

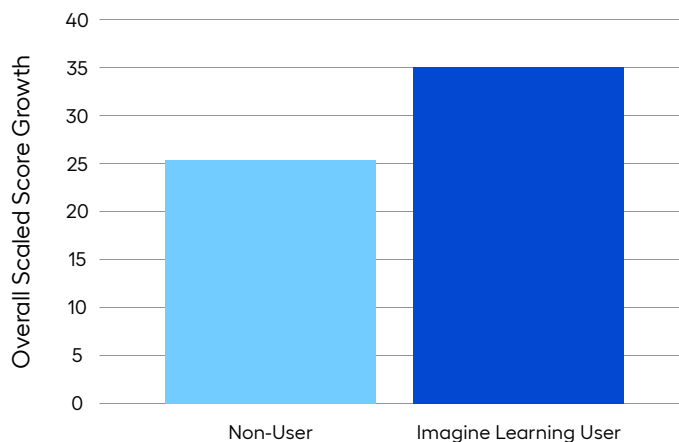
# Evidence-Based Biliteracy Instruction with Imagine Language & Literacy® and Imagine Español®

Over the past decade, there has been a significant increase in dual-language and immersion programs, with more than 3,600 such programs now available nationwide (Roberts, 2021). In fact, schools and districts in 37 states can select effective language-instruction programs to serve English learners (Rutherford-Quach et al., 2021). However, a major challenge in delivering effective instruction in bilingual programs is the lack of high-quality resources and materials that address students' individual language and academic needs (Loewus, 2016). The scarcity of adequate learning materials may play a role in the persistent widening of the achievement gap between Spanish-speaking and English-speaking students in two-way dual language programs (Cooley, 2014). To ensure students achieve academic success and effectively develop literacy in both English and Spanish, it is crucial to provide them with high-quality instructional materials.

Imagine Learning provides high-quality, effective biliteracy solutions that give students direct, explicit, and systematic instruction and practice in all areas of language and literacy to improve academic outcomes in English and Spanish. Imagine Language & Literacy accelerates English language instruction through personalized learning experiences and effective and engaging instructional practices for students in Grades PreK–6. Imagine Español accelerates Spanish language and literacy development for K–5 students through engaging, personalized learning experiences. Both programs align with research-recommended practices and support students' literacy development by building foundational skills — such as phonological awareness, phonics, vocabulary, and fluency — and comprehension with culturally relevant, authentic texts. [Evidence for ESSA](#), an education research clearinghouse out of Johns Hopkins University, has reviewed and rated evidence of effectiveness for Imagine Language & Literacy and Imagine Español programs.

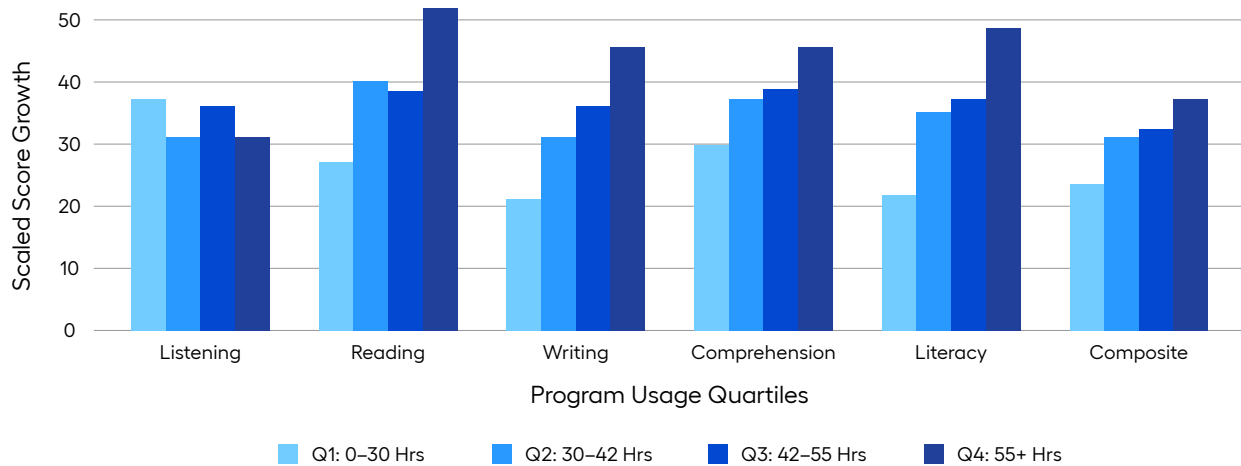
The effect of Imagine Language & Literacy and Imagine Español in helping students achieve English and Spanish literacy is demonstrated through a multi-year history of evaluative research aimed at measuring student literacy outcomes. For example, emergent bilingual learners (EBL) have achieved consistently positive academic gains through the use of the Imagine Language & Literacy program, as demonstrated in a summary of research from the 2017–2018 school year through the 2020–2021 school year ([Imagine Learning, 2022a](#)). Increased performance on the WIDA ACCESS 2.0 assessment has been observed for EBL students in Georgia, Idaho, Oklahoma, Wyoming, North Carolina, and many other U.S. regions (Figures 1 and 2).

**Figure 1.** Average Overall WIDA ACCESS 2.0 Scaled Score Growth from 2017 to 2018 for Grade K–5 Georgia Users and Non-Users of Imagine Language & Literacy.

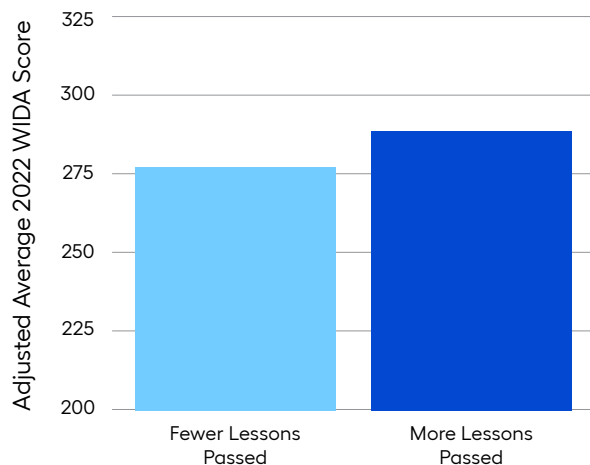


Note:  $p < .05$

**Figure 2.** Average WIDA ACCESS 2.0 Scaled Score Growth from 2017 to 2018 by Usage Groups for North Carolina K–3 Students Using Imagine Language & Literacy.

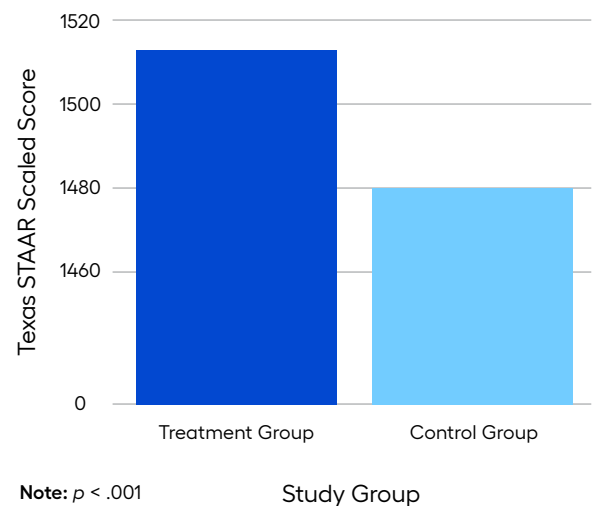


**Figure 3.** Average 2022 WIDA ACCESS 2.0 Score, 2021–2022 Washington Imagine Language & Literacy Students, Grades K–5.



Note:  $p = .001$

**Figure 4.** Average 2018 Texas STAAR Reading Scaled Scores by Study Group.



Note:  $p < .001$

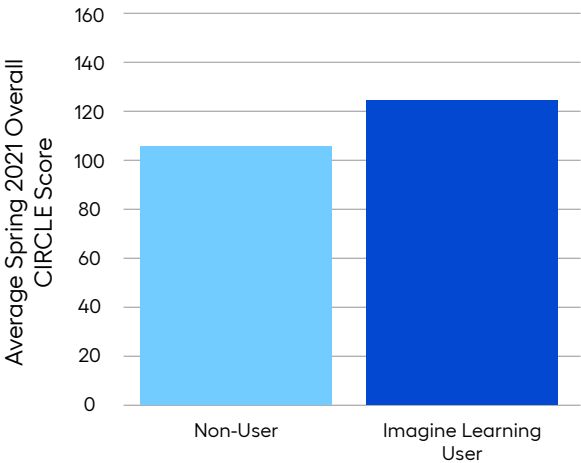
Importantly, several independent evaluations have demonstrated Imagine Language & Literacy’s impact on English language and literacy skill development by comparing the performance of students who have used the program to students who have not. In one such evaluation, students who used the Imagine Language & Literacy program achieved significantly higher Texas STAAR scaled score performance than statistically similar students who did not use the program (Elliot, 2018; Figure 4).

Similarly, the Imagine Español program has been rigorously evaluated to assess the impact of the program on developing Spanish language and literacy skills. One such study measured Spanish language proficiency using the CIRCLE progress monitoring system for PreK students in a large Texas school district. This study observed that students who used Imagine Español achieved significantly higher scores on the CIRCLE Spanish assessment than statistically similar students who did not use Imagine Español ([Imagine Learning, 2023](#); Figure 5).

In another Texas educational system, the impact of Imagine Español on the Spanish literacy gains of dual-immersion K–2 students was measured using the NWEA MAP Growth Spanish assessment. Results from this study revealed that students who used the program as recommended achieved significantly higher NWEA MAP Growth Spanish scores than students who did not use Imagine Español or used it below recommended levels. Effectively, increased engagement with the Imagine Español program was observed to be significantly associated with increased Spanish literacy skills ([Imagine Learning, 2022b](#); Figure 6).

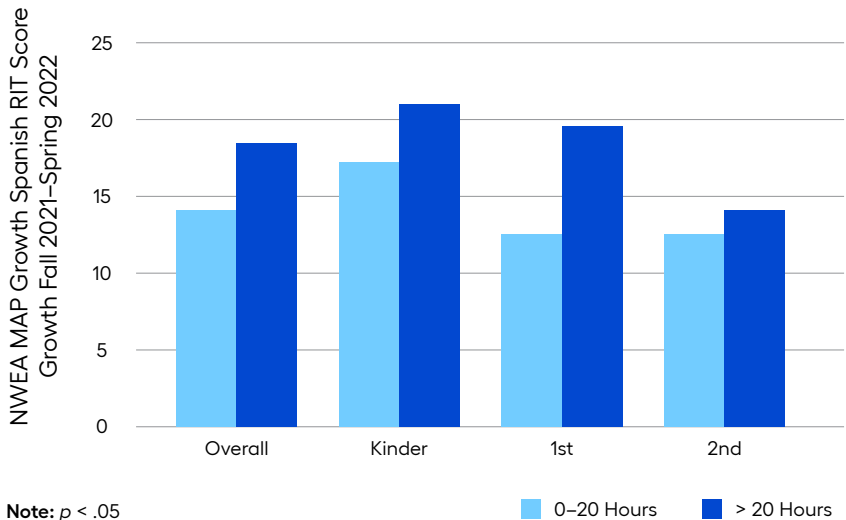
Despite the increased number of bilingual programs nationwide, the needs of both native and non-native English speakers who would benefit from biliteracy instruction in Spanish are still not being met (Ramirez, 2022). As such, it is critical that students have access to high-quality instructional resources and materials that address students' language and academic needs (Loewus, 2016). As demonstrated in this report, a significant body of evaluative research shows that Imagine Language & Literacy and Imagine Español provide effective instructional experiences in English and Spanish literacy. Students who use Imagine Language & Literacy and Imagine Español benefit from the engaging, high-quality instructional experiences in each program and, subsequently, experience notable increases in literacy skills and achievement in English and Spanish.

**Figure 5.** Average Spring 2021 CIRCLE Score by Imagine Español Usage.



**Note:**  $p < .05$

**Figure 6.** Average 2018 Texas STAAR Reading Scaled Scores by Study Group.



**Note:**  $p < .05$

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