Increased Math Proficiency with Imagine Learning Illustrative Mathematics in Colorado

Overview

During the 2022–2023 and 2023–2024 academic years, a large, urban public school district in Colorado implemented Imagine Learning Illustrative Mathematics with students in Grades 6–8. To measure changes in math proficiency, Imagine Learning longitudinally analyzed CMAS performance before and after the implementation of the curriculum.

Demographics	Percent
White (Non-Hispanic)	84%
Black or African American	6%
Hispanic or Latino	3%
Asian	4%
Two or More Races	5%
Income Below Poverty	6%
English Only at Home	90%

Results

Findings from this research indicate that, following the introduction of Imagine Learning Illustrative Mathematics, students in Grades 6–8 showed notable improvements in math proficiency as assessed by the summative CMAS test. Specifically, overall math proficiency rose each year from the 2021–2022 school year, when the curriculum was not yet in use, to the 2023–2024 school year, when it was fully implemented in all classrooms (Figure 1). Additionally, between the 2022 and 2024 administration of the CMAS assessment, the district experienced a notable increase in students reaching math proficiency compared to the state average (Figure 2). These patterns ultimately highlight the beneficial impact of Imagine Learning Illustrative Mathematics on student math proficiency.

Figure 1. Percent of Grade 6–8 Students in a Colorado Public School District Achieving Math Proficiency by School Year

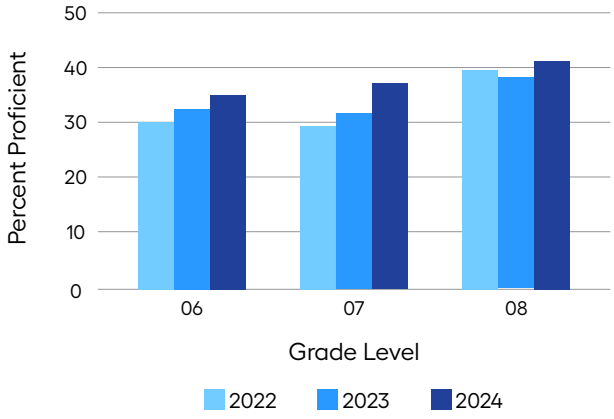

Figure 2. Change in Percent of Grade 6–8 Students in a Colorado Public School District Achieving Math Proficiency between 2022 and 2024.