

Imagine Language & Literacy: Increased Performance on the WIDA ACCESS 2.0 Assessments

North Carolina WIDA ACCESS Case Study

Background

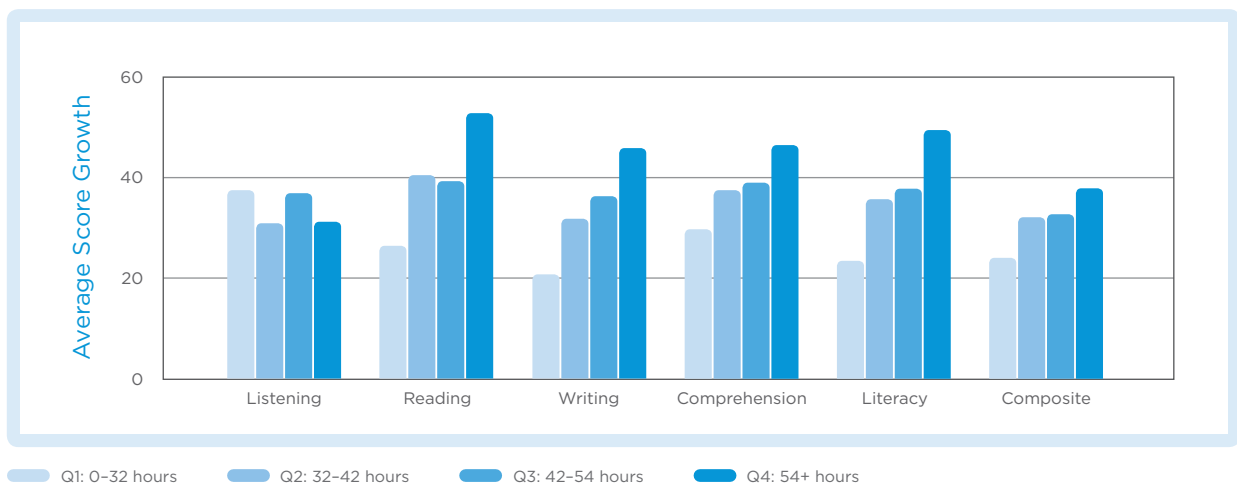
During the 2017–2018 school year, a school district in North Carolina implemented Imagine Language & Literacy for all students in Kindergarten through third grade and for transition, exceptional, and English learner (EL) students in fourth grade and above. The district administered WIDA ACCESS 2.0 assessment as a measure of English language proficiency for 498 ELs who completed the assessment during the 2016–2017 and 2017–2018 school year.

To determine student growth, differences between the 2017 and 2018 WIDA ACCESS 2.0 assessment scores on the Listening, Reading, Writing, Comprehension, and Literacy domains were analyzed with respect to usage on Imagine Language & Literacy. On average, ELs in the North Carolina school district used Imagine Language & Literacy with fidelity for 41.1 hours during the 2017–2018 school year.

Results

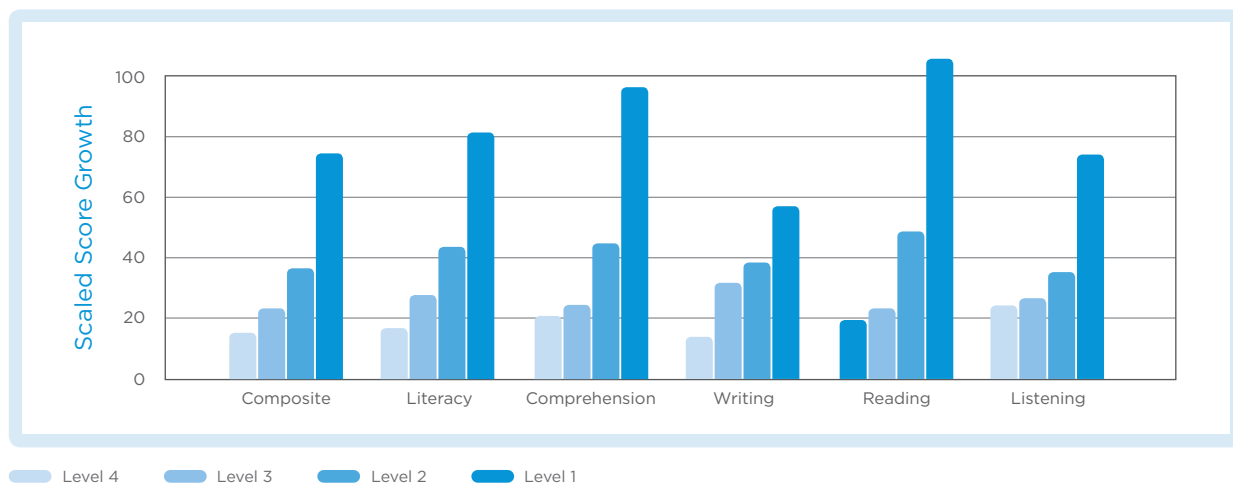
The first graph depicts the average growth by usage level. As the graph demonstrates, increased use of Imagine Language & Literacy is associated with improved performance on WIDA ACCESS 2.0 assessment.

WIDA ACCESS 2.0 Scaled Score Growth for Imagine Language & Literacy Users by Usage Quantiles



The second graph summarizes the average growth by the students' prior year (2016–2017) proficiency levels. ELs on all four levels demonstrated positive growth in all sub-domains. Imagine Language & Literacy appears to be particularly helpful for the students who achieved the lowest prior-year performance levels.

WIDA ACCESS subtest score growth by 2016–2017 Overall Composite Performance Level



¹ Speaking and Oral Vocabulary scaled scores were excluded from the analysis due to the changes made in Speaking scoring methodology in 2018. This is because there was not a full understanding on how the changes in scoring affect the comparability of the Speaking scores from the 2018 and previous administrations.

Conclusions

The results of this study support the role of Imagine Language & Literacy as a supplemental and intervention tool for language and literacy development. Students who used the program in this North Carolina school district for the 2017–2018 school year experienced consistent improvements in language and literacy proficiency and development as demonstrated by performance on the WIDA ACCESS 2.0 assessment. Given these findings, similar students who use the Imagine Language & Literacy program with fidelity should expect similar results.