imagine language & literacy

Greater NWEA Score Growth for California and Texas

BACKGROUND

During the 2017–2018 school year, several districts in California and Texas implemented Imagine Language & Literacy as a supplemental instructional tool for students in kindergarten through grade five. To determine the impact of the program on student academic growth, NWEA MAP Reading RIT scores were analyzed from the beginning and end of the school year for 4,777 non-users and 20,702 program users. Multivariate regressions were performed for each grade controlling for the Fall NWEA Reading RIT score, English learner status, and special education status.

RESULTS

Figure 1 presents the average NWEA Reading RIT score growth by grade for users and non-users of Imagine Language & Literacy during the 2017–2018 school year. The users were further disaggregated into four usage level categories: less than five lessons competed, six to ten lessons completed, eleven to fifteen lessons completed, and more than sixteen lessons completed. The results demonstrate that users of the Imagine Language & Literacy program who passed at least six literacy lessons demonstrated considerably higher growth than non-users in all grades evaluated.

Figure 1. NWEA MAP Reading RIT Score Growth for Imagine Language & Literacy Users by Lessons Completed.
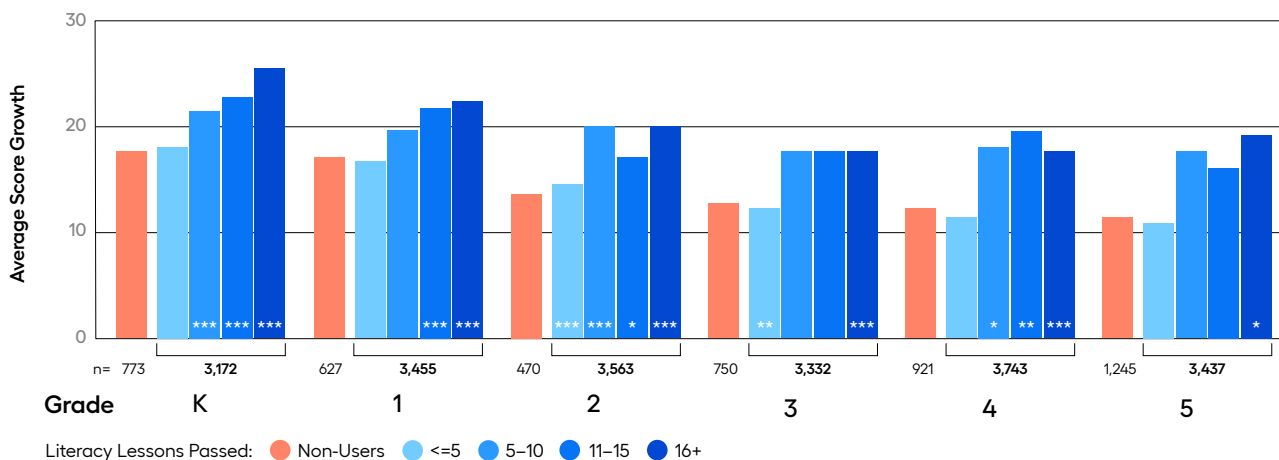
Note: Usage categories that had significantly different growth than non-users have been labeled with asterisks where $p<0.05$: *, $p<0.01$: **, and $p<0.001$: ***.

CONCLUSION

The results of this study support the role of Imagine Language & Literacy as a supplementary tool for the development of language and literacy achievement. Students who used the program in the districts for the 2017–2018 school year at adequate levels experienced improvements in literacy proficiency as demonstrated by performance on the NWEA Reading assessment. Given these findings, we would expect similar results for other students who use the Imagine Language & Literacy program at recommended levels.

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imaginelearning.com
877-725-4257 • solutions@imaginelearning.com