



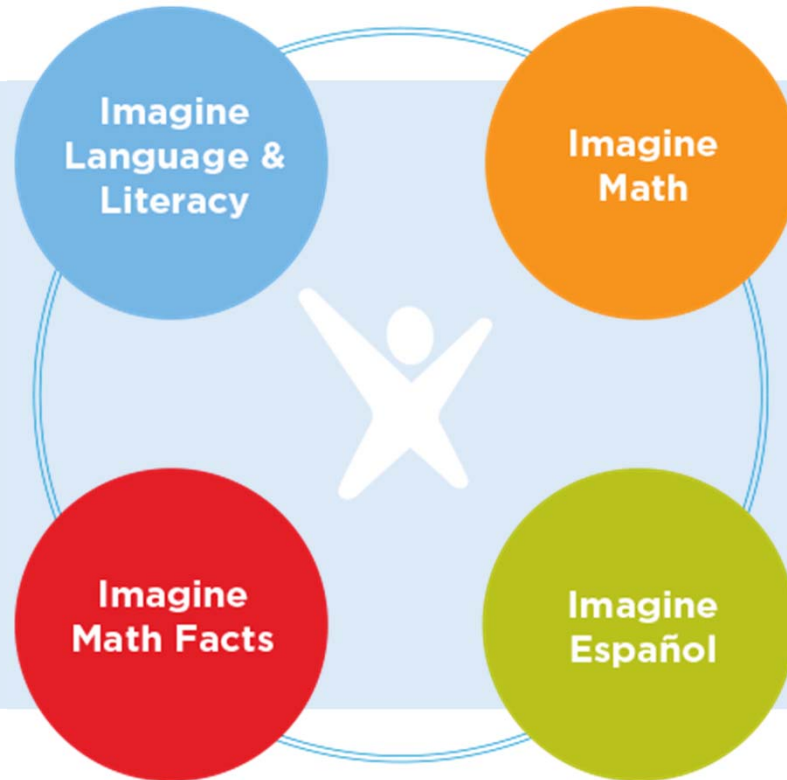
Imagine Learning Michigan Partnership

Emily Robertson
National Programs Manager

March 6, 2018



Four programs – one effective system





Imagine
Math

System for Success

Student Motivation

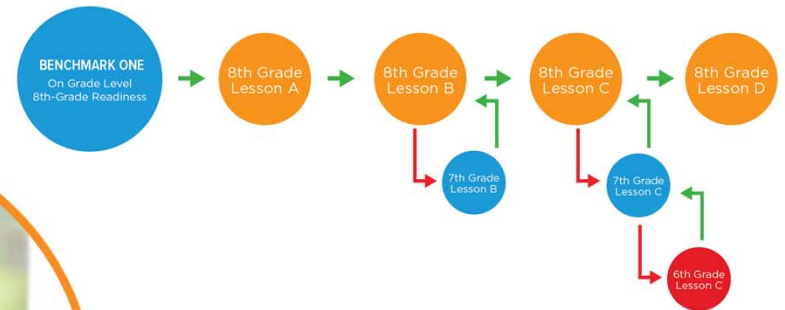


Rigorous Content

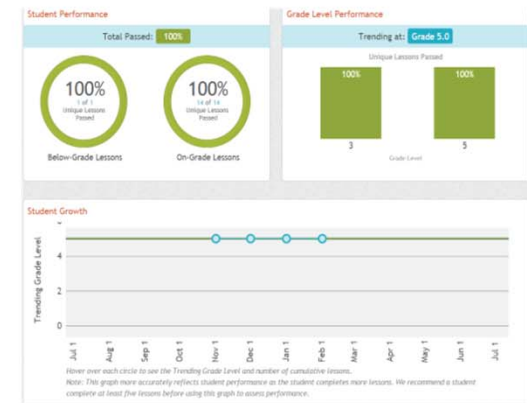


Just-In-Time Instruction

Personalized Learning Pathways



Data-driven Instruction





Michigan Math Cup

Twenty-eight days, 19,072 math hours, 33,216 lessons completed, 1.4 million complex math problems solved, and the Michigan Math Cup has come to a close!

TOP 3 SCHOOLS

1. North Park Montessori School of Grand Rapids Public School District
2. Hillcrest Elementary School of Crestwood School District
3. Grand Rapids Child Discovery Center of Grand Rapids Child Discovery Center Office





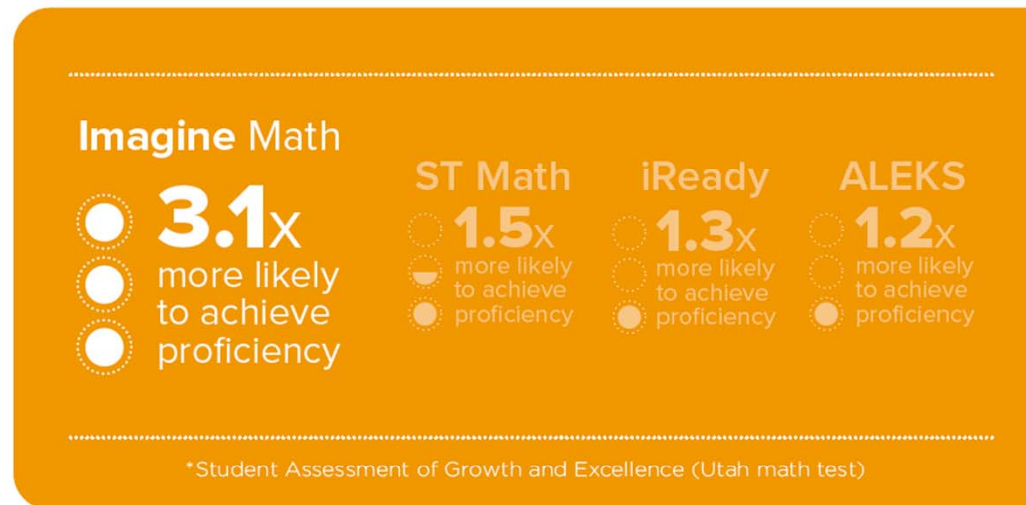
Utah Stem Action Center

2015 - 2016 Study Results

A statewide study found that students using **Imagine Math** were

3x
MORE LIKELY

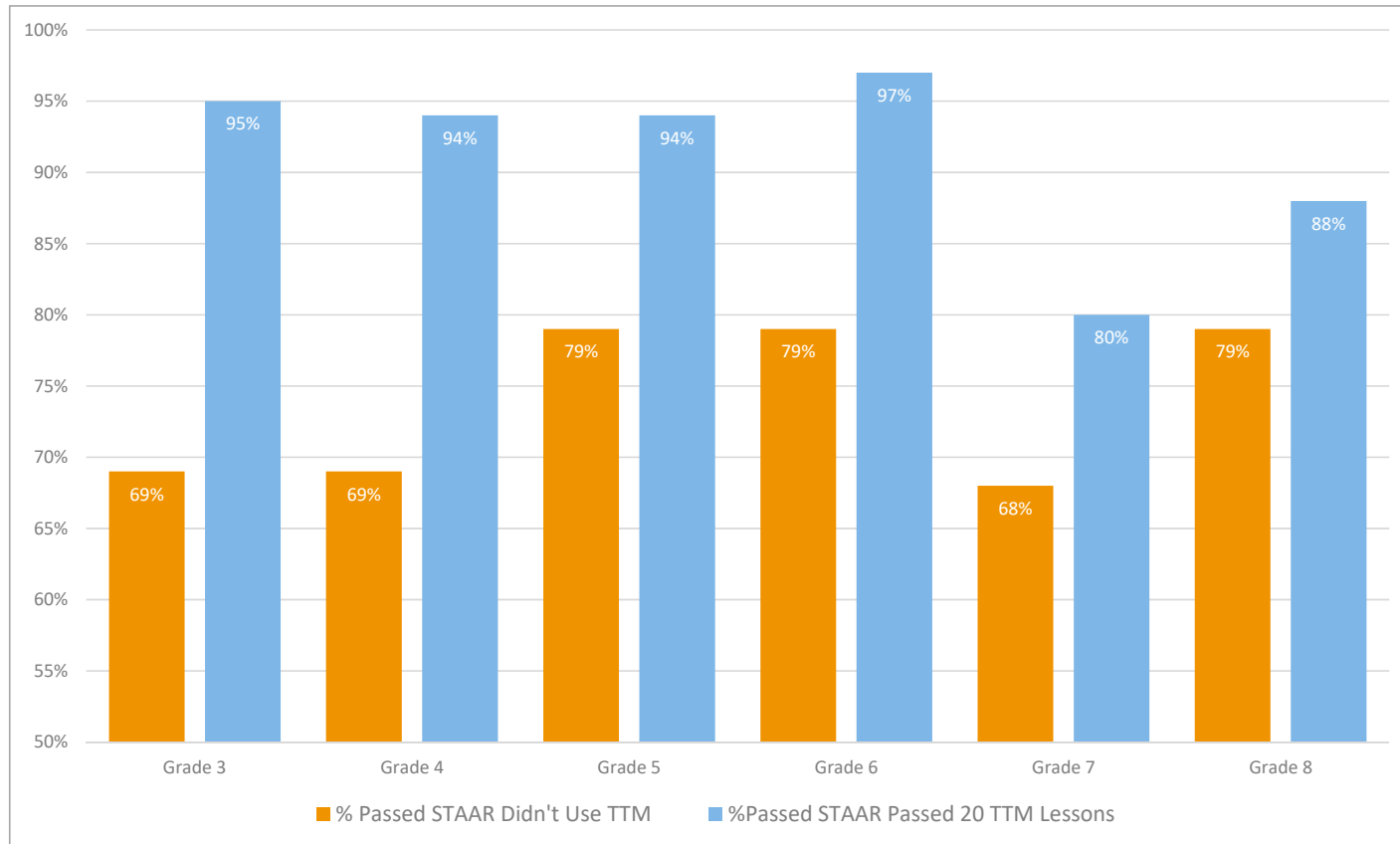
to be proficient on SAGE* assessments than non-**Imagine Math** students



*2015-2016 study compares highest usage students against non-users
*2016-2017 study compares all program users against non-users.



TEA Evaluation Report



Source: Texas SUCCESS Comprehensive Evaluation Report (Gibson Consulting Group 2014)



Imagine Math in Michigan



MICHIGAN ACTIVITY BRIEF

MAR
2018

PARTICIPANTS

Districts	27
Schools	79
Active Students	7,542

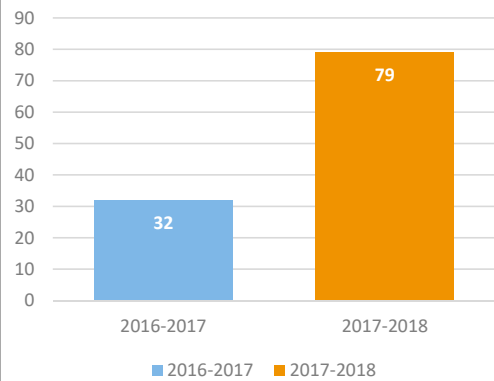
PROGRESS METRICS

Problems Completed	3,050,320
Problems per Student	404
Coach/Live Help Sessions	45,637

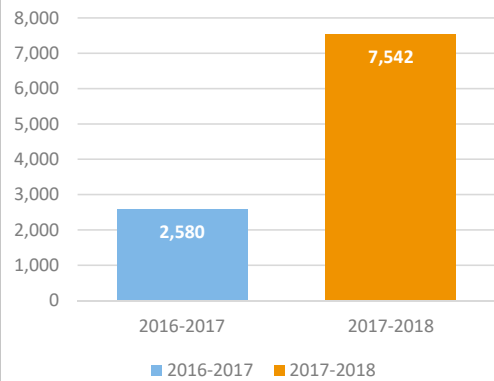


Michigan Usage Data

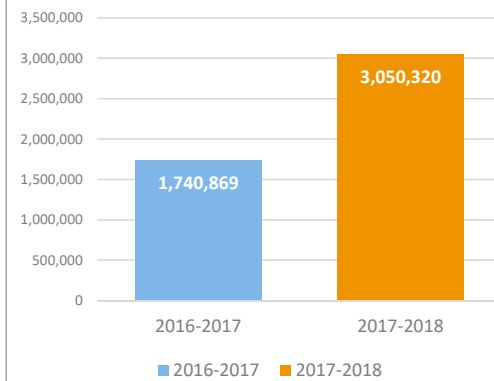
Schools



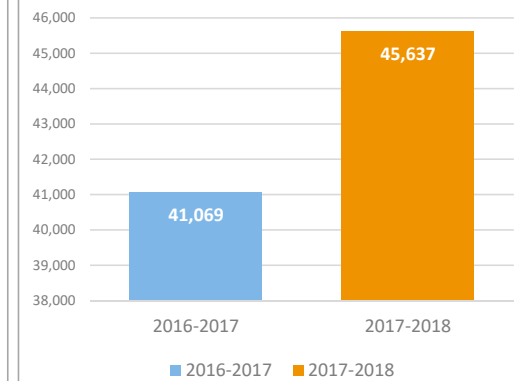
Active Students



Problems Completed

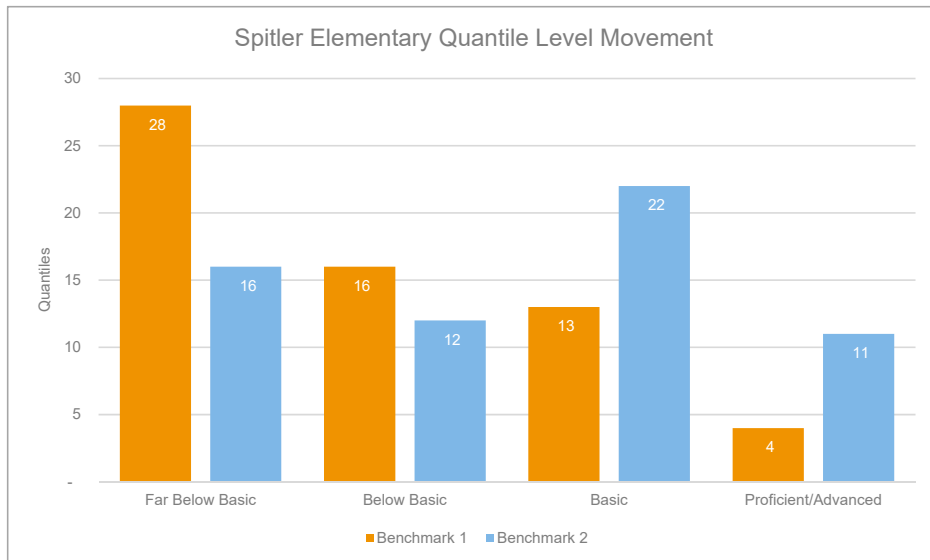


Coach/Live Help



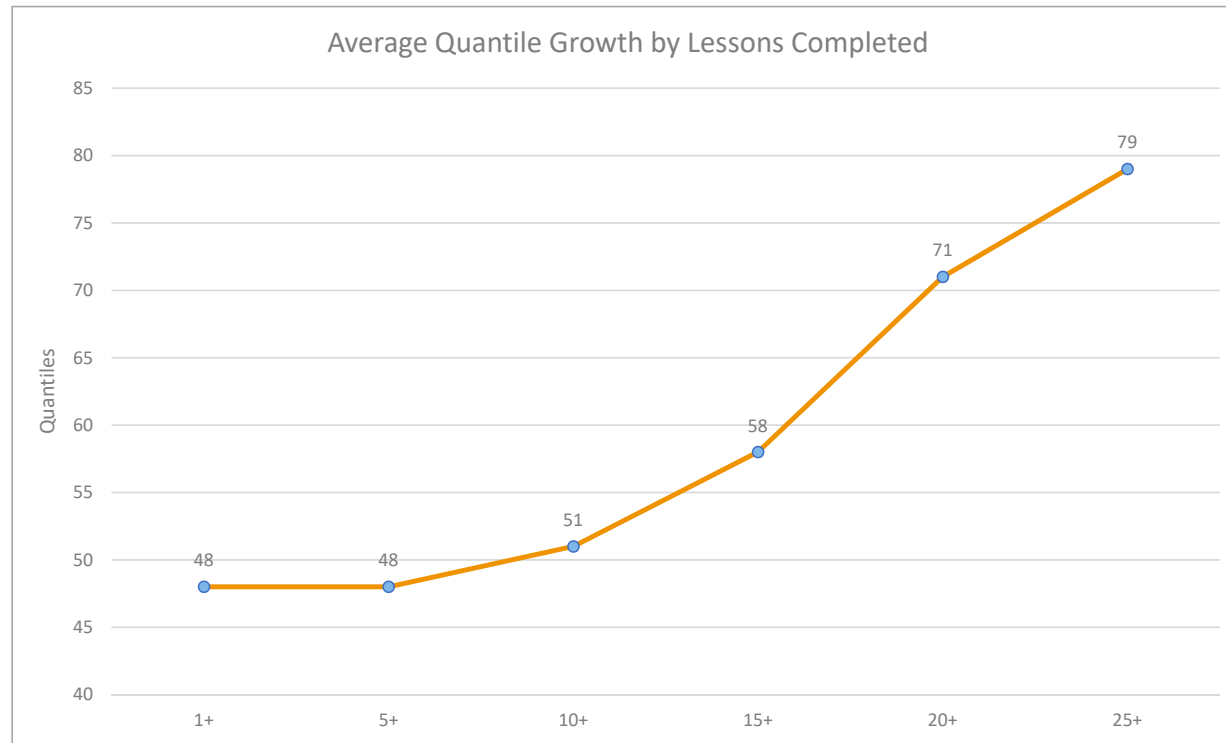
Spitler Elementary Quantile Growth

Hart Public Schools



- The Quantile® Framework is a valid and reliable third-party measure of student mathematical readiness.
- The expected Quantile® growth in one year, for students in grades 3-8, is 75Q-100Q.
- The current average Quantile® growth of Spitler students is **71Q**.
 - This means that students are on pace to achieve **1.42 - 1.89 grade level years** by the end of this school year.

Spitler Elementary Quantile Growth



The average Quantile® growth of students at Spitler Elementary has risen from 48Q to 79Q after completing 25+ lessons.



Michigan Quantile Growth

Students that were categorized as “far below basic” on the beginning of year assessment, and have now completed 20+ lessons on Imagine Math, have improved their Quantile scores by an average of **60Q!**

This means that they are 80% of the way to achieving the expected Quantile gains during a single school year. If students continue at this pace they could achieve up to **1.6 years of grade level growth!**



Spitler Elementary School

“Over the past year, Spitler Elementary students in the 4th grade have had the opportunity to utilize Imagine Math as a supplementary program to assist students with Tier 2 instruction. I have been impressed with Imagine Math’s ability to address students individual needs and remediate as necessary. With increases in class sizes, managing the needs of all of our students becomes increasingly more difficult. Imagine Math assists with differentiating instruction and remediation for students who are struggling with specific concepts.

Imagine Math has many additional resources available that are beneficial for both students and teachers. Teachers have the option of assigning lessons which align with the curriculum we are currently teaching in class. The additional pictures, tutorials and online help aids have a positive impact on students. The point system used for students create a game like appearance to the format while teaching at the same time. Imagine Math has included a program which allows teachers to track the students progress and evaluate their learning.

Overall, Imagine Math is a powerful tool for students in grades four and above. The program remediates for students who are having difficulty, provides informative data for teachers and assists with current lessons in the classroom. I encourage all math teachers to research the program and try it with their students.”

-Robert Schulz, 4th Grade Teacher



Monteith Elementary School

Grosse Pointe Public Schools

USAGE METRICS	
Active Students	144
Problems Completed	133,838
Problems per Student	929
Lessons Completed	4,691
Lessons per Student	33
Coach/Live Help Sessions	1,658



Monteith Elementary School

“Imagine Math has been a great addition to our math curriculum. It complements our district math program and is tied to the Common Core. I find it to be very user friendly and yet comprehensive. The website allows me to easily track data on my students to help drive individualized instruction. I can view a strand, and it will break down a quantitative skill and tell me exactly who struggled with that skill. This allows me to give direct instruction to those students who need it. A quick glance at the home page gives me so much information each day. I can see who spent time on the program, who has passed a lesson, our overall lesson performance, and our progress towards our class goal. After using this program for several years, I can’t imagine math instruction without Imagine Math.

My students love the program too! It requires hard work, but the reward of designing an Avatar keeps them motivated. They strive to reach their individual goal (passing 30 lessons) and a class goal. The class goal motivates kids to work together and work hard to contribute. Students love to check the leaderboards to view their standings. As the teacher, I appreciate that the point leaderboard is reset every week. It gives all kids the chance to become a leader.”

-Monique Vasquez, 4th Grade Teacher



Monteith Elementary School

“Imagine Learning has been a wonderful educational tool to help prepare our older students for the middle school curriculum. It has been a great resource to help students review fundamental math skills at an individual pace. Each student has different strengths and areas on concern in math and Imagine Learning has given students the opportunity to work on strengthening those skills at a rate that is appropriate for their learning needs.

When new students enter our school Imagine Math has been a fantastic tool to help our teachers know where a student will need support especially if they are coming from a school with a different core curriculum. We use it as part of our data reviews to help look at skills students need more support in during small group skill based interventions.

We have had great experiences with Imagine Math and we are so proud of the success and growth our students have experienced working with the program.”

-Shelleyann Keelean, Principal



Union High School

Grand Rapids Public School District

USAGE METRICS	
Active Students	731
Problems Completed	532,905
Problems per Student	729
Lessons Completed	15,576
Lessons per Student	21
Coach/Live Help Sessions	2,831



Union High School

“I, like most teachers, am constantly on the lookout for ways to both efficiently and effectively meet various students needs. Imagine Math has been a godsend for many of my students. I literally need to kick students out of the building at 4:00 pm every Friday because they want to stay after school doing Imagine Mathematics lessons and arguing about their mathematical reasoning.

I knew this program would help to differentiate instruction in particular for my highest and lowest students, but I did not imagine the dialogue it would generate. I have students who have filled entire composition notebooks of notes they took while completing Imagine Math lessons. I have students who will show up at my room while arguing with a classmate over how to solve a problem they encountered on Imagine Math. They will go to the white board and write the problem and argue their reasoning. Really! this has happened with problems involving like terms, exponents, and fractions. The best thing is these are Language learners who are arguing about mathematics in English and taking pages upon pages of notes in English.

This is all in a classroom that did not even start the program at the beginning of the school year and from a teacher who honestly struggles to use technology. I just hope that I can make Imagine Math a part of my students’ educational experiences in the years to come. I know that if I am able to start the year with this program, that I now have a much better understanding of, my students will make even more growth in academics and confidence.”

-Emily Gendrikovs, Algebra Teacher

