

Students from Urban School District Using Imagine Language & Literacy See Growth on NWEA and ILEARN Assessments

Overview

During the 2021–2022 and 2022–2023 academic years, Indianapolis Public Schools in Indiana implemented Imagine Language & Literacy to promote literacy achievement for Grades K–8 students. During 2021–2022 school year, students who took the NWEA MAP Growth assessment averaged 33.4 hours and 12.7 lessons passed over the course of the year, whereas those who took the ILEARN assessment averaged 27.4 hours and 9.4 lessons passed over the course of the year. During the 2022–2023 school year, students who took the NWEA MAP Growth assessment averaged 27.6 hours and 9.9 lessons passed over the course of the year. Imagine Learning analyzed NWEA MAP

Student Group	Percent
- emale	48%
Asian	1%
African American	37%
Hispanic	37%
White	19%
Two or More Races	5%
English Learner	30%
Special Education	18%

Growth and ILEARN literacy data to determine how usage of Imagine Language & Literacy was impacting students' literacy performance. For the analyses, students were matched based on provided demographics which included gender and ethnicity for NWEA and special education classification, English language learner classification, and socioeconomic status for ILEARN. Comparison groups were determined based on median usage levels for elementary and middle school students.

Results

Passing 15 or more literacy lessons was found to be significantly associated with more growth on NWEA MAP Growth Reading assessment for Grades K–4 (Figure 1). When examining the 2022–2023 school year, this relationship expanded to Grades K–6 (Figure 2). Further, when analyzing ILEARN data from the 2021–2022 school year, Grade 3 students who passed 10 or more literacy lessons in Imagine Language & Literacy achieved statistically significantly better growth on the ILEARN assessment than their lower usage peers (Figure 3). Overall, these results indicate that students who pass more literacy lessons in Imagine Language & Literacy will achieve greater outcomes on literacy assessments than their lower usage peers.







