

Imagine Language and Literacy Supports Literacy Skill Development for Emergent Bilingual Learners Across the Nation

INTRODUCTION

Emergent bilingual learners (EBLs) represent nearly 10% of the total K–12 student enrollment across the United States with many individual states having more than 10% of their student population identified as EBL¹. Given that fourth and eighth grade EBLs performed statistically significantly lower on the National Assessment of Educational Progress (NAEP) Reading assessment than non-EBL students² for the two most recent NAEP administrations (2019 and 2022), schools that serve EBLs are in need of solutions that support their English language and literacy skill development. Imagine Language & Literacy is one such solution. As a supplemental digital program with human-voiced language support in 15 languages, Imagine Language & Literacy provides individualized English literacy and language instruction for EBLs at all levels through instruction and practice in all domains of literacy-phonemic awareness, phonics, fluency, vocabulary, comprehension, and oral language development.

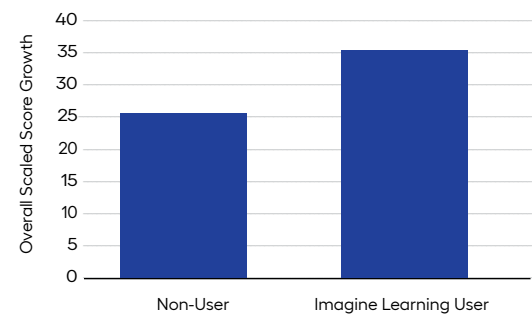
Evaluation research has found that implementation of Imagine Language & Literacy can lead to substantial gains in English language proficiency for EBL students. The following five research briefs demonstrate how Imagine Language & Literacy impacts EBL student achievement on the WIDA ACCESS 2.0, a summative English language proficiency assessment administered nation-wide. The research represents students from 2017–2021 across five different states (Georgia, Idaho, Oklahoma, Wyoming, and North Carolina). School district demographics for each study are presented in Table 1. Analytic procedures differed based on product usage and available data.

IMAGINE LANGUAGE & LITERACY USERS OUTPERFORM NON-USERS

Georgia (2017–2018)

Imagine Language & Literacy was implemented in nine elementary schools in a public school district in southern Georgia. In Grades K–5, 328 EBL students used the program for an average of 30 hours over the course of the school year, whereas 462 students did not use the program. Imagine Learning compared growth on the WIDA ACCESS 2.0 from 2017 to 2018 of program users to the nonusers. **Imagine Language & Literacy users demonstrated significantly greater growth on the WIDA ACCESS 2.0 than nonusers (effect size of 0.34; see Figure 1).**³

Figure 1. Average Overall WIDA ACCESS 2.0 Score Growth from 2017 to 2018 for Grade K–5 Users and Non-Users of Imagine Language & Literacy.



¹National Center for Education Statistics. (2022). English learners in public schools. Retrieved December 20, 2022, from <https://nces.ed.gov/fastfacts/display.asp?id=96>.

²National Center for Education Statistics. (2022). NAEP data explorer. Retrieved December 20, 2022, from <https://www.nationsreportcard.gov/ndecore/xplore/NDE>.

³Please reach out to the Imagine Learning efficacy research team for more details on the research studies referenced in this report at efficacy@imaginelearning.com.

IMPROVED SCORES CORRELATED WITH IMAGINE LANGUAGE & LITERACY USAGE

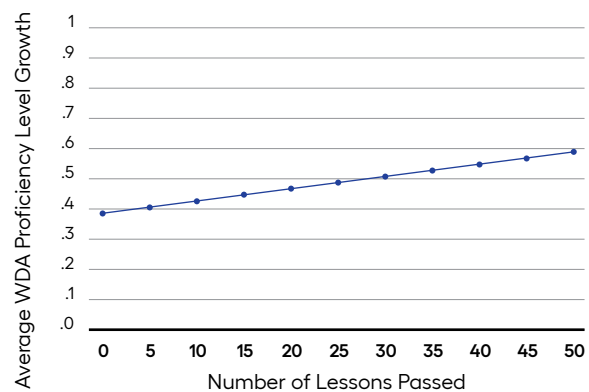
Idaho (2019–2020) and Oklahoma (2018–2019)

Imagine Learning conducted two correlational studies investigating the association between the use of the Imagine Language & Literacy program and EBL students' performance on the WIDA ACCESS 2.0. **In both studies, students who passed more Imagine Language & Literacy lessons demonstrated better outcomes on the WIDA ACCESS 2.0.**

The first study was conducted with 213 EBL students in Grades 1–7 in a public school district in Idaho who used the program for an average of 22 hours during the school year. Results from the analysis were statistically significant and positive; students who passed more lessons during the 2019–2020 school year demonstrated better outcomes on the 2020 administration of the WIDA ACCESS 2.0, controlling for demographics and initial literacy skill (as measured by the Fall 2019 Imagine Language & Literacy benchmark assessment).

The second study was conducted in a public Oklahoma school district with a sample size of approximately 900 EBL students in Grades 1–7. Students used the program for an average of 24 hours across the school year. Results from the analysis revealed a statistically significant and positive correlation; students who passed more lessons during the 2018–2019 school year demonstrated greater growth from the 2018 to the 2019 administration of the WIDA ACCESS 2.0 (see Figure 2).

Figure 2. Association between Number of Lessons Passed and Average 2020 WIDA ACCESS 2.0 Scaled Score Growth from 2018 to 2019 for Students in Grades 1–7.



GREATER IMAGINE LANGUAGE & LITERACY USAGE LEADS TO IMPROVED SCORES

Wyoming (2020–2021) and North Carolina (2017–2018)

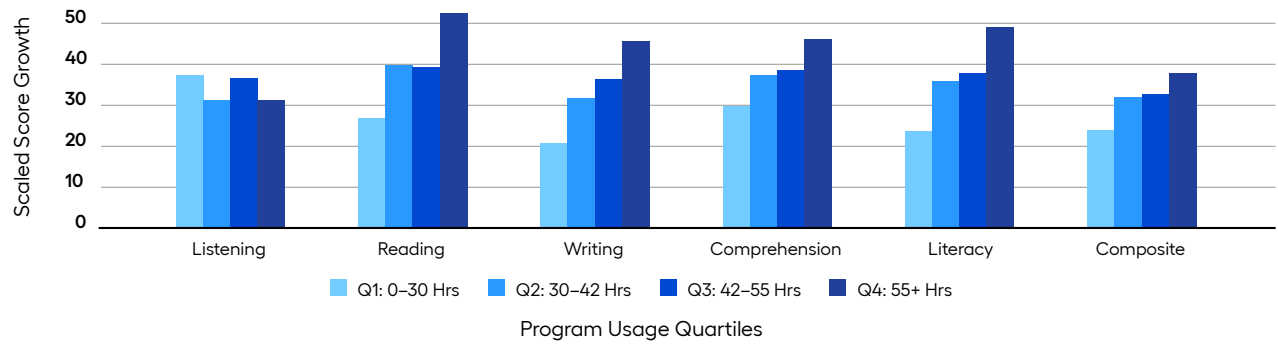
Imagine Learning conducted two studies evaluating the impact of Imagine Language & Literacy on WIDA ACCESS 2.0 scores that grouped students according to how much time they spent using the product. **In both studies, students who logged more time in Imagine Language & Literacy demonstrated greater growth on the WIDA ACCESS 2.0 compared to students who logged less time in the program.**

The first study was conducted in a public school district in Wyoming with 308 EBL students in Grades K–12. Results revealed that students who spent more than 20 hours in the Imagine Language & Literacy program over the course of the school year had significantly higher WIDA ACCESS 2.0 performance level growth from 2020 to 2021 than those who used the program less than 20 hours.

The second study took place in a public school district in North Carolina with 498 EBL students across Grades K–3. When examining growth between the 2017 and 2018 administrations of the WIDA ACCESS 2.0, students who logged the most time in the program (55 or more hours) demonstrated greater growth than students who logged the least amount of time (0–30 hours) (see Figure 3, Composite Scaled Score Growth).



Figure 3. WIDA ACCESS 2.0 Scaled Score Growth from 2017 to 2018 by Usage Quartiles.



TRENDS ACROSS ALL STUDIES

In these selected research studies, two trends emerge that point to the benefit of using Imagine Language & Literacy with EBL students. First, when students used Imagine Language & Literacy to the recommended levels, EBL students experienced greater WIDA ACCESS 2.0 outcomes than those who did not use to the recommended levels. Second, these results held regardless of grade level or geographic region and indicate that, when used with fidelity, Imagine Language & Literacy can provide a solution for schools looking to help all EBL students improve their English language and literacy skills. Given the large percentage of EBL students across the U.S. and the expected continued growth in this sub-population, these results demonstrate that Imagine Language & Literacy provides a solution to supporting these students in the development of English language proficiency.

Table 1. District-level demographics of schools in each of the presented research studies.

		Georgia School District	Idaho School District	Oklahoma School District	Wyoming School District	North Carolina School District
	Total K-12 students*	9,000	13,000	15,000	5,000	8,000
Race/Ethnicity	% White	55	87	54	77	54
	% Black	23	0	10	2	22
	% Hispanic or Latino	19	11	21	18	21
	% Asian	1	1	6	1	0
	% American Indian/Alaskan Native	0	0	3	0	2
	% 2 or more races	1	2	5	3	2
Language spoken at home	% English only	75	92	62	88	68
	% Speaks English very well	21	7	32	11	15
	% English less than well	5	1	6	1	17
Poverty and Benefits	% of families with income below the poverty level	32	7	14	15	27
	% of families with Food Stamp/SNAP benefits	26	7	16	10	28

Note. Data is from the National Center of Educational Statistics, 2021-2022 school year.
 *Number is rounded to the nearest thousands.