

Imagine Language & Literacy® Students in Pennsylvania Show Gains on Renaissance Star Reading Assessment

Overview

During the 2023–2024 academic year, Hazleton Area School District in Pennsylvania implemented Imagine Language & Literacy with students in Grades K–5. Over the course of the school year, 1,208 students used Imagine Language & Literacy for an average of 25.4 hours and passed an average of 28.0 lessons. To measure changes in reading skills, Imagine Learning analyzed Renaissance Star (Star) Reading assessment data. Star scores were also collected for 1,338 students who did not use Imagine Language & Literacy so that differences in performance between Imagine Language & Literacy users and non-users could be investigated.

Hazleton Area School District, PA

Demographics	Users (n = 1,208)	Non-Users (n = 1,338)
Two or More Races	5.6%	5.0%
American Indian/Alaskan Native	4.6%	6.4%
Asian	0.6%	0.6%
Black/African American	9.8%	13.5%
Two or More Races	3.8%	6.8%
White	75.6%	67.6%
Hispanic	58.0%	72.8%
Limited English Proficiency	16.6%	25.3%
Female	49.0%	52.0%
Special Education	8.9%	9.5%
Economically Disadvantaged	71.0%	70.6%

Results

First, multiple linear regressions were computed to investigate the relationship between lessons passed in Imagine Language & Literacy and growth on the Star Reading assessment. After controlling for fall achievement, grade level, and other demographic factors, passing lessons in Imagine Language & Literacy was found to generate a positive and statistically significant impact on reading score growth (Figure 1, $p < .01$). Additionally, when examining students with limited English proficiency (LEP) or who receive special education (SPED) services, increased use of Imagine Language & Literacy led to a positive and statistically significant impact on reading score growth and helped to close performance gaps (Figures 2 and 3).

Figure 1. Association Between Imagine Language & Literacy Lessons Passed and Fall-to-Spring Star Reading Growth, Grade K–5 Students

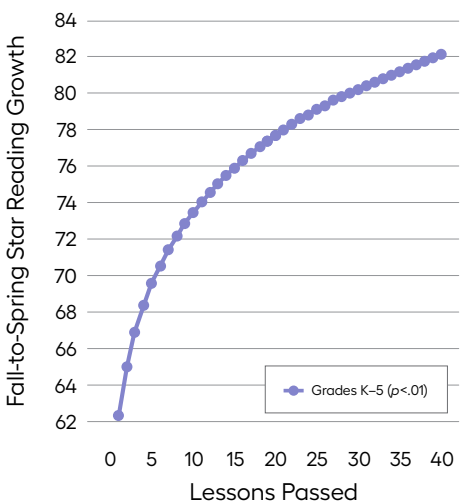


Figure 2. Association Between Imagine Language & Literacy Lessons Passed and Fall-to-Spring Star Reading Growth, Grade K–5 LEP Students Compared to non-LEP Students

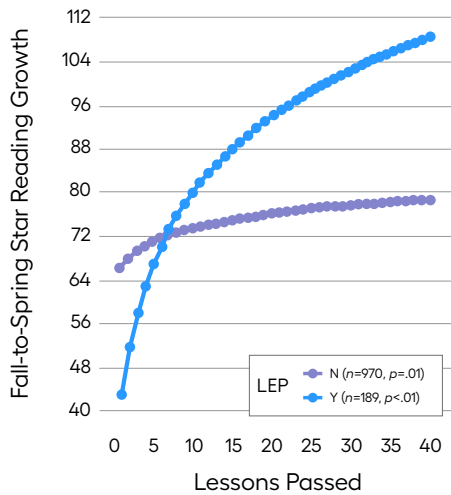
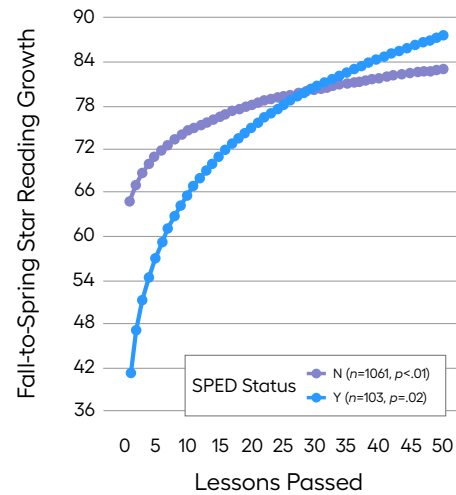


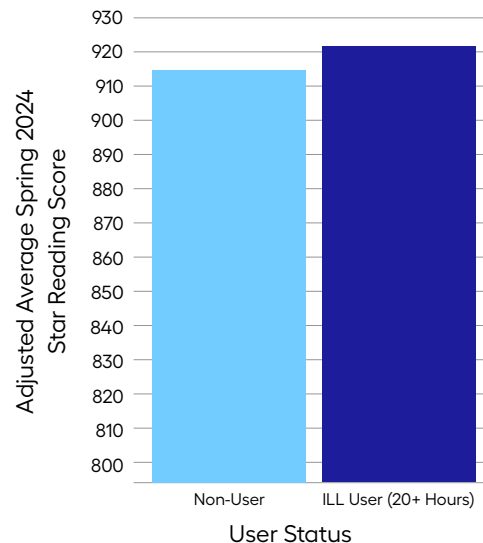
Figure 3. Association Between Imagine Language & Literacy Lessons Passed and Fall-to-Spring Star Reading Growth, Grade K–5 Students Receiving SPED Services Compared to Students Who Do Not Receive SPED Services



Second, students who met usage recommendations in Imagine Language & Literacy were statistically matched to students who did not use Imagine Language & Literacy based on several demographics.¹ Within the matched sample, the Imagine Language & Literacy users scored an average of 6.70 points higher on the Spring 2024 Star Reading assessment compared to their non-user peers (Figure 4). This finding was found to be marginally significant ($p = .055$).

Taken together, these results provide evidence for the effectiveness of Imagine Language & Literacy in supporting reading skill growth of students in Grades K–5. Results from the correlational analyses reveal that students with limited English proficiency or who receive special education services experience accelerated growth by passing more lessons. Therefore, the program is particularly beneficial for these students when they use it to greater degrees. These results highlight the importance of sustained engagement with Imagine Language & Literacy to maximize educational outcomes for all students while closing achievement gaps for diverse student populations.

Figure 4. Adjusted Average Spring 2024 Star Reading Scores Among Imagine Language & Literacy Users Who Met Usage Recommendations Compared to Non-Users



Note: Averages are adjusted for prior achievement and demographic variables

¹ Propensity score matching was used to create a matched sample of user and non-user samples. Students were matched based on their Fall 2023 Star Reading score, grade level, gender, race, ethnicity, LEP status, and special education status.