

# Imagine Language & Literacy® Students Significantly Outperform Peers on ELPAC Assessment

## Overview

During the summer of 2019, Imagine Learning obtained English Language Proficiency Assessment for California (ELPAC) data from six California districts. Each district implemented Imagine Language & Literacy during the 2018–2019 school year with bilingual students. Researchers conducted multiple linear regression to examine the relation between Imagine Language & Literacy program usage and ELPAC performance. Analyses examined scaled score growth between users and non-users, and ELPAC scaled score growth, disaggregated by previous ELPAC placement level.

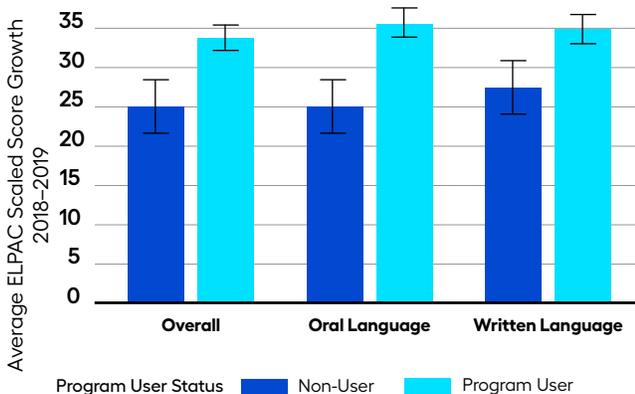
### District Characteristics

	Bilingual	Individualized Education Plan (IEP)	Economically Disadvantaged
District 1	14%	13%	3%
District 2	30%	14%	14%
District 3	12%	15%	24%
District 4	29%	13%	26%
District 5	27%	13%	6%
District 6	18%	12%	20%

## Results

Imagine Language & Literacy students showed significantly greater growth on the ELPAC assessment from the 2018 winter administration to the 2019 winter administration than non-users, accounting for gender, grade, and previous ELPAC achievement ( $p < .05$ ) (Figure 1). Imagine Language & Literacy students also demonstrated significantly greater growth than non-users on the Reading, Writing, and Listening subdomains ( $p < .05$ ). Disaggregated by performance level, students in the lowest performance band (Level 1) made the greatest gains from 2018 to 2019 (Figure 2).

**Figure 1.** Average ELPAC Scaled Score Growth, 2018–2019



**Figure 2.** Association Between Imagine Language & Literacy Lessons Passed and Overall ELPAC Scaled Score Growth by Prior Year ELPAC Placement Level, 2018–2019

