



# Imagine Reading Logic Model

The Imagine Reading curriculum is based on current research principles, confirmed instructional practices, and trusted educational philosophies that have been proven to facilitate literacy development.

This logic model displays the interrelationship between the program features, implementation activities, and desired student outcomes.

<b>INPUTS</b> Imagine Reading Resources to be Utilized	<b>ACTIVITIES</b> Ensure Successful Implementation	<b>OUTPUTS</b> Evidence of Implementation and Participation	<b>STUDENT OUTCOMES</b> Evidence of Positive Change
<ul style="list-style-type: none"> <li>• <b>Imagine Reading individual or site licenses</b> <ul style="list-style-type: none"> <li>· Research-based, standards-aligned curriculum</li> <li>· Collaborative instruction that supports academic discourse and higher depths of knowledge levels</li> <li>· Supports long-term language learners through scaffolded reading experiences and academic discourse routines</li> <li>· Integrated motivational tools and performance-based rewards</li> <li>· Integrated ongoing assessments, benchmark tests, and tri-annual, third-party measures to inform instruction</li> <li>· Comprehensive, customized reports for whole class or individual students</li> </ul> </li> <li>• <b>Training and support from Imagine Learning</b></li> <li>• <b>Equipment necessary for using Imagine Learning (devices and headphones)</b></li> <li>• <b>School and district infrastructure to support technology use</b></li> <li>• <b>Teacher buy-in/readiness to adopt technology</b></li> <li>• <b>School implementation plan</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Imagine Reading Tech Support providers work with district/school technology staff to integrate technology</b></li> <li>• <b>Imagine Reading Customer Implementation Specialists work with district/school to complete installation and rostering</b></li> <li>• <b>Imagine Learning Customer Success Managers train teachers (virtually and on-site)</b></li> <li>• <b>School and classroom schedules are created for using Imagine Reading</b></li> <li>• <b>Teachers implement blended learning model(s): whole-class instruction, computer lab, in-class rotations, or intervention</b> <ul style="list-style-type: none"> <li>· Students use Imagine Learning</li> <li>· Teachers monitor student performance</li> </ul> </li> <li>• <b>Implementation is managed and monitored at district/school level</b></li> <li>• <b>Imagine Reading provides ongoing support (Tech Support, Teacher Care, Customer Service)</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Student Usage</b> <ul style="list-style-type: none"> <li>· Number of total students using or enrolled in Imagine Reading</li> <li>· Number of active students using Imagine Reading</li> <li>· Average student usage</li> </ul> </li> <li>• <b>Student Progress—lessons</b> <ul style="list-style-type: none"> <li>· Progress by passage and unit</li> <li>· Time spent by passage and unit</li> <li>· Time spent on lessons</li> </ul> </li> <li>• <b>Student Progress—assessments</b> <ul style="list-style-type: none"> <li>· Number of assessments completed</li> <li>· Student scaled scores</li> </ul> </li> <li>• <b>Percent of districts/schools/teachers adopting program</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Students increase reading comprehension, language development, and academic discourse</b> <ul style="list-style-type: none"> <li>· Imagine Reading lesson progress</li> <li>· Imagine Reading assessments</li> <li>· Nationally-normed or state-required assessment</li> </ul> </li> <li>• <b>Reading comprehension, language development, and academic discourse as demonstrated in local/classroom assessments and/or portfolios</b></li> <li>• <b>Student self-efficacy increases</b></li> </ul>