

A Study of the Effectiveness of Imagine Learning on Student Reading Achievement

Study Overview and Design

The goal of this study was to compare the growth in Reading (English Language Arts) skills between students who used Imagine Learning and comparable students who did not use Imagine Learning.

The design of this study included a treatment and control group with pre and post testing. The treatment group included students in grades 2 through 5 in six schools within a large California school district who used Imagine Learning between the pre and posttest. The control group included students also in grades 2 through 5 in six comparable schools within the district that did not use Imagine Learning. Students in grade 2 were administered the Scantron Performance Series Reading Foundation Assessment and students in grades 3 through 5 were administered the Reading Assessment as the pretest in December 2012 and the posttest in June 2013. Over 800 students were included in the study.

The key research question investigated was: Do students in grades 2 through 5 who use Imagine Learning show greater gains on the Scantron Performance Series Reading Assessments than comparable students in the same district who do not use Imagine Learning?

About the Outcome Measures

The Reading Foundation Assessment includes the following domains: vocabulary, text comprehension, phonological awareness, and phonics. The Reading Assessment includes the following domains: vocabulary, long passages, fiction, and non-fiction. The Reading Assessments are vertically scaled to allow for growth comparisons within and across grades. As such, performance data in grades 3 through 5 were combined for analysis across grades. Grade 2 Reading Foundation Assessment data was analyzed separately.

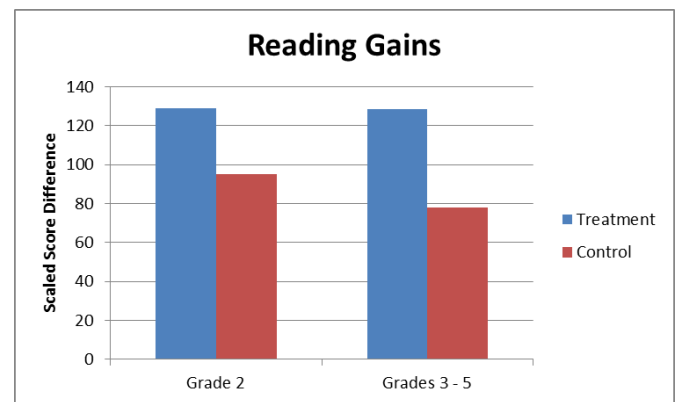
Results

Initial Comparability of Study Groups. The data supported the initial comparability of the students in the treatment and control groups. The treatment and control groups were within $\frac{1}{4}$ standard deviations of each other.

Comparison of Reading Gains. Analysis of Covariance (ANCOVA) was used to evaluate the difference in Reading

posttest scaled score (dependent variable) between the Treatment and Control Groups (independent variable) controlling for the initial Reading ability of the students (covariate). The Scantron pretest scores were used as the covariate to place students in the Treatment Group and Control Group on the same baseline. The comparisons were run separately for students who took the Reading Foundation Assessment (grade 2) and those who took the Reading Assessment (grades 3 – 5).

The chart below shows that students in grade 2 using Imagine Learning showed 36% greater gains in reading than students who did not use the program. Imagine Learning students in grades 3 through 5 showed 65% greater gains in reading than non-users.



For the grade 2 students, the difference in posttest reading comprehension performance between the students who used Imagine Learning (treatment) and those who did not (control) was .15 (effect size). The probability of these differences being due to chance was $p < .097$ ($F = 2.783$). For the grade 3 – 5 students, the difference was .21 (effect size). The probability of these differences being due to chance was $p < 0.001$ ($F = 16.388$).

Students in grades 2 through 5 who used Imagine Learning between December 2012 and June 2013 showed greater gains in reading ability than students who did not use Imagine Learning.

For more details regarding this study, please contact Imagine Learning for the full report.