

# Imagine Reading Middle School Students Outperform Peers on the Renaissance Star Reading® Test

## OVERVIEW

During the 2020–2021 school year, a public school district in Texas piloted Imagine Reading with students in Grades 6–8. On average, students read 6.5 passages. To assess program impact, Imagine Learning analyzed Fall 2020 and Spring 2021 Renaissance Star Reading scores from 2,018 Imagine Reading students, as well as from a matched comparison group of 2,018 nonparticipating peers.<sup>1</sup>

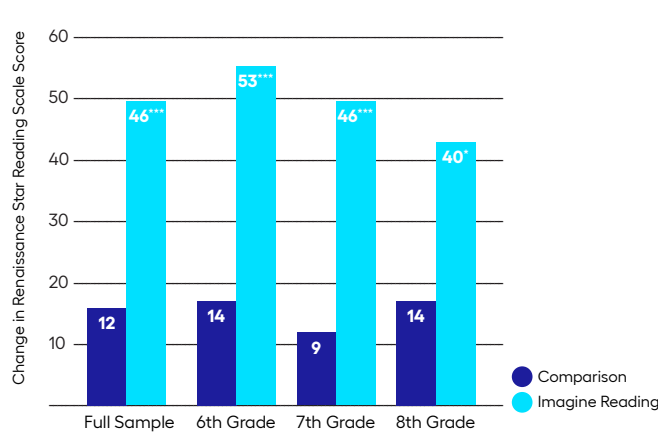
## RESULTS

Imagine Reading participants demonstrated significantly greater growth on the Renaissance Star Reading test from Fall 2020 to Spring 2021 than nonparticipating students in the matched comparison group. Overall, Imagine Reading students evidenced a statistically significant gain of 46 points on the Renaissance Star Reading test, while the comparison group demonstrated a 12-point gain. Further, the effect size for Imagine Reading students overall was .15 compared with 0.04 for the comparison group. When the data were disaggregated by grade level, a similar trend emerged (Figure 1).

### Public School District Texas Demographics

Hispanic	70%
Black	15%
White	11%
Asian	3%
Low Income	74%
Female	54%

**Figure 1.** Change in Scale Score on the Renaissance Star Reading Test, Fall 2020 to Spring 2021 Public School District Texas Students, Treatment and Comparison Groups (N = 4,036)



		N	Fall 2020 M (SD)	Spring 2021 M (SD)
<b>Overall</b>	Comparison	2,018	669 (298)	681 (336)
	Imagine Reading	2,018	669 (290)	715 (323)
<b>Grade 6</b>	Comparison	691	619 (276)	633 (326)
	Imagine Reading	663	605 (244)	658 (294)
<b>Grade 7</b>	Comparison	681	675 (301)	684 (337)
	Imagine Reading	719	662 (291)	708 (321)
<b>Grade 8</b>	Comparison	646	716 (310)	730 (339)
	Imagine Reading	636	743 (315)	783 (342)

**Note:** Asterisks denote a statistically significant difference in mean scaled score growth between Imagine Reading and comparison students, \*p < .05, \*\*\* p < .001.

**Note:** M = Mean. SD = Standard Deviation.

<sup>1</sup>This study used a matched-comparison group design to evaluate the effects of Imagine Reading on student reading achievement. The analytical sample consisted of (1) a group of students who used Imagine Reading; and (2) a comparison group of equivalent students who did not use the program. Imagine Reading students were included in the analysis if they completed at least one lesson. Researchers used exact matching to identify a comparison group whose baseline characteristics were like those of Imagine Reading students at the beginning of the intervention. First, researchers identified comparison students whose grade level, Fall Renaissance Star Reading score, gender, ethnicity, English learner, at risk, and economically disadvantaged, special education, and 504 status were identical to the Imagine Reading sample. If a match using these procedures was not available for the Imagine Reading student, that student was removed from the analysis. Finally, researchers used independent sample-t tests and chi square tests to verify that the Fall Renaissance Star Reading assessment scores and distributions across demographic characteristics were not significantly different between the treatment and comparison groups. No significant differences were found based on chi-squared analysis (demographic variables) and a paired samples t-test (see Appendix A); therefore, the matching procedures used were successful in creating equivalent groups.

## Appendix A

Demographic		Comparison <i>n</i> (% Sample)	Imagine Reading <i>n</i> (% Sample)	<i>p</i>
Grade Level	6	691 (34.2%)	663 (32.9%)	.430
	7	681 (33.7%)	719 (35.6%)	
	8	646 (32%)	636 (31.5%)	
Gender	Male	884 (43.8%)	933 (46.2%)	.129
	Female	1134 (56.2%)	1085 (53.8%)	
Ethnicity	Asian	38 (1.9%)	54 (2.7%)	.013
	Black	272 (13.5%)	302 (15%)	
	Hispanic	1503 (74.5%)	1419 (70.3%)	
	White (Not Hispanic)	187 (9.3%)	212 (10.5%)	
English Learner	Yes	607 (30.1%)	558 (27.7%)	.095
	No	1411 (69.9%)	1460 (72.3%)	
At Risk	Yes	727 (36%)	681 (33.7%)	.137
	No	1291 (64%)	1337 (66.3%)	
Economically Disadvantaged	Yes	1571 (77.8%)	1495 (74.1%)	.006
	No	447 (22.2%)	523 (25.9%)	
Special Education	Yes	134 (6.6%)	142 (7%)	.662
	No	1884 (93.4%)	1876 (93%)	
504	Yes	90 (4.5%)	117 (5.8%)	.064
	No	1928 (95.5%)	1901 (94.2%)	
Average Fall 2020 Renaissance Star Reading Scale Score ( <i>SD</i> )		669.3 (298.2)	669.5 (289.7)	.931

**Note:** For each demographic variable, the sample is considered statistically equivalent if the p-value is greater than 0.05. Average Fall 2020 Renaissance Star Reading scores were not significantly different between the Imagine Reading and comparison group. The two groups were statistically equivalent.