imagine language & literacy

Greater Use of Imagine Language & Literacy is Associated with Increased Proficiency on the STAAR Reading Assessment

OVERVIEW

During the 2021–2022 academic year, a public school district in Texas implemented Imagine Language & Literacy to promote reading achievement for students in Grades 4–5. The district was interested in evaluating differences in student performance based on program use. Students who used the Imagine Language & Literacy program at or above recommended levels (20 or more cumulative hours in a school year) were compared to students who used the program below recommended levels. On average, the group of students who used the program at recommended levels (≥20 hours) passed 25.4 lessons and spent 35.4 hours in the program over the course of the year. The group of students who used below recommended levels (<20 hours) passed 6.1 lessons and spent 17.2 hours in the program.

Texas School District

Demographics of Matched Sample (n = 6,116)	Below Recommended Use (<20 hours) Sample	At or Above Recommended Use (≥20 hours) Sample
Female	48%	49%
Asian	1%	2%
Black	5%	5%
Hispanic	72%	71%
White	21%	21%
Two or More Races	1%	1%

Imagine Learning analyzed scaled score growth on the State of Texas Assessment of Academic Readiness (STAAR) Reading assessment. Statistical matching procedures were utilized to ensure that students in each study group were highly similar based on several performance (prior year scaled score) and demographic (race/ethnicity, gender, free-or-reduced lunch status, Title 1 status, bi-lingual status, and migrant status) factors.
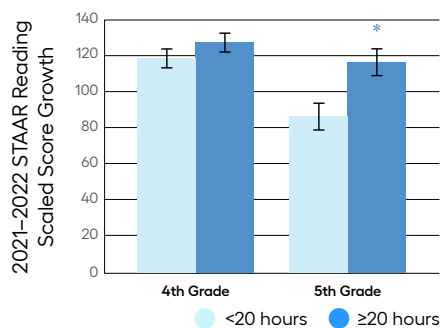
RESULTS

Imagine Language & Literacy product usage was positively associated with scaled score growth on the STAAR Reading assessment (Figure 1). Students who used the program at or above recommended levels (≥20 hours) showed greater scaled score growth from the 2021 to the 2022 administration of the STAAR Reading assessment than students who used the program below recommended levels (<20 hours). This difference was statistically significant in 5th grade ($p < .05$). See Table 1 for average scores and growth of both groups. This study provides evidence of program efficacy with greater use.

Figure 1. Average 2021–2022 STAAR Reading Growth by Grade and Study Group

Note. Error bars represent standard error. *$p < .05$

Table 1. Average 2021–2022 STAAR Reading Performance and Growth for Grade 4-5 Students by Study Group

Grade	Study Group	# of Students	Avg. 2021 Score	Avg. 2022 Score	Avg. Growth	SE Growth
4th	Below Recommended Program Use (<20 hours)	361	1382.6	1501.2	118.6	+/- 5.1
4th	At or Above Recommended Program Use (≥20 hours)	361	1387.4	1514.4	126.9	+/- 5.1
5th	Below Recommended Program Use (<20 hours)	181	1454.7	1540.9	86.2	+/- 7.2
5th	At or Above Recommended Program Use (≥20 hours)	181	1459.8	1576.2	116.5	+/- 7.7

Note. SE = standard error.

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