

Imagine Español PreK Students Achieve Greater Growth than Peers on CIRCLE Assessments in Spanish

OVERVIEW

During the 2020–2021 academic year, a public school district in Texas implemented Imagine Español with Prekindergarten students. On average, students used Imagine Español for 13.5 hours and passed 38 lessons. To measure changes in Spanish literacy skills, Imagine Learning obtained and analyzed assessment scores from the CIRCLE Progress Monitoring System in Spanish of 1,495 Imagine Español students and a comparison group of 1,495 students. Comparison students were matched on their Fall 2020 CIRCLE (in Spanish) Overall score, gender, race/ethnicity, special education status, “at-risk” status, and economically disadvantaged status ($p > .05$).

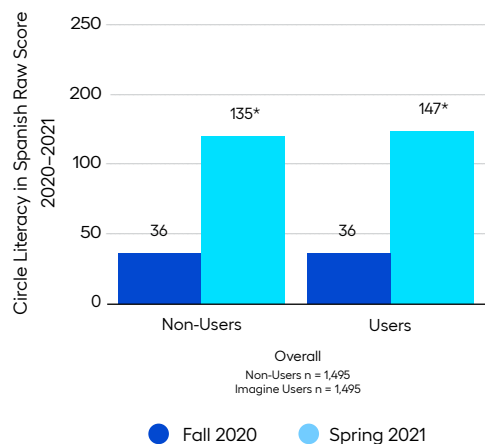
Public School District, Texas Demographics (N = 2,990)

Hispanic/Latinx	97%
White (Non-Hispanic)	<3%
African American or Black	<2%
Other/Ethnicity Not Specified	<1%
Female	50%

RESULTS

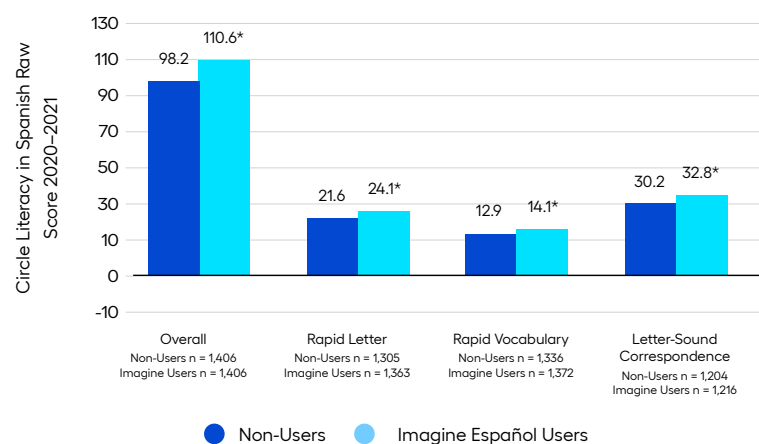
Findings show that after one year of using Imagine Español, students performed significantly higher than their nonparticipating peers on the CIRCLE Progress Monitoring System in Spanish Overall assessment in Spring 2021 (Figure 1). Additionally, Imagine Español students demonstrated greater growth on CIRCLE in Spanish Overall, Rapid Letter, Rapid Vocabulary, and Letter-Sound Correspondence scores (Figure 2).

Figure 1. CIRCLE Progress Monitoring System in Spanish Raw Overall Scores, 2020–2021
Public School District in Texas Imagine Español and Comparison Prekindergarten Students (N = 2,990)



Note: * $p < .001$

Figure 2. Change in CIRCLE Progress Monitoring System in Spanish Raw Scores, 2020–2021
Public School District in Texas Imagine Español and Comparison Prekindergarten Students (N = 2,990)



Note: * $p < .001$