

Imagine Language & Literacy Students Significantly Outperform Peers on ELPAC Assessment

OVERVIEW

During the summer of 2019, Imagine Learning obtained English Language Proficiency Assessment for California (ELPAC) data from six California districts. Each district implemented Imagine Language & Literacy during the 2018–2019 school year with bilingual students. Researchers conducted multiple linear regression to examine the relation between Language & Literacy program usage and ELPAC performance. Analyses examined scaled score growth between users and non-users, and ELPAC scaled score growth, disaggregated by previous ELPAC placement level.

District Characteristics

	Bilingual	Individualized Education Plan (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%

RESULTS

Imagine Language & Literacy students showed significantly greater growth on the ELPAC assessment from the 2018 Winter administration to the 2019 Winter administration than non-users, accounting for gender, grade, and previous ELPAC achievement ($p < .05$) (Figure 1). Language & Literacy students also demonstrated significantly greater growth than non-users on the Reading, Writing, and Listening subdomains ($p < .05$). Disaggregated by performance level, students in the lowest performance band (Level 1) made the greatest gains from 2018 to 2019 (Figure 2).

Figure 1. Average ELPAC Scaled Score Growth, 2018–2019

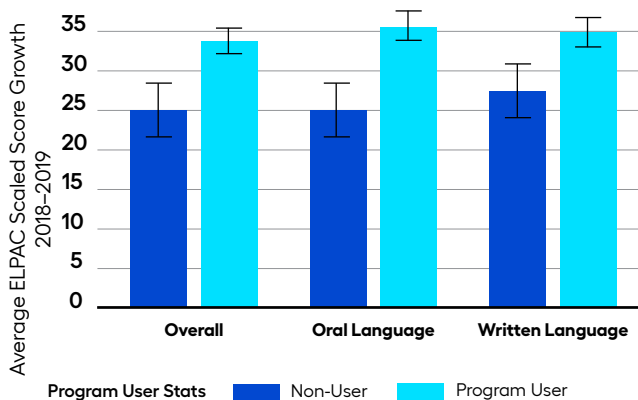


Figure 2. Association Between Imagine Language & Literacy Lessons Passed and Overall ELPAC Scaled Score Growth by Prior Year ELPAC Placement Level, 2018–2019

