

# Imagine Language & Literacy Students in Grades 1–2 Demonstrate Substantial Gains on the Renaissance Star Reading® test During COVID–19 Pandemic

## OVERVIEW

Between August 2018 and June 2021, W.H. Rhodes Elementary School of Santa Rosa County District Schools in Florida implemented Imagine Language & Literacy with a cohort of 90 students who were in 1<sup>st</sup> and 2<sup>nd</sup> grade in August 2018. On average, students used Imagine Language & Literacy for 18 hours and passed 39 lessons per academic year. To measure changes in English Literacy skills, Imagine Learning conducted a longitudinal analysis of Renaissance Star Reading data from test administrations during the 2018–2019, 2019–2020, and 2020–2021 academic years, although spring testing in 2020 was interrupted due to COVID–19 school closures.

## RESULTS

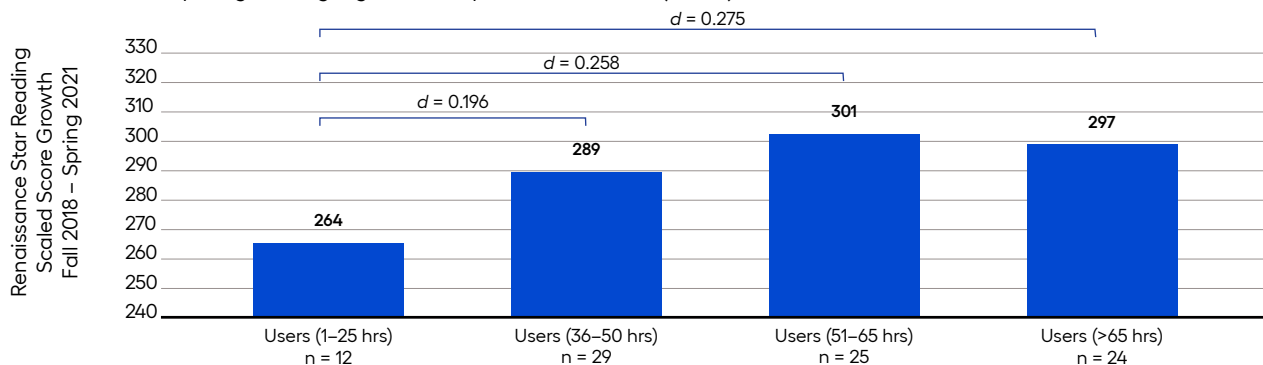
Findings from a longitudinal study show that, after three years of Language & Literacy, first- and second-grade students with higher usage demonstrated greater gains on the Renaissance Star Reading test compared to students in the lowest usage category.

The Cohen’s D effect size for this comparison was found to be medium to large<sup>1</sup> (Figure 1) with the best results measured among the usage groups that most closely aligned with recommended usage levels (20 hours per year over three years). This study provides evidence that using Imagine Language & Literacy helped students achieve educational gains despite learning interruptions during the COVID–19 pandemic.

W. H. Rhodes Elementary School Demographics (N = 90)

2nd Grade	82.0%
1st Grade	18.0%
White (Non-Hispanic)	59.0%
Black	21.0%
Multiracial	9.0%
Asian	4.0%
Hispanic	3.0%
Pacific Islander	3.0%
Female	53.0%
Male	47.0%

Figure 1. Renaissance Star Reading Growth across 3 Years, 2018–2021  
 Rhodes Elementary Imagine Language & Literacy Users, Grades 1–2 (N = 90)



Note: Program hours were aggregated across 3 years. Imagine Learning recommends students use for approximately 20 hours per year.

<sup>1</sup> According to Kraft (2020), an effect size less than 0.05 is considered Small, 0.05 to less than 0.2 is Medium, and 0.2 or greater is Large.

## References

- Cohen, J. (1969). *Statistical Power Analysis for the Behavioral Sciences* (1st ed.). New York: Academic Press.  
 Kraft, M. A. (2020). Interpreting effect sizes of education interventions. *Educational Researcher*, 49(4), 241-253.