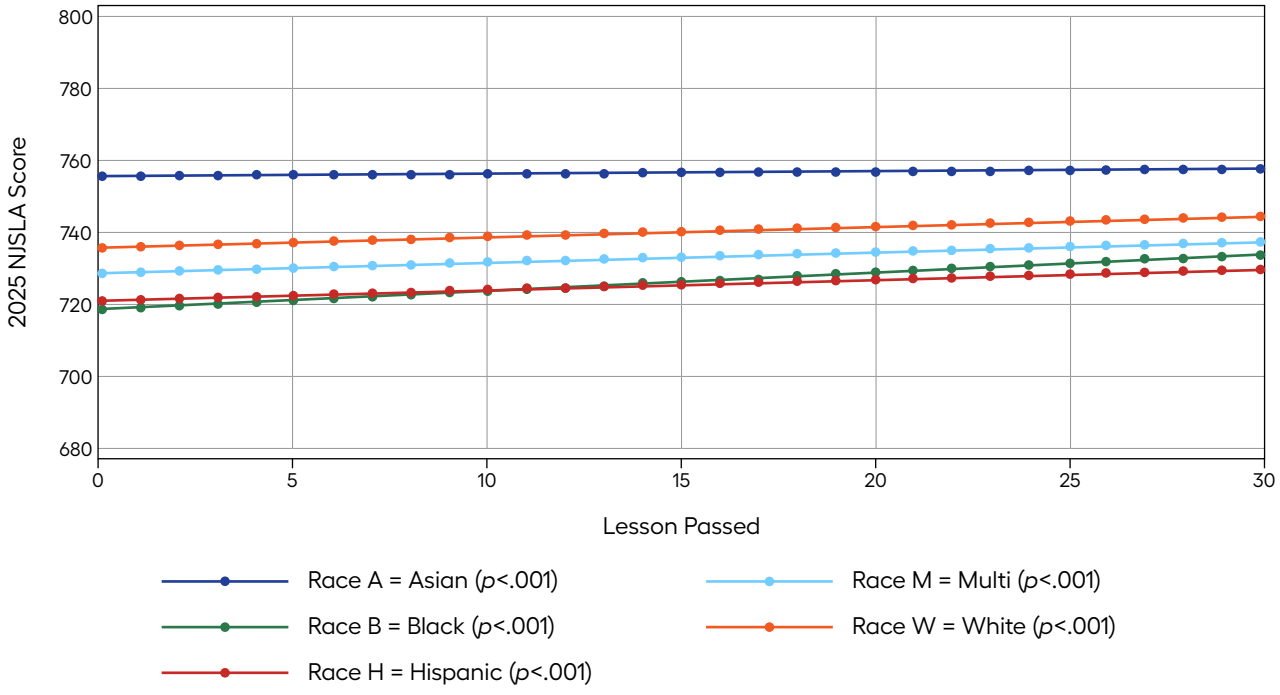
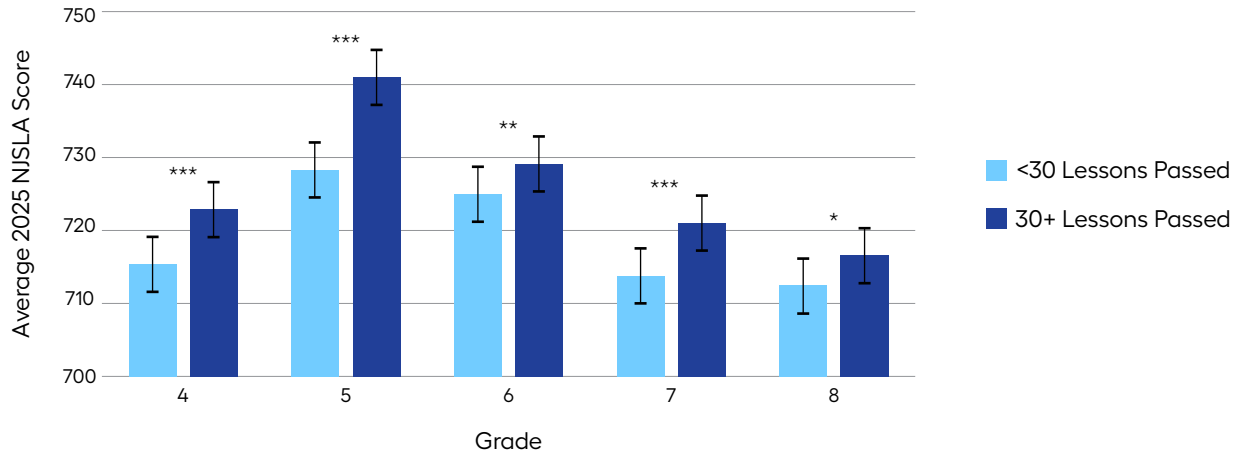


Figure 2. Association between Imagine Math lessons passed and 2025 NJSLA math score by race.



Further, after statistically matching students based on prior year NJSLA performance, race, ELL status, and other demographic variables, students who passed at least 30 lessons in Imagine Math statistically outperformed their peers by about 8 points on the NJSLA math assessment ($p < .001$, see Figure 3).

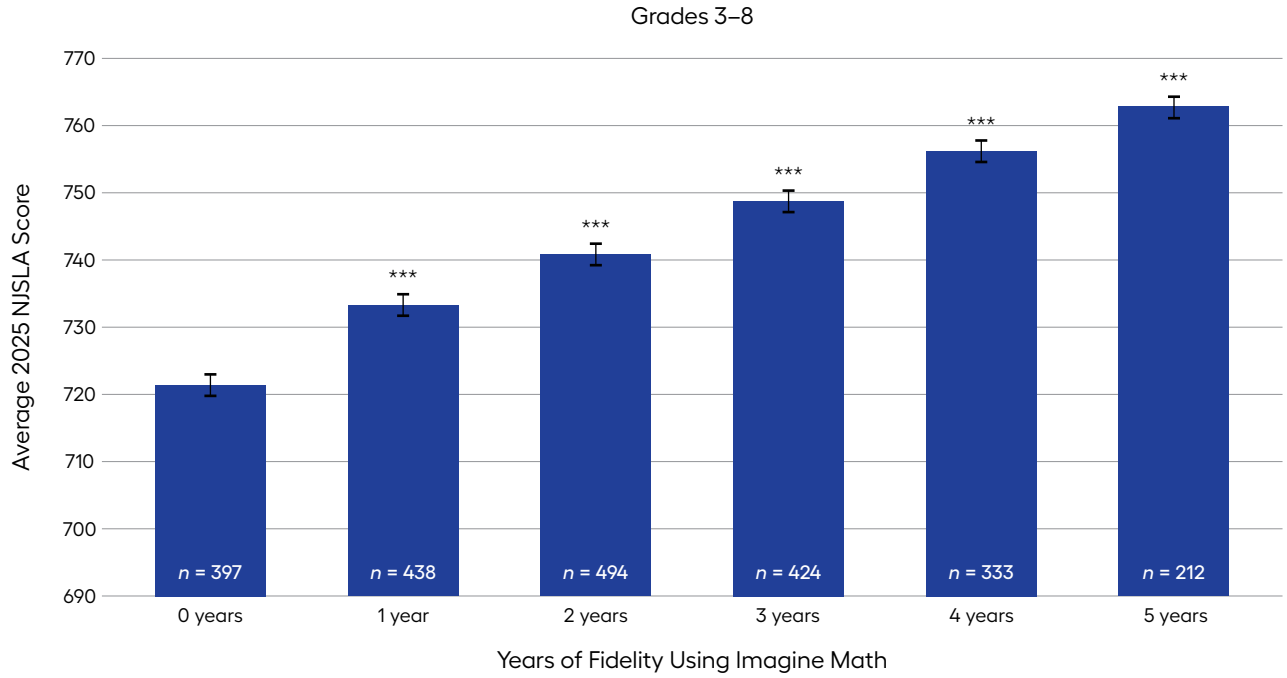
Figure 3. Average 2025 NJSLA math scaled score by grade by Imagine Math lessons passed.



Note: **p < .05, **p < .01, *p < .001. Error bars represent standard error.*

Students in Clifton have used Imagine Math for several years. As such, multi-variate regression was used to evaluate the association between Imagine Math program usage from the last five school years and performance on the 2025 NJSLA assessment. Results showed that students who used Imagine Math with fidelity (defined as passing at least 30 lessons in a school year) for more years had increasingly higher 2025 NJSLA test scores after controlling for prior year NJSLA performance and other demographic factors (Figure 3).

Figure 3. Average 2025 NJSLA math scaled score by years of Imagine Math fidelity usage.



Note: ****: p<.001: indicates whether the average 2025 NJSLA score for a given group differs significantly from the 0-year group.*

Conclusion

Research indicates that students who spend more time in math learning programs show the greatest growth (Cheung & Slavin, 2013; Singh et al., 2002), and those who follow a program's recommended usage achieve more progress than those who do not (Means et al., 2009). This study found that Clifton students who used Imagine Math as recommended performed better in math by the end of the school year. Additionally, students who followed the program's recommendations over multiple years experienced cumulative benefits. These results suggest that Imagine Math is an effective tool for enhancing math achievement.

References

Cheung, A. C., & Slavin, R. E. (2013). The effectiveness of educational technology applications for enhancing mathematics achievement in K–12 classrooms: A meta-analysis. Educational Research Review, 9, 88–113.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies [Monograph].

Singh, K., Granville, M., & Dika, S. (2002). Mathematics and science achievement: Effects of motivation, interest, and academic engagement. The Journal of Educational Research, 95(6), 323–332.