

California Students That Passed More Imagine Math Lessons Scored Higher on SBAC Mathematics Assessment

Background

Following the conclusion of the first semester of the 2018-2019 school year, a school district in California using Imagine Math shared interim Smarter Balanced Assessment Consortium (SBAC) Mathematics assessment data to analyze the impact of the Imagine Math program on student achievement.

In total, data for 262 fifth-grade students was examined. Over eighty-percent of the students were Hispanic and nearly twenty-five percent were English language learners (ELs).

Results

Figure 1 depicts the association between the number of lessons students pass in the Imagine Math program and their subsequent performance on the SBAC Mathematics assessment. Specifically, the figure demonstrates that as students pass more Imagine Math lessons, they tend to achieve better scaled scores on the SBAC Mathematics assessment. On average, for every lesson a student passed, they achieved a score that was 1.8 points higher—a statistically significant finding.

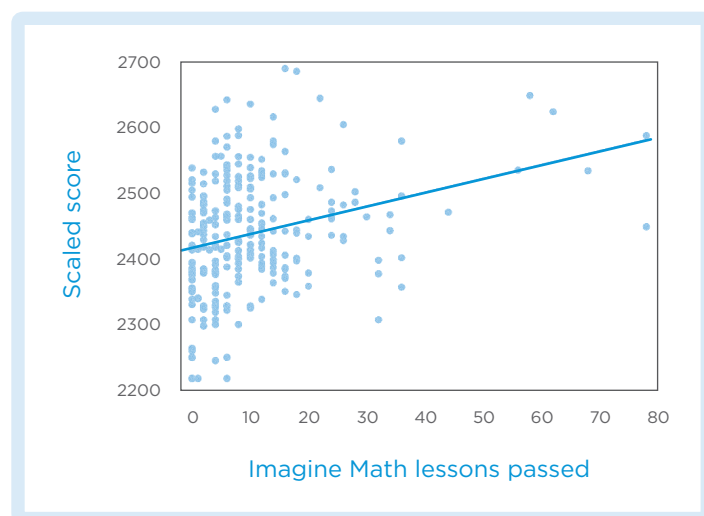


Figure 1:
Association Between Number of Imagine Math Lessons Passed and Interim SBAC Mathematics Scaled Scores

Conclusion

The results of this study support the role of Imagine Math as a supplementary tool for the development of mathematics achievement. Students who used the program in the California school district in the first half of the 2018-2019 school year experienced consistent improvements in math ability as demonstrated by performance on the SBAC Mathematics assessment. Given these findings, students who use Imagine Math with fidelity should expect similar results.