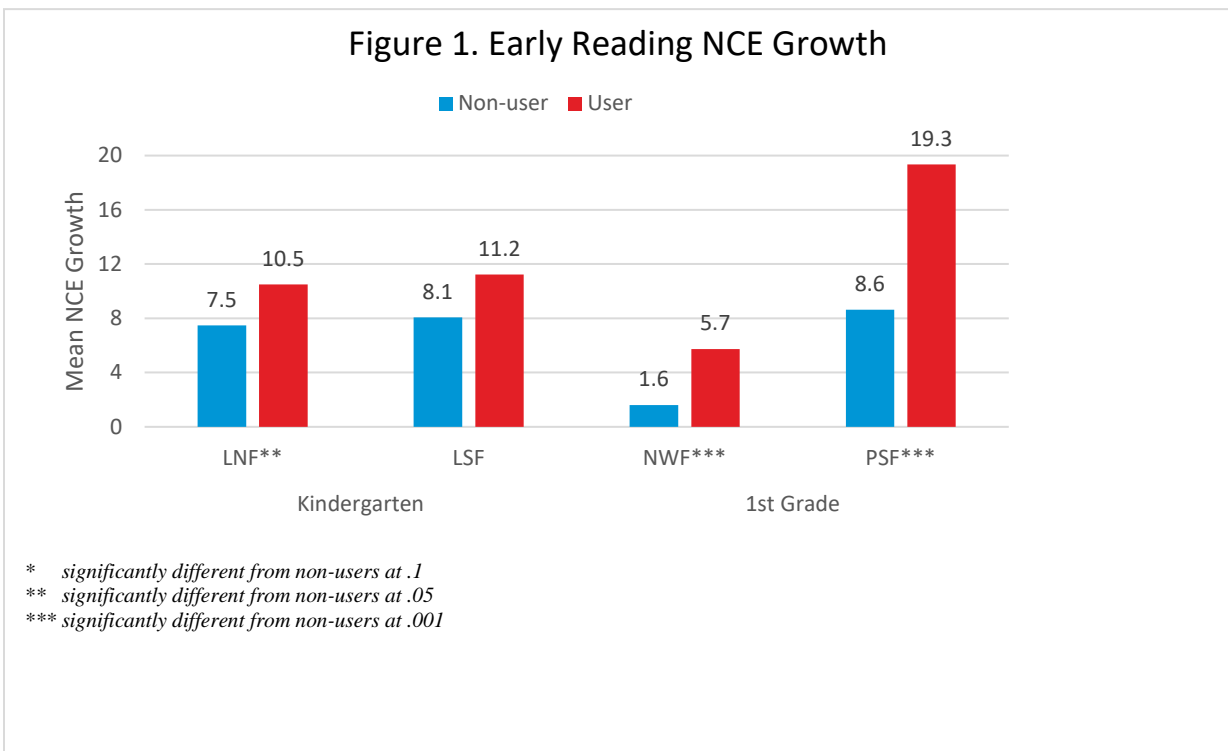


Imagine Learning AIMSweb® Reading Assessment Analysis Executive Summary

A large urban district in California requested that Imagine Learning analyze data from the AIMSweb® assessment for the 2014–2015 school year in order to document the academic growth of students who used Imagine Learning, a supplemental language and literacy program. During the 2014–2015 school year, 3,544 students in kindergarten through fifth grade used Imagine Learning. We analyzed AIMSweb® subtest¹ data by grade level for Imagine Learning users and non-users. Because students who used Imagine Learning began with lower scores than their peers, this analysis focused on growth of the NCE² of percentile scores from Fall 2014 to Spring 2015.

Kindergarten and First Grade

As demonstrated in Figure 1, Imagine Learning users in both kindergarten and first grade showed more growth in normal curve equivalent scores (NCE) than their non-user peers on Letter Naming Fluency (LNF), Letter Sound Fluency (LSF), Nonsense Word Fluency (NWF), and Phoneme Segmentation Fluency (PSF). The higher levels of growth for Imagine Learning users were statistically significant for LNF, NWF, and PSF.

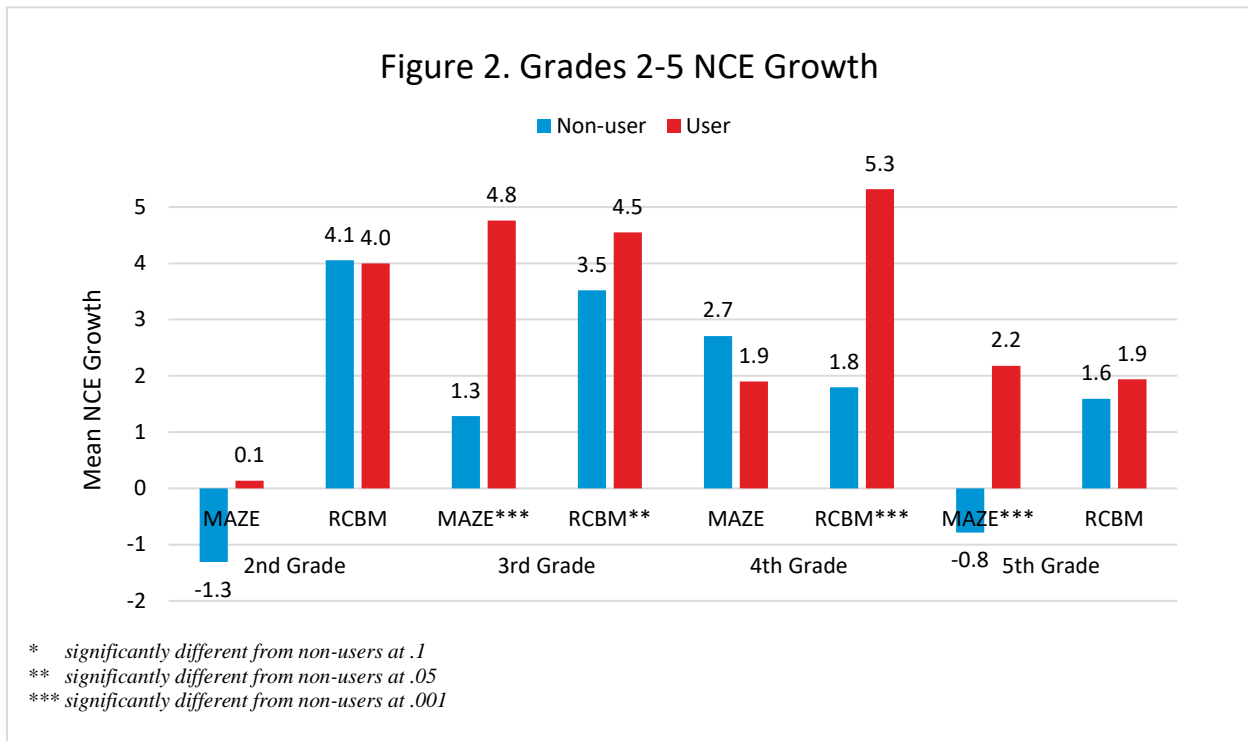


¹ Subtests analyzed include: Letter Name Fluency (LNF), Letter Sound Fluency (LSF), Nonsense Word Fluency (NWF), Phoneme Segmentation Fluency (PSF), Curriculum Based Measurement Maze (MAZE), Reading Curriculum Based Measurements (R-CBM)

² Normal curve equivalent (NCE) scores were calculated using AIMSweb® percentile scores in order to compare scores on an equal-interval scale.

Second Grade through Fifth Grade

Students in second through fifth grade completed the AIMSweb® Curriculum Based Measurement MAZE (MAZE) and Reading Curriculum Based Measurement (R-CBM). As seen in Figure 2, results varied somewhat by grade level in terms of normal curve equivalent score growth. Imagine Learning users in second grade performed better on the MAZE than non-users. Third grade students who used Imagine Learning outperformed their non-user peers on both the MAZE and RCBM. Fourth grade users demonstrated higher growth on the RCBM than non-users, and fifth grade students who used Imagine Learning showed higher growth on both the MAZE and RCBM.



Conclusions

The results of this analysis are significant. Although students who used Imagine Learning started the school year at lower levels of achievement, they significantly outpaced non-users in:

- LNF growth in kindergarten and first grade, LSF growth in first grade
- MAZE in first, third, and fifth grade
- RCBM in third, fourth, and fifth grade

Overall, the results provide considerable evidence that Imagine Learning supported growth in reading skills as measured by AIMSweb® assessments among students in the school district who used the program.