

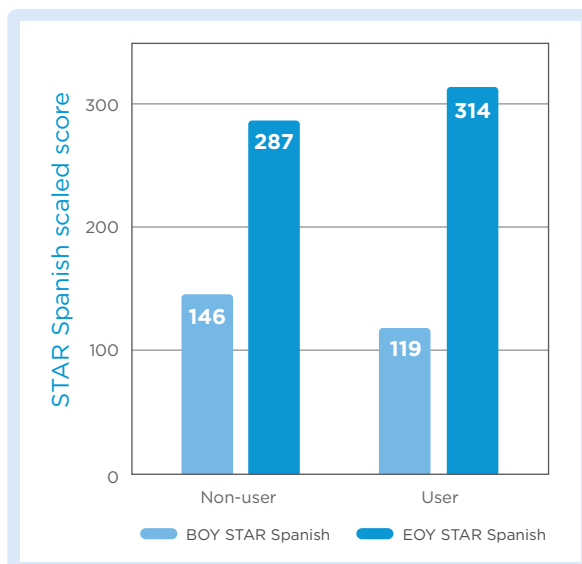
Imagine Español Users in Texas Out-perform Non-users on Renaissance STAR Reading Spanish Test

Imagine Español

Imagine Español is instructional software designed to build and develop Spanish language and literacy skills for both native and non-native Spanish speakers from Pre-K to grade two. The program is uniquely crafted to address the specific features of the Spanish language such as letter-sound instruction, syllable awareness, and transparent orthography. While many Spanish-language software programs are literal translations of original English versions, Imagine Español features culturally responsive content specifically designed for young children learning to read Spanish. By highlighting the cultural and linguistic richness of Spanish-speaking countries, Imagine Español provides a more meaningful educational experience to students.

Background

During the 2017–2018 school year, three elementary schools in a large school district in Texas implemented Imagine Español. The program was used as a supplementary tool in the dual language program in Pre-K through grade two. To determine the impact of Imagine Español, Renaissance STAR Reading Spanish scaled scores provided by the district to measure student’s performance growth in the 2017–2018 school year were analyzed. Due to the low completion rate on the assessment in Kindergarten and grade two, the scope of the study was narrowed to analyze the scale scores for students in grade one. Of the 111 first graders who completed the beginning- and end-of-year assessment, eighty-six students used Imagine Español with an average usage of 4.3 hours during the school year.



Results

A t-test was performed to compare users and non-users based on their achievement levels at the beginning of the school year, and the two groups were found to be similar. The equivalence in baseline between the two groups ensured student’s initial performance did not confound growth and end-of-year achievement, which made the two groups comparable.

When looking at academic growth at the end of the school year, on average the first graders who used Imagine Español during the 2017–2018 school year demonstrated more growth, and out-performed the non-users on the end-of-year assessment.

Conclusions

The results of this study support the role of Imagine Español as a supplementary tool for the development of Spanish language and literacy skills. The first graders who used the program in the Texas school district experienced considerably more growth compared to peers who did not use the program as demonstrated by performance on the Renaissance STAR Reading® Spanish test. Given these findings, we would expect similar results for similar students who use Imagine Español.