# The Impact of Imagine Language & Literacy on ELPAC Performance: 2018-2019

Imagine Language & Literacy is a supplemental digital language and literacy program. The program provides instruction in the areas of phonemic awareness, phonics, vocabulary, fluency, comprehension, grammar, and language development—academic and conversational. The program aligns with educational standards and addresses skills students need to become proficient in language development and literacy. For more information about Imagine Language & Literacy, visit **www.imaginelearning.com.**

Several districts throughout the state of California use Imagine Language & Literacy to support literacy and language acquisition among English learners (EL), struggling students, and the general student body. Specific implementation methods vary from district to district. However, Imagine Learning recommends students use the program with fidelity—approximately 45–60 minutes per week throughout the school year.

The summative English Language Proficiency Assessments for California (ELPAC) is a mandated California state assessment for determining English language proficiency in grades K–12. The assessment is aligned to the California English Language Development Standards. For more information about the ELPAC, visit **www.elpac.org.**

The first two administrations of the ELPAC occurred during the 2017–2018 and 2018–2019 school years. With the completion of the second administration of the ELPAC in 2019, student academic growth across a full school year could be calculated. In the context of this report, student academic growth is defined as the change in performance between the 2017–2018 and 2018–2019 administrations of the ELPAC.

The objective of this report is to evaluate the impact of the Imagine Language & Literacy program on ELPAC performance for the students who used the program during the 2018–2019 school year. During the summer of 2019, Imagine Learning recruited six California school districts to share ELPAC assessment data for the purpose of evaluating the impact of the Imagine Language & Literacy program. Basic characteristics of each district are provided in Table 1 below.

| | % EL | % IEP | % Economically Disadvantaged |
|---|---|---|---|
| District 1 | 14 | 13 | 3 |
| District 2 | 30 | 14 | 14 |
| District 3 | 12 | 15 | 24 |
| District 4 | 29 | 13 | 26 |
| District 5 | 27 | 13 | 6 |
| District 6 | 18 | 12 | 20 |

**Note:** Data obtained from the National Center for Education Statistics. Data from 2017–2018 is reported. Percent economically disadvantaged is the percent of households with incomes below the poverty level.

**Abbreviations:** EL = English Learner, IEP = Individual Education Plan

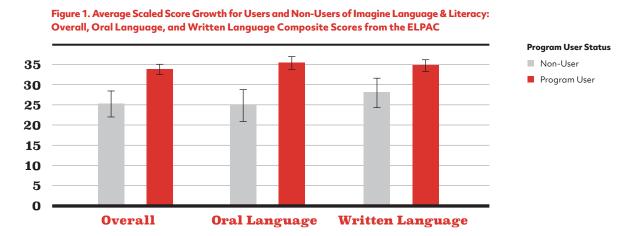The primary research questions this report is designed to answer are as follows:

1. How do Imagine Language & Literacy users and non-users compare in ELPAC performance growth?
2. What is the association between increased use of the Imagine Language & Literacy program and ELPAC performance growth?

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# Research Question 1

Multiple linear regression was used to compare ELPAC performance growth for users and non-users of the Imagine Language & Literacy program. This statistical method accounts or controls for potential differences between students beyond their program usage status. Each of the six districts provided student gender, grade, and ELs. Therefore, we controlled these variables as well as 2017–2018 ELPAC performance in our models.
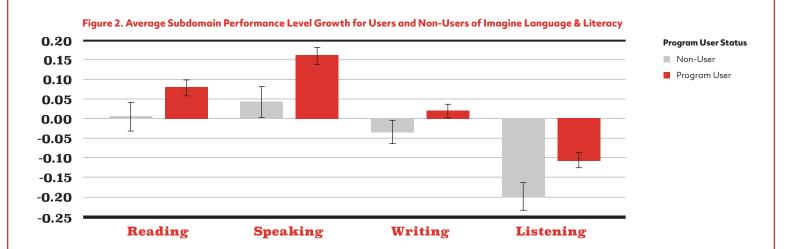
Figure 1 presents the estimated, average, and overall written language and oral language scaled score growth for users and non-users of the Imagine Language & Literacy program as derived from three separate multiple linear regression models. The figure demonstrates that Imagine Language & Literacy users achieved greater scaled score growth than non-users at a statistically significant level ($p < 0.05$). These analyses included over 8,000 students.

**Figure 1. Average Scaled Score Growth for Users and Non-Users of Imagine Language & Literacy: Overall, Oral Language, and Written Language Composite Scores from the ELPAC**



The same advantages were observed for Imagine Language & Literacy users when analyzing the performance level growth of each ELPAC subdomain, as shown in Figure 2. Again, the differences between Imagine Language & Literacy users and non-users was found to be statistically significant for each of the ELPAC subdomains analyzed ($p < 0.05$). These analyses included approximately 5,800 students.

**Figure 2. Average Subdomain Performance Level Growth for Users and Non-Users of Imagine Language & Literacy**

# Research Question 2

Multiple linear regression was used to determine the association between increasing use of the Imagine Language & Literacy program and ELPAC performance growth. Use of the Imagine Language & Literacy program was measured by the number of lessons students passed within the program. This metric is particularly useful as it indicates both program use and engagement, an important factor because engaged students complete and pass more lessons.

We observed a statistically significant and positive association between the number of Imagine Language & Literacy lessons students passed and the overall scaled score growth they achieved on the ELPAC assessment, as shown in Figure 3. This analysis included over 6,000 students.
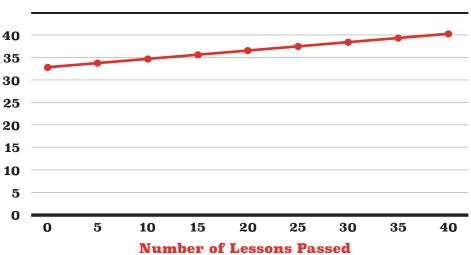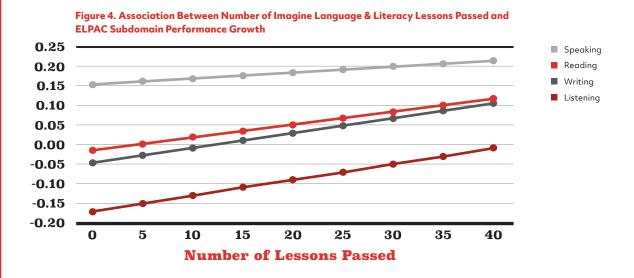
**Figure 3. Association Between Imagine Language & Literacy Lessons Passed and Overall ELPAC Scaled Score Growth.**



In evaluating the same associations for each ELPAC subdomain, the findings were again statistically significant and positive; the only exception is the Speaking subdomain for which the results were nearly significant (p=0.06), as shown in Figure 4. Each analysis included nearly 4,000 students.

**Figure 4. Association Between Number of Imagine Language & Literacy Lessons Passed and ELPAC Subdomain Performance Growth**

Finally, Imagine Learning understands the importance of helping struggling students and encouraging significant academic gains. Ideally, these struggling students will catch up to their peers through accelerated academic growth. Figure 5 disaggregates the association between Imagine Language & Literacy lessons passed and overall ELPAC scaled score growth by students' prior year overall ELPAC placement levels. We observed that while students of all prior placement levels demonstrated increasing growth with more Imagine Language & Literacy lessons passed, this association was the strongest among the students with the lowest prior year placement levels.
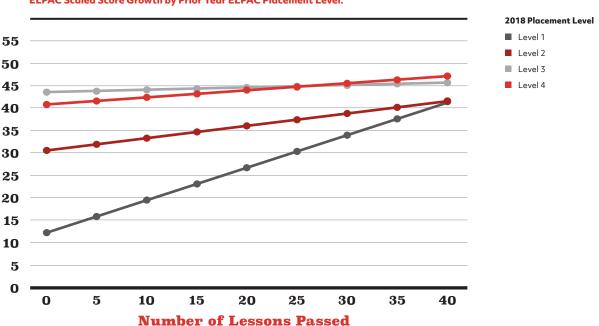
**Figure 5. Association Between Imagine Language & Literacy Lessons Passed and Overall ELPAC Scaled Score Growth by Prior Year ELPAC Placement Level.**



## Conclusions

Using thousands of student records throughout the state of California, Imagine Learning revealed significant advantages in English language acquisition for students who used the Imagine Language & Literacy program during the 2018–2019 school year. Specifically, students who used the Imagine Language & Literacy program performed significantly better than non-users on the ELPAC summative assessment. Further, for program users, statistically significant and positive associations were observed between increased use of Imagine Language & Literacy and ELPAC performance growth. Given the observed findings in this study, Imagine Learning expects similar student populations within the state of California would enjoy similar gains.