# FY 22 Literacy Tools Approved Vendors Effectiveness Review

**June 2022**

## Overview

On July 1, 2020, Section 33-1616, Idaho Code, was amended to add requirements for a Request for Proposal (RFP) process to allow vendors that provide "adaptive learning technology" literacy products to be reviewed for placement on the Literacy Tools Approved Vendors List. In this context, adaptive learning technology products are those provided solely via a computer or web-based platform. In 2021, this section was integrated into the Idaho Literacy Achievement and Accountability Act and was moved to Section 33-1807, Idaho Code. Sub-section (2)(b) requires that Idaho districts use products from the Approved Vendor list, if they are using the product as a "comprehensive program" for literacy interventions. Sub-section (3) outlines the process for vendors to be included and remain on the Literacy Tools Approved Vendor List:

> (3) (a) The state board of education shall select adaptive learning technology literacy intervention providers through a request for proposals process to provide adaptive learning technology literacy intervention tools for school districts and charter schools to use as part of their literacy intervention programs for students in kindergarten through grade 3 that:
>
> (i) Include an academic program focused on building age-appropriate literacy skills that, at a minimum, include phonological awareness, phonics, fluency, comprehension, and vocabulary;
>
> (ii) Use an evidence-based early intervention model;
>
> (iii) Include a parental engagement and involvement component that allows parents to participate in their student's use of the tool at school or at home; and
>
> (iv) Address early reading and literacy intervention through the use of an interactive and adaptive computer software program.
>
> (b) To remain on the approved provider list after the first year of identification, programs must be evaluated each year to determine effectiveness by an independent external evaluator. The evaluation will be based on a full academic year of implementation of tools implemented with fidelity and will include, at a minimum, growth toward proficiency measures.

In July 2020, the State Board of Education released a RFP aligned to this process. Between July and October 2020, the Board received RFP responses and managed two review processes. Reviews were completed by volunteer reviewers who were recruited through Idaho's school districts and schools. All reviewers were in-the-field educators at the time they conducted reviews. Reviewers received substantial training

prior to receiving and reading the RFP responses and were guided to use a very clear and complete review rubric designed to ensure that the RFP responses included all information requested through the RFP and in alignment with Idaho law. The 2020 review process resulted in the following vendors being placed on the Approved Vendor List:

- Curriculum Associates
- Edgenuity
- Imagine Learning
- Lexia Learning Systems
- MobyMax
- Renaissance
- Savvas Learning
- Waterford Research Institute

This report is the FY 22 Effectiveness Review of the above vendors, as they have been on the Approved Vendor list for a complete year. This report uses 2020-21 data for these vendors, as this was their first year on the Approved Vendor List. All vendors were allowed to remain on the Approved Vendor List for the 2021-22 school year while the first Effectiveness Review was underway. Thus, this review determines whether vendors will remain on the list for the 2022-23 school year. The FY 23 Effectiveness Review will use 2021-22 data and will be completed no later than June 30, 2023.

# Executive Summary of Results

Table 1 summarizes the results of this analysis and indicates which vendors' programs will remain on the Approved Vendor List for school year 2022-23.

**Table 1: FY 22 Effectiveness Review Results**

| Vendor | Program | Vendor Status on Approved Vendor List for SY 2022-23 |
|---|---|---|
| Curriculum Associates | i-Ready Reading | Remain on List |
| Edgenuity | Pathblazer Reading | Remain on List, probationary |
| Imagine Learning | Imagine Language & Literacy | Remain on List |
| Lexia Learning Systems | Core5 Reading | Remain on List |
| MobyMax | MobyMax ELA | Remain on List |
| Renaissance | Freckle ELA | Remain on List |
| Savvas Learning | SuccessMaker | Inadequate data available; will not remain on list |
| Waterford | Waterford ELA | Remain on List |

# Process

**Methodology**

To determine whether vendors' programs demonstrated adequate effectiveness to remain on the Approved Vendor List, OSBE staff collected two separate types of data from all vendors. First, vendors were asked to provide a report summarizing their aggregated data for Idaho students, indicating the progress made in their product based on their internal measures. OSBE staff then reviewed this data and summarized the results for each vendor in this report.

Second, vendors were required to securely submit a spreadsheet identifying all K-3 Idaho students who used their product during the 2020-21 school year, along with identifying information. The identified students were then matched with their 2020-21 Idaho Reading Indicator (IRI) data. OSBE staff reviewed data related to both students' IRI performance categories and raw scale scores for fall 2020 and spring 2021. For all vendors, this data was analyzed to identify the following:

- fall and spring IRI score distribution, all students, by grade;
- change in percentage of students proficient in fall and spring and the change in proficiency rate between the two (in percentage points) for students who have both scores, by usage group; and
- average raw scale score change from fall 2020 to spring 2021 for students who have both scores, by usage group.

Whenever possible, the vendors' data was compared to available state results. After reviewing all of this data and taking into account appropriate data considerations, OSBE staff determined whether the vendor/program would remain on the Approved Vendor List for the 2022-23 school year.

**Data Considerations**

Three primary issues became quickly apparent in reviewing vendors' 2020-21 data for effectiveness:

1) Inability to directly correlate students' progress to the vendors' programs

   In order to appropriately identify the impact of vendors' programs, research would need to be able to control not only for potential student demographic characteristics (socioeconomics, English Learner status, special education status, etc.), but also the impacts of a school's educators (level of experience, professional development received, etc.) and core instruction (curriculum, time spent in core instruction, etc.). Unfortunately, this level of analysis was not possible for the 2020-21 data due to OSBE

staff's capacity to complete this project without any additional resources or support staff. Additionally, while some student characteristics may be able to be gathered after matching vendors' data to the data in ISEE, gathering school characteristics would require an in-depth research project. Thus, the issue of correlating the results to vendors' programs will continue until adequate funds are provided to hire an outside consultant to conduct a more in-depth research project.

To mitigate the inability to isolate the impact of vendors products', OSBE staff used comparisons to state data whenever possible, as we can reasonably expect the product to be at least as successful as state averages.

2) Impact of the Covid-19 pandemic on the instruction students received and on their use of vendors' programs

   During the 2020-21 school year, instruction provided to students was impacted by the Covid-19 pandemic at many districts and schools. The modes of instruction (in-person, virtual, hybrid) and the time spent in those modes of instruction varied by district. However, all vendors expressed a concern that their review of time spent in their programs showed noticeable differences from prior years. Again, to mitigate this, OSBE staff used comparisons to state data, since similar pandemic impacts were seen statewide. Additionally, OSBE staff applied a high level of grace with vendors' data and results for the 2020-21 year, with recognition that Covid-19 impacts varied across vendors based on which districts and schools used their programs, and that identifying these differences would be more challenging that OSBE staff had the resources or time to identify.

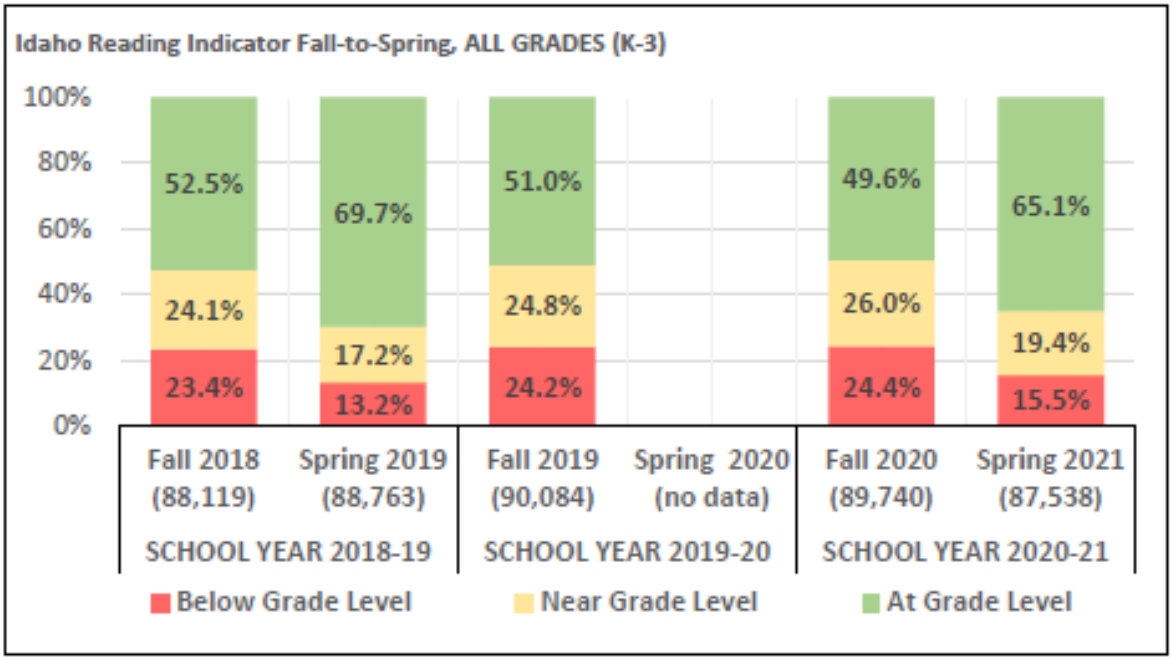
3) Vendors' difficulty in providing adequate student information for matching to IRI results

   Though the request for proposals (RFP) for the Approved Vendor List specified that data for the Effectiveness Review would be required, there was a lack of clarity in the document regarding the exact data that would be needed. This is primarily due to the timing of the process. The statutory requirement became effective July 1, 2020, and the initial focus of OSBE staff was to release the RFP and conduct reviews of received proposals to determine which vendors/programs should be placed on the Approved Vendor List. Due to staff capacity and need to address other projects, it was not until near the conclusion of the 2020-21 school year that the Effectiveness Review process was developed. In communicating with vendors regarding the process, it quickly became clear that the majority of vendors do not require students' EDU IDs to be used as the student identification number in their systems. Additionally, gathering EDU IDs from their client districts proved difficult for vendors for this first Effectiveness Review. As a result, the match rate of students identified by vendors to their statewide data varied between vendors. This match rate is noted in the analysis for each vendor. Vendors have been asked to work to ensure they have EDU IDs for students in future years.

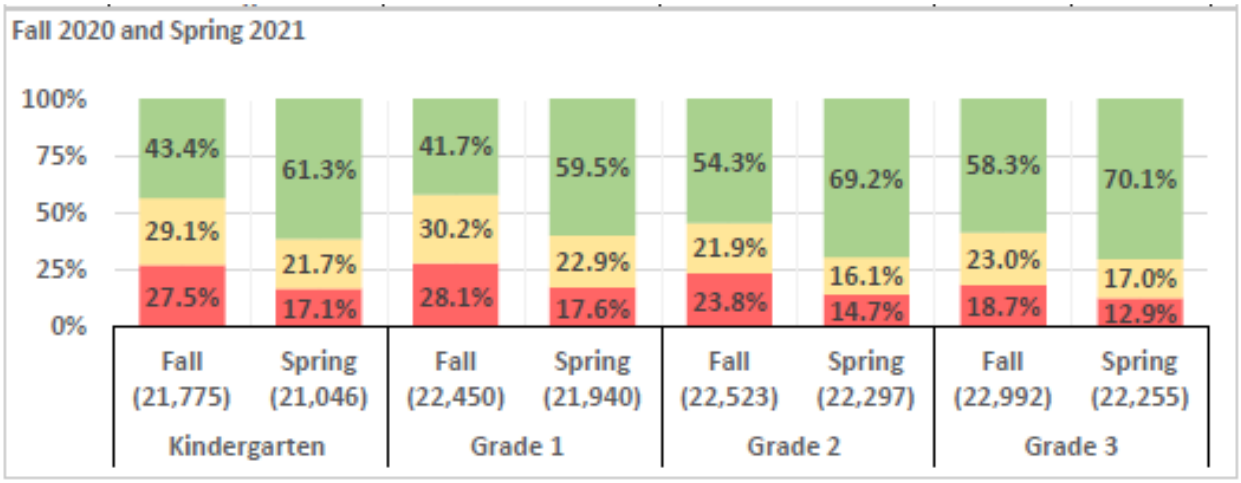
# Idaho Statewide Results

The following data is from the 2020-21 Student Achievement Report, completed by the Idaho State Department of Education in cooperation with the State Board of Education's Accountability Oversight Committee (AOC) as a part of the AOC FY 22 Recommendations Report. An analysis of IRI scale score changes was not included in the FY 22 report.

**All grades (combined), Fall 2020 and Spring 2021**




**Fall 2020 and Spring 2021 IRI Score Distribution, by Grade**

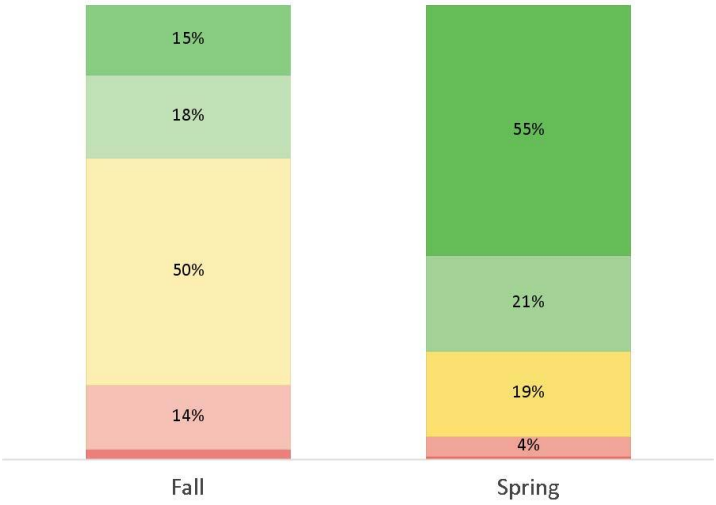


# Curriculum Associates – i-Ready Reading

**Summary of Vendor-Provided Progress Report**

Curriculum Associates uses criterion-referenced placement levels that align to grade-level expectations. In their analysis of Idaho i-Ready Reading data, Curriculum Associates included 2,620 students in fall 2020, 2,550 students in spring 2021, and 1,674 in fall to spring comparisons. Please note that this report provides a high-level summary of the analysis provided by Curriculum Associates. Additional graphs and analysis are provided in their report.

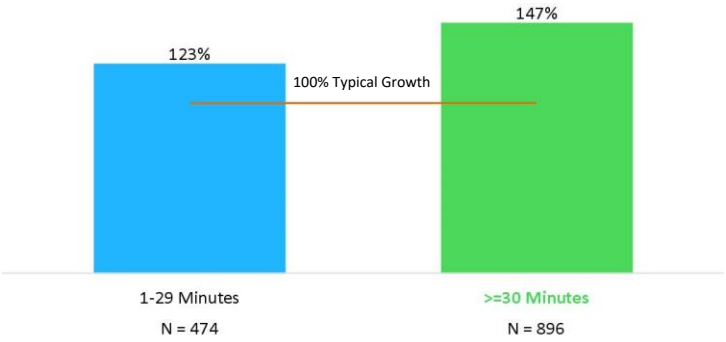
CA Graph 1: Fall to Spring Comparison (n=1,674)




As shown in CA Graph 1, based on i-Ready data, of Idaho K-3 students who had both fall and spring data (1,674), there was a 34 percentage point increase in the percentage of K-3 Idaho students who scored Early-On Grade (light green) or Mid On-Grade or Above (dark green). A separate graph provided in the Curriculum Associates Report shows that the gains varied between grades but a substantial increase in students who scored at least Early-On Grade was seen in all grades (K-3).

When Curriculum Associates compared their Spring 2021 data for Idaho to both their 2018-19 nationwide data (students across the nation who used i-Ready) and their nationwide data for 2020-21, they found that Idaho's students scored similar to the nationwide distribution in 2018-19, and better than the nationwide distribution in 2020-21 (for all grades, K-3). Additionally, Idaho students showed higher growth fall to spring in comparison to median national norms based on all students who used i-Ready in 2018-19.

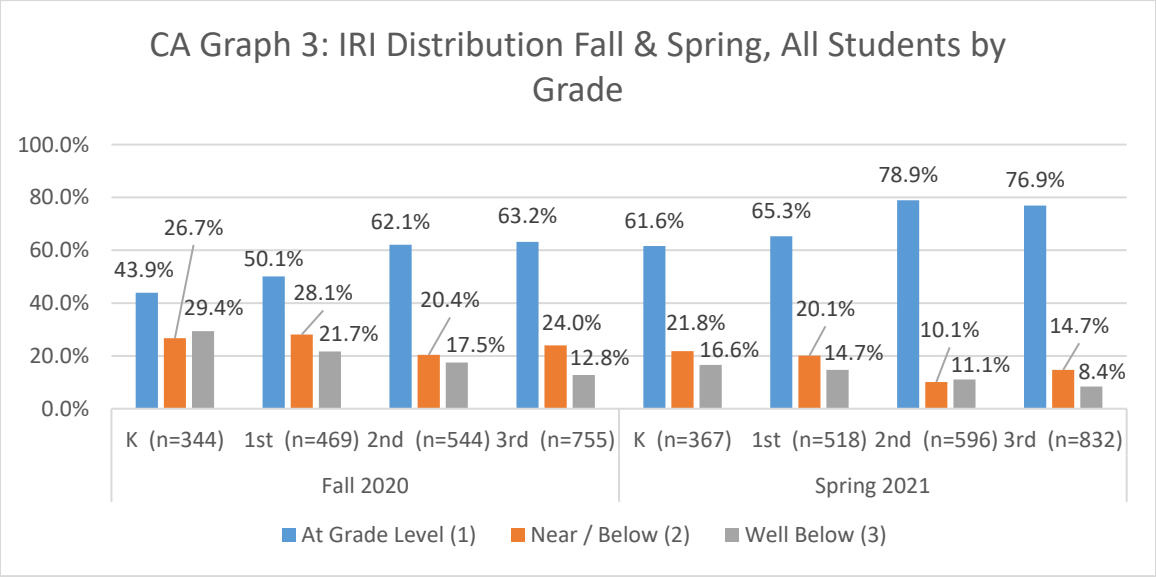
CA Graph 2: Fall to Spring Growth by Usage




CA Graph 2 demonstrates that based on Curriculum Associate's data, all Idaho students with fall and spring data who used i-Ready showed a growth rate that exceeded i-Ready's national median growth (based on 2018-19 norms). Students who used the program for 30 minutes or more per week showed higher growth.

**IRI Data**

Out of the 2,332 Idaho students provided in Curriculum Associate's i-Ready ELA data file for 2020-21, 2,329 matched with at least one IRI score (an exceptional 99.9% match rate). Of the matched students, 2 students were removed for having less than 30 mins of time on the product over the process of the year, leaving 2,327 students in the dataset. OSBE staff is confident that the IRI results and analysis presented below accurately reflects Curriculum Associate's Idaho data.




CA Graph 3 demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for students using Curriculum Associate's i-Ready program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- Kindergartners who used i-Ready had very similar results to statewide results
- 1st graders who used i-Ready had a higher fall proficiency rate than the statewide average, and though they i-Ready users finished the year with a higher proficiency rate, their growth during the year was slightly less than the statewide average for 1st grade.
- 2nd and 3rd grade students who used i-Ready had fall proficiency rates higher than the state, but also showed higher growth over the process of the year. As a result, the spring proficiency rates of 2nd and 3rd grade i-Ready users were substantially higher than the state's (by approximately 6 to 9 percentage points).

| CA Table 1: 2020-21 IRI Fall and Spring Proficiency, students with both scores | | | | |
|---|---|---|---|---|
| **Usage Group** | **n size** | **Fall Proficiency Rate** | **Spring Proficiency Rate** | **Change in Proficiency Rate** |
| All students | 2,098 | 57.0% | 73.3% | 16.3 perc points |
| < 10 hrs usage | 805 | 47.8% | 63.6% | 15.8 perc points |
| 10 hrs - 19 hrs 59 mins usage | 625 | 58.1% | 74.2% | 16.1 perc points |
| 20 hrs - 29 hrs 59 mins usage | 388 | 67.5% | 83.8% | 16.3 perc points |
| 30 hrs - 39 hrs 59 mins usage | 188 | 63.8% | 80.3% | 16.5 perc points |
| 40 + usage | 92 | 71.7% | 93.5% | 21.8 perc points |

First, it is of note that per Curriculum Associate's research, students who regularly use i-Ready for at least 30 minutes per week tend to have improved progress and results in their system. Students in the < 10 hrs usage group generally do not meet this threshold or do so for very few weeks in the year. Beginning in the 10 to 19 hours usage group, students are closer or even reach the 30 minute per week threshold for a reasonable number of weeks.

As shown in CA Table 1 (above), students in the < 10 hrs usage group have improvement over the year that is very similar to and slightly higher than the state's average change (15.5 percentage points). The remaining groups have higher rates of improvement over the year, and more improvement is seen for students with more hours of usage, particularly those that used i-Ready for 40 or more hours over the process of the year. Interestingly, these students also had a high fall proficiency rate, which is surprising given that the state typically expects to see (and requires) more hours of intervention for students who do not score proficient (At Grade Level) on the IRI in the fall.

| CA Table 2: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 2,098 | 22.1 scale points |
| < 10 hrs usage | 805 | 21.4 scale points |
| 10 hrs - 19 hrs 59 mins usage | 625 | 21.8 scale points |
| 20 hrs - 29 hrs 59 mins usage | 388 | 22.1 scale points |
| 30 hrs - 39 hrs 59 mins usage | 188 | 24.2 scale points |
| 40 + usage | 92 | 26.5 scale points |

CA Table 2 shows students' average scale score changes by usage group and demonstrates that those with more i-Ready usage time generally had larger scale score increases.

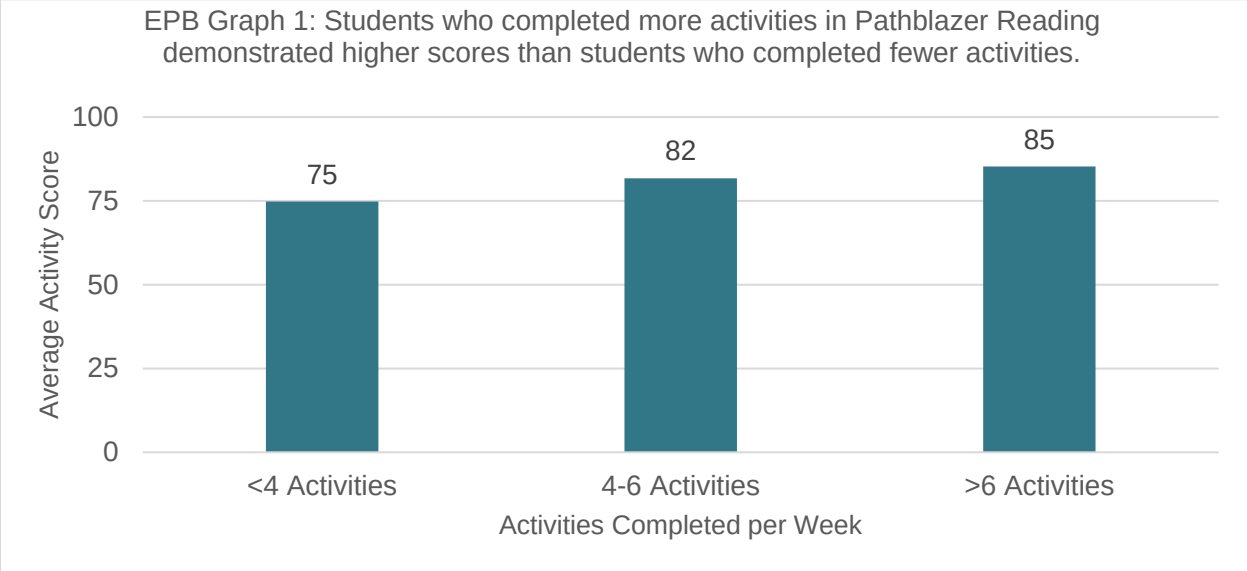
**Finding**

Based on the internal i-Ready data provided by Curriculum Associate's and OSBE staff's review of IRI data for students who used i-Ready during the 2020-21 school year, i-Ready will remain on the Approved Vendor List for the 2022-23 school year.

# Edgenuity - Pathblazer Reading

**Summary of Vendor-Provided Progress Report**

Edgenuity recommends students use the Pathblazer Program 60 to 90 minutes per week, completing at least four lessons. To be included in Edgenuity's internal analysis of their program for the 2020-21 school year, Idaho students had to complete at least 5 weeks in the program, at least 10 hours (total), and 5 or more lessons. Edgenuity's Pathblazer data included 242 students across four Idaho LEAs: Idaho Digital Learning, Marsing School District, New Plymouth School District, and North Star Charter School. Unfortunately, due to the data available in their system, a fall to spring data comparison was not provided by Edgenuity.

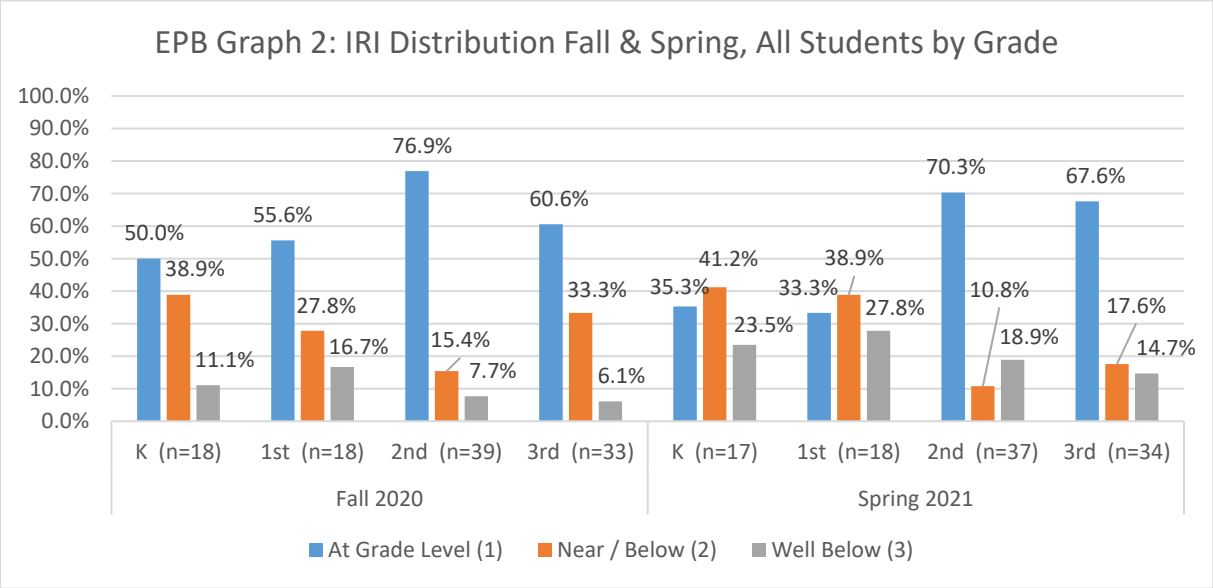



In the report provided by Edgenuity analyzing the Pathblazer Program in Idaho, the above graph was the key measurement provided. In EPB Graph 1, progress is measured by the number of lessons (activities) completed per weeks, and achievement is measured by the average score on lessons. As shown, students who completed more lessons per week had higher average scores.

**IRI Data**

Out of the 793 Idaho students in K-3 that were included in Edgenuity's Pathblazer data file for 2020-21, 120 matched with at least one IRI score. This represents a 15% match rate, which is lower than preferred. One of the primary reasons the match rate is low, is because a large proportion of the Idaho students who used Pathblazer in 2020-21 did so through Idaho Digital Learning, and Edgenuity did not have students' home district information or EDU IDs. On the other hand, the majority of K-3 students enrolled in Pathblazer through their LEAs were able to be matched. Thus, the IRI data presented does not reflect an accurate sample of all of the

students who used Edgenuity. Additionally, it is of note that a large proportion (56.7%) of the students who were matched with their statewide data attended a charter school that is currently in the process of being closed due to operational and academic issues. This will be taken into consideration in the data analysis. If Edgenuity continues on the Approved Vendor List, OSBE staff will work them to improve the data match rate.




EPB Graph 2 demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for students using Edgenuity's Pathblazer program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- Kindergartners, 1st, and 2nd graders who used Pathblazer had higher fall proficiency rates than the state but had lower proficiency rates in spring (while the state saw 17.9 percentage point (K), 17.8 point (1st), and 14.9 point increases from fall to spring).
- 3rd graders who used Pathblazer had a higher fall proficiency rate than the statewide average, and though they saw an increase in proficiency from fall to spring, Pathblazer users had a lower rate of improvement (7 percentage points vs. 11.8 percentage points for the state) and ended the year with a lower proficiency rate than the state.
- In reviewing this data, OSBE staff conducted an additional analysis removing students from the charter school that is in the process of being closed. Due to n size limitations, the data cannot be shown in this report, and kindergarten and first grade data had to be dismissed. Of note:
    - Kindergarten and 1st grade data in EPB Graph 2 primarily reflects the performance of the charter school that is now in the closure process.
    - For grades 2 and 3, fall proficiency rates increased and grades 2 and 3 had higher proficiency rates in the spring than fall (higher than the state averages).

However, they showed less improvement fall to spring than the state. For grade 2, this was likely due to a very high fall proficiency rate in the adjusted dataset.

| EBP Table 1: 2020-21 IRI Fall and Spring Proficiency, students with both scores | | | | |
|---|---|---|---|---|
| **Usage Group** | **n size** | **Fall Proficiency Rate** | **Spring Proficiency Rate** | **Change in Proficiency Rate** |
| All students | 94 | 63.8% | 60.6% | - 3.2 perc points |
| 11 hrs - 29 hrs 59 mins usage | 19 | 84.2% | 78.9% | - 5.3 perc points |
| 30 hrs - 59 hrs 59 mins usage | 48 | 64.6% | 58.3% | - 6.3 perc points |
| 60 hrs + usage | 27 | 48.1% | 51.9% | 3.8 perc points |

As shown in EBP Table 1 (above), only students in the 60 hours or more usage group had a higher proficiency rate in the spring than the fall. While this may be partially reflective of the charter school that is closing or the impact of the Covid 19 pandemic. When the charter was removed from the dataset, an inadequate n size existed in most groups, so analysis was not possible.

| EBP Table 2: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 94 | 10.5 scale points |
| 11 hrs - 29 hrs 59 mins usage | 19 | 8.3 scale points |
| 30 hrs - 59 hrs 59 mins usage | 48 | 11.8 scale points |
| 60 hrs + usage | 27 | 9.9 scale points |

EBP Table 2 shows students' average scale score changes by usage group. It is positive that all usage groups showed scale score improvements, but strange that the amount of usage of the product does not appear to be connected to the amount of scale score change. Again, this may be the result of the limited dataset, particularly since this data could not be reviewed once the charter school was pulled from the dataset.

**Finding**

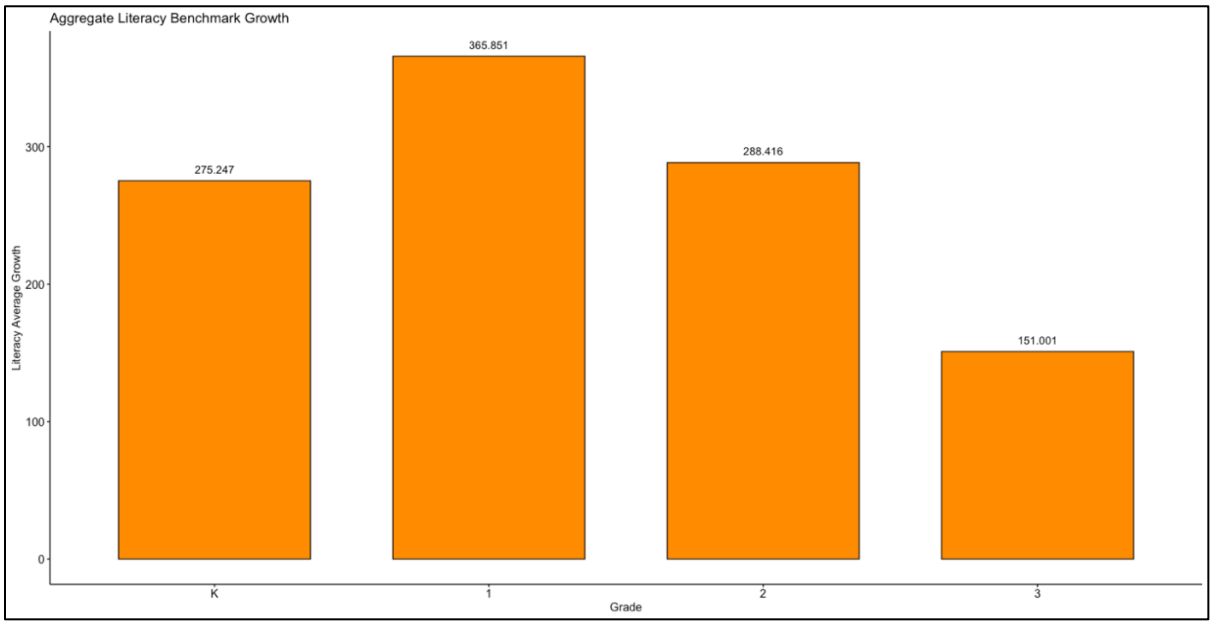
There are a number of variables that make Edgenuity's Pathblazer program difficult to review. First, it is notable that Edgenuity was purchased between their application for inclusion on the Approved Vendor List and the Effectiveness Review. As a result, the new vendor was limited in the data they could pull for internal review. In regard to the review of IRI data, the low sample size (15% match rate) and the percentage of the dataset (57%) from a charter school in the closure process made it very difficult to ensure that the data reviewed was representative of Edgenuity's full dataset or the effectiveness of the product. As a result, OSBE staff will allow Edgenuity to remain on the Approved Vendor List on a probationary basis due to inadequate data. The dataset for the FY 23 Effectiveness Review will need to have a higher match rate in order for Edgenuity's Pathblazer program to remain on the list after the 2022-23 school year.

# Imagine Learning - Imagine Language and Literacy

**Summary of Vendor-Provided Progress Report**

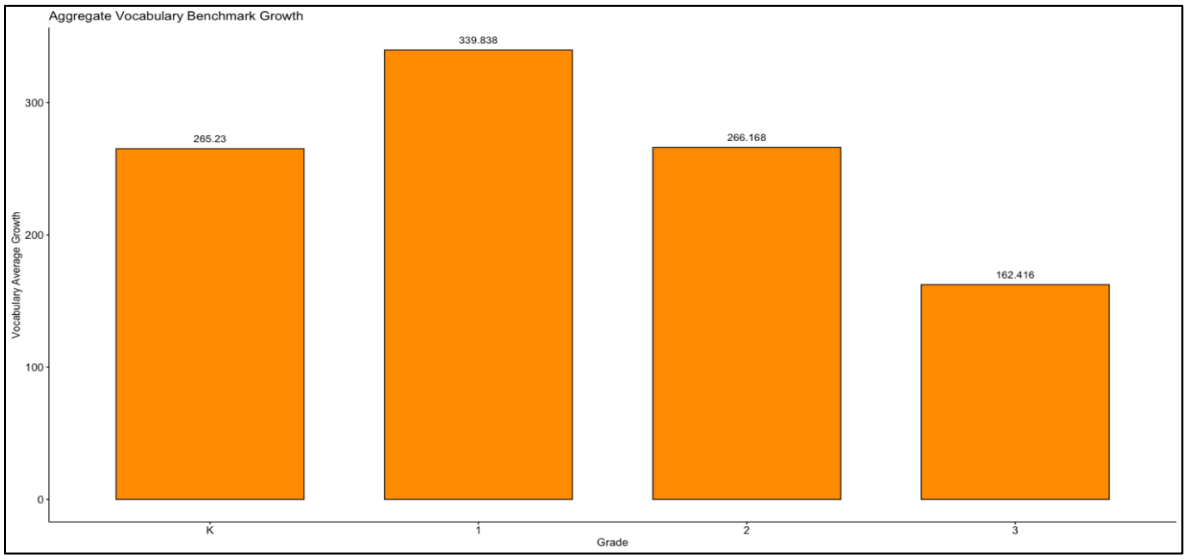
Imagine Learning had a total of 10,769 Idaho students active in their Language and Literacy program in 2020-21. Of those, 8,321 students had beginning of year, middle of year, and end of year assessments in both literacy and vocabulary. Imagine Learning created an 8,000 student sample from this group, reviewed growth over the year, and conducted a regression analysis of their scores.

IL Graph 1: Literacy Benchmark Growth




IL Graph 1 (above) shows the average growth made by Idaho students on the Imagine Learning Literacy Benchmark, per grade. In all grades, student made growth from fall to spring, with 1st grade having the greatest growth (365.85 scale points), Kindergarten and 2nd grade having similar growth (275.25 for K, 288.42 for 2nd), and 3rd grade having the lowest rate of growth (151.0 scale points). Notably, growth over the year is impacted by a student's fall score, since students who score higher in the fall have less room for growth by spring. The related regression analysis of these scores showed several trends in the data: students who passed more lessons had statistically significant higher benchmark growth scores; higher beginning of year scores predicted smaller growth; and compared to the other grades, 3rd graders had higher beginning of year scores.

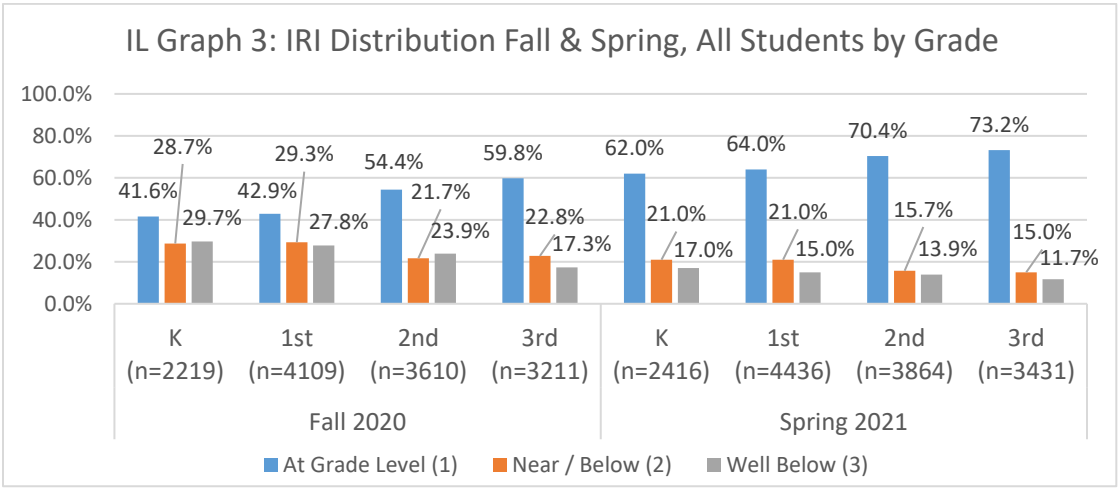
IL Graph 2: Vocabulary Benchmark Growth




As shown in IL Graph 2 (above), the average growth made by Idaho students on the Imagine Learning Vocabulary Benchmark (per grade) was similar to literacy, with 1st grade having the greatest growth (339.84 scale points), Kindergarten and 2nd grade having nearly identical growth (265.23 for K; 266.17 for 2nd), and 3rd grade having the lowest rate of growth (162.42 scale points). The related regression analysis of the vocabulary data had different findings than literacy: the number of lessons passed was not predictive of higher growth, but higher beginning of year scores did predict smaller growth over the year.

**IRI Data**

Out of the 15,249 Idaho students included in Imagine Learning's Imagine Language and Literacy dataset for 2020-21, 14,309 matched with at least one IRI score (an excellent 93.8% match rate), so OSBE staff is confident that the data and analysis presented below in an accurate reflection of the product.



IL Graph 3 (on the previous page) demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for students using Imagine Learning's program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- The kindergarten through 3rd grade fall proficiency rates for Imagine Learning were similar to the state, but all spring proficiency rates exceeded the state's.
- For all grades (K-3), students the increase in proficiency (At Grade Level) for students using Imagine Learning was higher than the increase seen by the state.
    - Kindergarten: Imagine Learning 20.4 percentage point increase in proficiency vs. Idaho state average 17.9 percentage point increase.
    - 1st grade: Imagine Learning 21.1 percentage point increase vs. Idaho 17.8 point increase.
    - 2nd grade: Imagine Learning 16.0 percentage point increase vs. Idaho 14.9 point increase.
    - 3rd grade: Imagine Learning 13.4 percentage point increase vs. Idaho 11.8 point increase.

IL Table 1: 2020-21 IRI Fall and Spring Proficiency, students with both scores

| Usage Group | n size | Fall Proficiency Rate | Spring Proficiency Rate | Change in Proficiency Rate |
|---|---|---|---|---|
| All students | 12,987 | 50.1% | 68.2% | 18.1 perc points |
| < 10 hrs usage | 2,887 | 44.0% | 62.2% | 18.2 perc points |
| 10 hrs - 19 hrs 59 mins usage | 6,208 | 48.6% | 66.3% | 17.7 perc points |
| 20 hrs - 29 hrs 59 mins usage | 2,645 | 55.4% | 73.5% | 18.1 perc points |
| 30 hrs - 39 hrs 59 mins usage | 951 | 58.0% | 78.1% | 20.1 perc points |
| 40 + usage | 296 | 67.6% | 86.5% | 18.9 perc points |

As shown in IL Table 1 (above), students in all Imagine Learning usage groups have higher improvements in their proficiency rate than the state's average change (15.5 percentage points). The usage groups have varying improvements in proficiency from fall to spring, with the 30 to 39 hours usage group having the highest. It is hard to know the reason for these variations, as they may depend on the types of students that districts and schools are having use the product. For instance, if schools are having students who are struggling the most use the product the most, the lower rate of proficiency for the 40+ usage group could be because students progressed from the lowest IRI performance category (3) to the middle category (2), but did not reach proficiency.

| IL Table 2: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 12,987 | 22.1 scale points |
| < 10 hrs usage | 2,887 | 21.4 scale points |
| 10 hrs - 19 hrs 59 mins usage | 6,208 | 21.8 scale points |
| 20 hrs - 29 hrs 59 mins usage | 2,645 | 22.1 scale points |
| 30 hrs - 39 hrs 59 mins usage | 951 | 24.2 scale points |
| 40 + usage | 296 | 26.5 scale points |

IL Table 2 shows students' average scale score changes by usage group and demonstrates that those with more Imagine Language and Literacy program usage time generally had larger scale score increases. This further supports the hypothesis that students in the 40+ usage group make great improvements but may not yet reach proficiency (if they score in the far below grade level category in the fall).

**Finding**

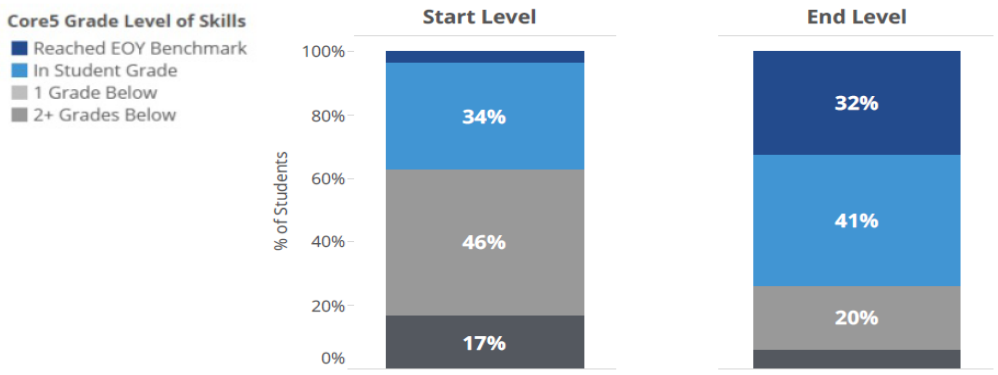
Based on the internal Imagine Language and Literacy data provided by Imagine Learning and OSBE staff's review of IRI data for students who used Imagine Language and Literacy during the 2020-21 school year, Imagine Learning's Imagine Language and Literacy will remain on the Approved Vendor List for the 2022-23 school year.

# Lexia Learning Systems - Core5 Reading

**Summary of Vendor-Provided Progress Report**

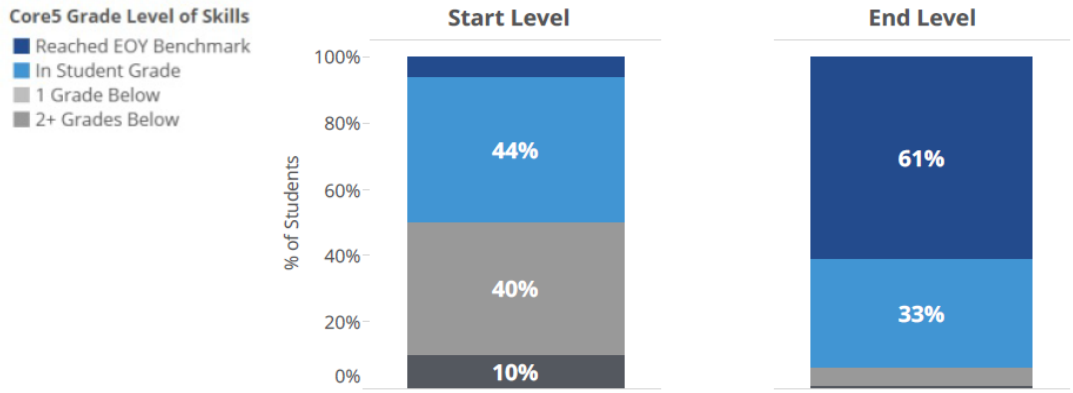
Lexia Learning's internal analysis of the Core5 program included data on 7,761 Idaho students (K-3) for the 2020-21 school year. Of these students, 4,130 met usage, 1,698 did not meet usage, and 1,933 used Core5 for a partial year. For Lexia, a student is designated as meeting usage if they used Core5 for at least 20 weeks and met their weekly usage targets at least 50% of the time OR if they reached their End-of-Year (EOY) Benchmark.

LC5 Graph 1: 2020-21 Core5 Progress, All K-3 Idaho Students (n=7,761)




The LC5 Graph 1 (above) shows the difference in the Start Level (beginning of year) performance category distribution of Idaho students versus their End Level (end of year) score distribution. Based on Lexia's internal data, the percentage of students who scored "In Student Grade" or "Reached EOY Benchmark" rose from 37% at the beginning of the year to 73% at the end of the year. In their larger report, Lexia indicated that 66% (5,084) of Idaho students advanced at least one grade level of material over the process of the year.

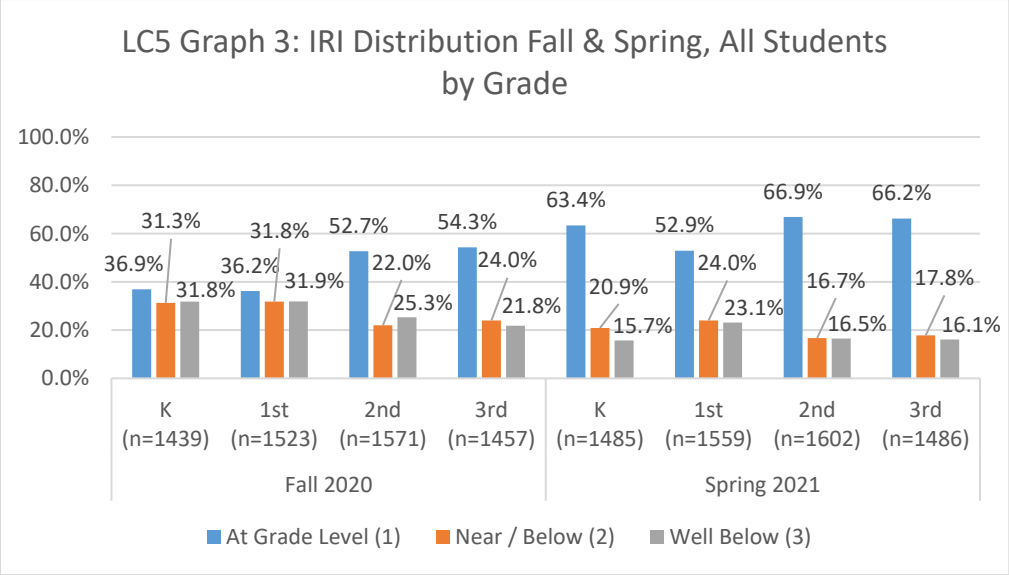
LC5 Graph 2: 2020-21 Core5 Progress, Idaho K-3 Students Who Met Usage (n=4,130)




As shown in LC5 Graph 2, Idaho students in grades K-3 who met usage had a higher rate of growth fall to spring. Of these students (n=4,130), 50% scored "In Grade" or "Reached EOY Benchmark" at the beginning of the year, while 94% reached these categories by the end of the 2020-21 school year. Per Lexia's larger report, 86% (3,559) students gained at least one grade level of material over the process of the year.

**IRI Data**

Out of the 8,203 Idaho students included in the Lexia Core5 dataset for 2020-21, 6,545 matched with at least one IRI score. This represents a strong 79.8% match rate, so OSBE staff is confident that the IRI results and analysis presented below accurately reflects Lexia's Idaho data.




LC5 Graph 3 demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for students using Lexia's Core5 program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- Kindergartners who used Core5 had substantially better results than state averages: the Core5 dataset fall proficiency rate for K was lower than the state's, but the increase in proficiency was 26.5 percentage points (state average = 17.9), so the spring proficiency rate was higher than the state's.
- For grades 1, 2, and 3, students in the Core5 dataset had lower fall proficiency rates than the state and saw similar rate growth to the state.

LC5 Table 1: 2020-21 IRI Fall and Spring Proficiency, students with both scores

| Usage Group | n size | Fall Proficiency Rate | Spring Proficiency Rate | Change in Proficiency Rate |
|---|---|---|---|---|
| All students | 5,577 | 44.5% | 63.6% | 19.1 perc points |
| Not Meeting Usage | 1,362 | 27.1% | 44.9% | 17.8 perc points |
| Partial Year of Use | 954 | 46.3% | 57.9% | 11.6 perc points |
| Meeting Usage | 3,261 | 52.9% | 73.0% | 20.7 perc points |

For Lexia, a student is designated as meeting usage if they used Core5 for at least 20 weeks and met their weekly usage targets at least 50% of the time OR if they reached their End-of-Year (EOY) Benchmark. Lexia's Core5 data set presented use in these categories, so OSBE staff used them for this analysis. In the future, OSBE staff will request total annual usage in minutes in order to have the analysis categories be similar to other vendors.

As shown in LC5 Table 1 (previous page), the proficiency rate of students deemed as "Meeting Usage" increased by 20.7 percentage points. This is significantly higher than the state's average increase in proficiency from fall to spring (15.5 percentage points).

| LC5 Table 2: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 5,577 | 21.6 scale points |
| Not Meeting Usage | 1,362 | 20.0 scale points |
| Partial Year of Use | 954 | 19.2 scale points |
| Meeting Usage | 3,261 | 22.9 scale points |

LC5 Table 2 shows students' average scale score changes by usage group and demonstrates that students meeting usage had a larger average scale score increase than those that did not meet usage or used the product for a partial year.

**Finding**

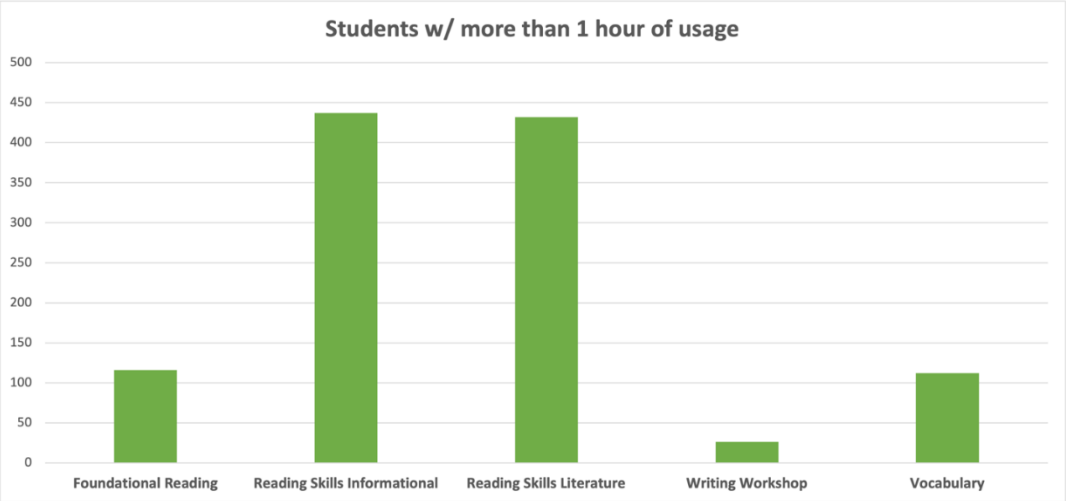
Based on the internal Core5 data provided by Lexia and OSBE staff's review of IRI data for students who used Core5 during the 2020-21 school year, Lexia's Core5 program will remain on the Approved Vendor List for the 2022-23 school year.

# MobyMax - MobyMax ELA

**Summary of Vendor-Provided Progress Report**

MobyMax supported 844 students in its ELA program in the 2020-21 school year. The majority of these students were enrolled in Vallivue School District. Of these students, 152 met MobyMax's minimum usage recommendation of 20 hours of participation over the course of the year. Unfortunately, this represents a smaller than ideal dataset, which limits some capacity for analysis.

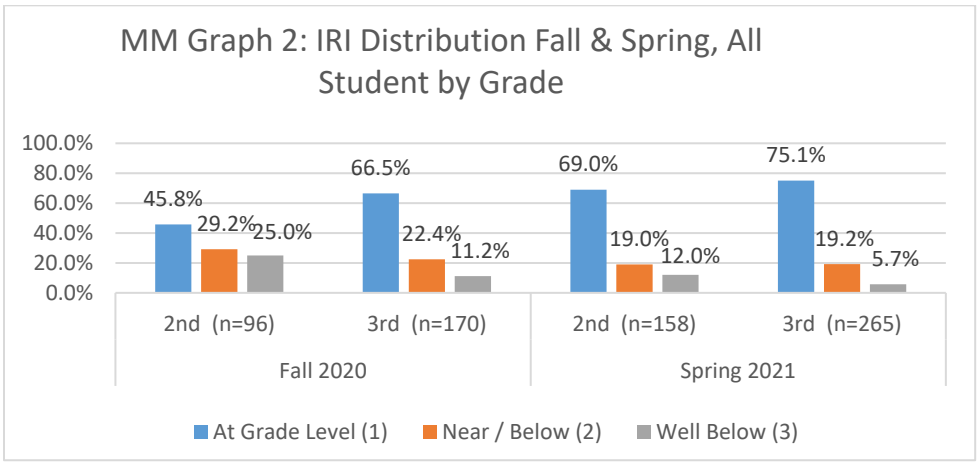
MM Graph 1: 2020-21 Idaho Students' Growth by Skill




As shown in MM Graph 1, Idaho students who had at least 1 hour of usage in the MobyMax ELA program made the greatest gains in reading skills (information and literature). In their larger internal analysis report, MobyMax found that Idaho students used MobyMax for an average of 260 minutes (4 hrs 20 mins) during the 2020-21 school year. In this short time, students made average grade year growth of 0.38 grade levels. Based on MobyMax's other extensive research, they "expect 20 hours of work in any given subject to equate to approximately one grade level of growth in the program." Given the grade level growth seen in Idaho in an average of 4 hrs 20 mins, it is likely this would be true for students with greater usage.

**IRI Data**

Out of the 526 K-3 Idaho students in the 2020-21 MobyMax ELA dataset, 447 matched with at least one IRI score (85.0% match rate). After removal of students with less than 30 minutes in MobyMax, a dataset of 306 students remained. It is also notable that MobyMax's K-3 data comes from one district (Vallivue District). Given the size of the sample and MobyMax's strong match rate, OSBE staff is still comfortable with the accuracy of the analysis presented below.



| MM Table 1: 2020-21 IRI Distribution, Fall & Spring, by grade K-1 | | | | |
|---|---|---|---|---|
| | **Fall 2020** | | **Spring 2021** | |
| | **K (n=0)** | **1st (n=5)** | **K (n=4)** | **1st (n=18)** |
| **At Grade Level (1)** | N/A | | | 72.2% |
| **Near / Below (2)** | N/A | | | |
| **Well Below (3)** | N/A | | | |

MM Graph 2 (previous page) demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for 2nd and 3rd grade students who used the MobyMax ELA program, while MM Table 1 shows the data for kindergarten and 1st grade, which was almost all unreportable due to group (n) size. In comparison to the statewide data for each grade:

- 2nd graders who used MobyMax had a lower fall proficiency rate than the statewide average, but since the MobyMax dataset had an increase in proficiency fall to spring that was greater than the state's (MobyMax 23.2 percentage points; state 14.9 points), the spring proficiency rate for MobyMax 2nd graders was nearly identical to the state's.
- 3rd grade students who used MobyMax had higher proficiency rates than the state in both fall and spring, but had a lower rate of increase between fall and spring.

| MM Table 2: 2020-21 IRI Fall and Spring Proficiency, students with both scores | | | | |
|---|---|---|---|---|
| **Usage Group** | **n size** | **Fall Proficiency Rate** | **Spring Proficiency Rate** | **Change in Proficiency Rate** |
| All students | 271 | 59.4% | 75.6% | 16.2 perc points |
| < 4 hrs usage | 105 | 50.5% | 71.4% | 20.9 perc points |
| 4 hrs - 9 hrs 59 mins usage | 68 | 55.9% | 70.6% | 14.7 perc points |
| 10 hrs - 19 hrs 59 mins usage | 59 | 66.1% | 79.7% | 13.6 perc points |
| 20 hrs + usage | 39 | 79.5% | 89.7% | 10.2 perc points |

The proficiency rates shown in MM Table 2 are broken down by usage. It is difficult to know the reason for the variations; additional information regarding Vallivue School District's implementation of MobyMax ELA is necessary to understand this data.

| MM Table 3: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 271 | 21.0 scale points |
| < 4 hrs usage | 105 | 23.1 scale points |
| 4 hrs - 9 hrs 59 mins usage | 68 | 20.4 scale points |
| 10 hrs - 19 hrs 59 mins usage | 59 | 19.6 scale points |
| 20 hrs + usage | 39 | 18.8 scale points |

MM Table 3 (previous page) shows students' average scale score changes by usage group. Again, the pattern in this data (with lower scale score increases for higher usage groups) is unexpected. It may be reflective of the students who are being assigned to higher usage times, so additional information is needed from Vallivue School District to understand whether this is concerning.

**Finding**

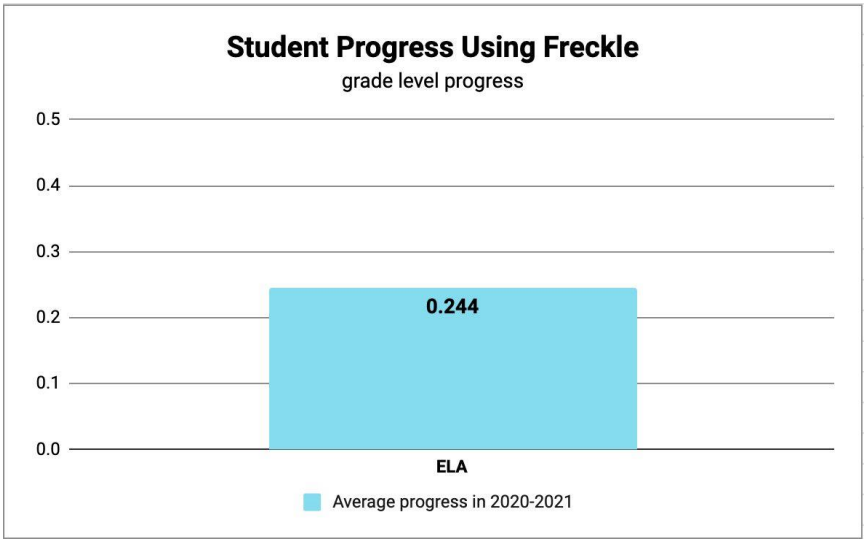
There are a number of variables that make MobyMax ELA's program difficult to review. First, only one district used MobyMax during the 2020-21 school year, so the district's implementation decisions are likely to directly impact the results. Additionally, the dataset was quite small and OSBE staff noted that the majority of students used MobyMax for less than 10 hours over the course of the year. Thus, results may result not from use of the MobyMax ELA program, but from other factors in the district (including, but not limited to, impacts of the Covid-19 pandemic). As a result, OSBE staff will keep the MobyMax ELA program on the Approved Vendor List for the 2022-23 school year, but will require additional data for the FY23 Effectiveness Review in order for MobyMax to remain on the list after that.

# Renaissance - Freckle ELA

**Summary of Vendor-Provided Progress Report**

The Renaissance Freckle ELA program was used by 741 Idaho students in 2020-21. Based on the data kept by Renaissance, these student spent a total of 280,643 minutes. Thus, on average, Idaho students spent 6 hours and 18 minutes using Freckle over the process of the year.

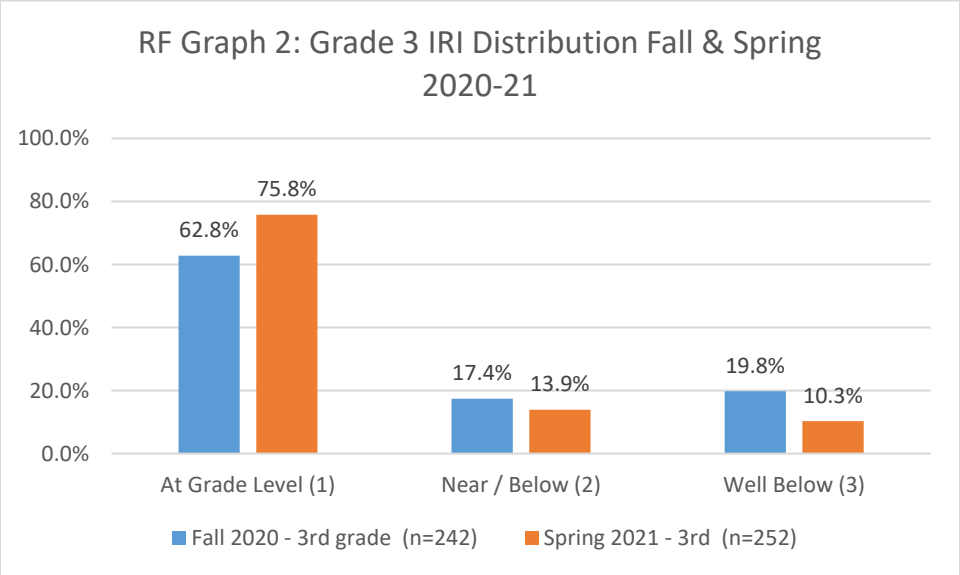
RF Graph 1: 2020-21 Idaho Students' Average Growth




Based on Renaissance's internal analysis, Idaho students who used the Freckle program in 2020-21 had average growth of 0.244 grade levels. It is notable that Renaissance did not require students to meet a usage threshold to be included in the analysis, so this progress was accomplished over the average time Idaho students spent in the program (just over 6 hrs).

**IRI Data**

Out of the 736 Idaho students in grades K-3 included in the Renaissance Freckle dataset for 2020-21, 350 matched with at least one IRI score. This represents a 48% match rate, which is lower than is ideal, but still represents an adequate sample for Renaissance. Please note that OSBE staff cannot ensure that this sample is representative of the overall population of students who used the Renaissance Freckle program during the 2020-21 school year.




RF Table 1: 2020-21 IRI Distribution, Fall & Spring, by grade K-2

| | Fall 2020 | | | Spring 2021 | | |
|---|---|---|---|---|---|---|
| | **K (n=9)** | **1st (n=27)** | **2nd (n=51)** | **K (n=11)** | **1st (n=31)** | **2nd (n=47)** |
| **At Grade Level (1)** | | 63.0% | 62.7% | | 67.7% | 80.9% |
| **Near / Below (2)** | | | | | | |
| **Well Below (3)** | | | | | | |

RF Graph 2 (above) demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for 3rd grade students who used the Renaissance Freckle program. Because almost all of the students in the dataset were 3rd graders, RF Table 1 shows the data for kindergarten through 2nd grade (mostly unreportable due to group (n) size). In comparison to the statewide data:

- Both the fall and spring proficiency rates for 2nd and 3rd graders using Freckle were higher than the statewide proficiency rates.
- 2nd and 3rd graders using Freckle had a higher increase in the proficiency rate from fall to spring when compared to the state.
- 1st graders using Freckle had higher fall and spring proficiency rates than the state, but a lower level of growth in proficiency.

| RF Table 2: 2020-21 IRI Fall and Spring Proficiency, students with both scores | | | | |
|---|---|---|---|---|
| **Usage Group** | **n size** | **Fall Proficiency Rate** | **Spring Proficiency Rate** | **Change in Proficiency Rate** |
| All students | 320 | 62.2% | 75.6% | 25.7 perc points |
| < 4 hrs usage | 71 | 57.7% | 73.2% | 37.5 perc points |
| 4 hrs - 6 hrs 59 mins usage | 161 | 59.0% | 75.2% | 14.7 perc points |
| 7 hrs - 9 hrs 59 mins usage | 53 | 67.9% | 83.0% | 20.0 perc points |
| 10 hrs + usage | 35 | 77.1% | 71.4% | 35.5 perc points |

As shown in RF Table 2 (above), the majority of students used Renaissance Freckle for a fairly low amount of time over the process of the year (less than 10 hrs). Thus, it is likely that the variation in the proficiency rates shown in this graph are due to factors in the district(s) using the Freckle program in 2020-21 than to student's direct use of the product. It is notable that the proficiency rate for students who used Freckle for 10 hours or more increased by 35.5 percentage points from fall to spring.

| RF Table 3: 2020-21 IRI Average Scale Score Change, students with both Fall and Spring scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 320 | 18.8 scale points |
| < 4 hrs usage | 71 | 15.0 scale points |
| 4 hrs - 6 hrs 59 mins usage | 161 | 13.7 scale points |
| 7 hrs - 9 hrs 59 mins usage | 53 | 18.1 scale points |
| 10 hrs + usage | 35 | 20.6 scale points |

RF Table 3 shows students' average scale score changes by usage group. The largest gain was students who used Renaissance Freckle for at least 10 hours, which appears to demonstrate some value in the product. Data with students with higher usage would be necessary to confirm this hypothesis.

**Finding**

There are a number of variables that make Renaissance's Freckle program a little challenging to review. While the data for 3rd grade students (who make up the majority of the dataset) is strong, the usage hours data makes it difficult to determine the effectiveness of the program. However, the results for students who used the program for at least 10 hours over the course of the year appears to be appropriate. As a result, OSBE staff will keep the Renaissance Freckle program on the Approved Vendor List for the 2022-23 school year, and will look forward to reviewing more substantial data for the FY23 Effectiveness Review.

# Savvas Learning - SuccessMaker

**Summary of Vendor-Provided Progress Report**

Based on the data provided by Savvas, in 2020-21, there were 639 Idaho students who used SuccessMaker. These students were from a single district, Shelley School District, and were in grades 4 and 5. During the prior school year (2019-20), Savvas served students in grade 3 in both Shelley School District and West Ada School District (Joint School District #2). However, the data for West Ada School District includes students in grades 3 to 6, without any differentiation between grades. Below is a summary of Savvas's analysis of the learning gains made by Shelley School District students over two years. To be included in this data set, students needed to have spent at least 9 hours in the program

SS Graph 1: 2019-20 and 2020-21 Shelley School District #60 Learning Gains

| School Year | N | Median Learning Hours | SuccessMaker Reading Learning Gain | | | | | |
|---|---|---|---|---|---|---|---|---|
| | | | Q1 | Median | Q3 | Max | Mean | SD |
| SY2019-20 | | Grades 3 and 4 | | | | | | |
| Math | 343 | 19.9 | 0.41 | 0.59 | 0.79 | 1.67 | 0.62 | 0.28 |
| Reading | 352 | 20.8 | 0.55 | 0.72 | 0.91 | 1.79 | 0.74 | 0.27 |
| SY2020-21 | | Grades 4 and 5 | | | | | | |
| Math | 323 | 22.7 | 0.53 | 0.75 | 1.02 | 1.78 | 0.80 | 0.34 |
| Reading | 322 | 22.8 | 0.68 | 0.86 | 1.09 | 1.81 | 0.89 | 0.3 |

Per the data in SS Graph 1, in 2019-20, by Quarter 3, 3rd and 4th grade students had made a 0.91 learning gain (or a gain of nearly a school year's worth of content) in reading. The result in 2020-21 was similar, by Quarter 3, 4th and 5th grade students made a 0.89 learning gain.

**IRI Data**

Savvas has confirmed that they did not have any Idaho students enrolled in any of the early elementary grades, K through 3, who used the Successmaker product in 2020-21. As a result OSBE staff were unable to pull IRI data for the effectiveness review of Savvas Successmaker.

**Finding**

Since the Approved Vendor List is for programs being used for K-3 literacy interventions and Savvas was unable to provide any 2020-21 K-3 data for review, OSBE staff will remove the Savvas Successmaker program from the Approved Vendor List for the 2022-23 school year. However, staff will put a note on the list the Savvas Successmaker was previously approved and will be reconsidered if K-3 data is made available.

# Waterford - Waterford ELA

**Summary of Vendor-Provided Progress Report**

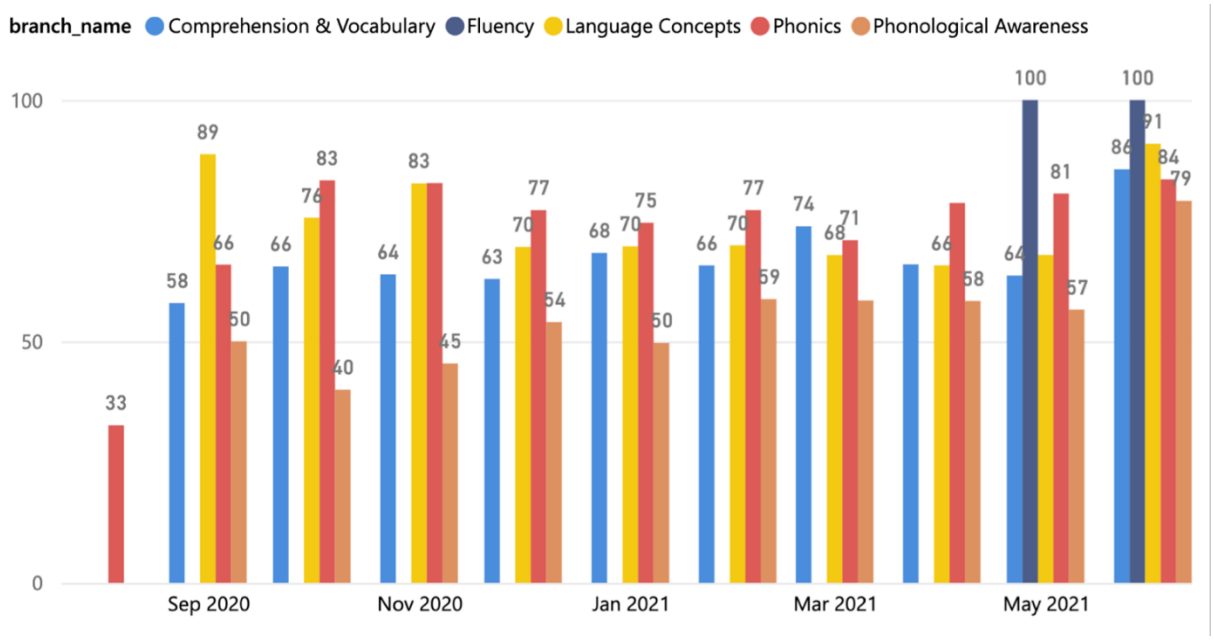
The Waterford ELA report provides data by school district, grade, and ELA strand. Waterford's approach to analyzing their growth data was to disaggregate the data by district and grade, without overarching summary statistics for the state. Waterford also included data for a private school within the Diocese of Boise. Since the State Board of Education has no purview over this school, OSBE staff has excluded the school's results from this summary.

In their report, Waterford provided the following information regarding the completion of their scoring levels: "the goal for kindergartners [is] to complete Basic Reading 1, first graders to be working in Basic Reading 3, and for second graders to complete Fluent Reading by the end of the school year." In reviewing the per district, per grade results provided by Waterford, the level of variation across both (districts and grades) was notable. However, since average usage was not provided with this data, it is possible that accounts for some (or all) of the variation.

- The timing and grades of district implementation of Waterford ELA program varied between districts and even across grades within a given district.
    - One district only used the product for kindergarten and 1st grade.
    - Some districts and grades have scores for September through May, others have data that starts later in the fall or ends earlier in the spring.
    - These differences in usage may account for some of the differences in student progress.
- Across all districts and grades, while students' progress varied across and within districts, the graphs did show a shift in the distribution of student scores from fall to spring from lower to higher levels (i.e. Pre Reading 1 to Pre Reading 3). While it clear not all students progressed into higher levels, some progress was apparent across all grades and districts.
- For some districts, kindergarten students generally moved from Pre-Reading 1 to Pre-Reading 3 from fall to spring.
    - In some small (rural) districts, students scored (on average) at the Pre-Reading 2 level or even remained at the Pre-Reading 1 level at the end of their time in Waterford ELA.
    - However, it is notable that this data was based on small group (n) sizes, making it more prone to anomalies. Thus, it is difficult to determine if the lower raters of progress were due to challenges in supporting specific students or issues in using the product.
- 1st grade students' progress also varied substantially across districts, and again, some districts had very small n sizes.
    - In many cases, districts had some 1st graders who scored at the Pre-Reading 1 level in the fall, which is concerning since it would normally be expected for

kindergartners. This may reflect a pandemic impact, since the 2020-21 first graders were kindergartners when schools shut early in spring 2020.
    - 1st grade students who scored Pre-Reading 1 in the fall typically progressed to Pre-Reading 3 or Basic Reading 1 by spring 2021.
    - 1st graders who score Basic Reading 1 had a variety of results by spring; some stayed at Basic Reading 1, while others moved to Basic Reading 2, Basic Reading 3, or Fluent 1.
- 2nd graders progress also varied substantially across and within districts.
    - Some students grade 2 in 2020-21 in Pre-Reading (1, 2, or 3) and progressing from there.
    - Other students began their 2nd grade year in Basic Reading (1,2, or 3) and progressed from there.
    - A smaller number of students across districts scored in the Fluent category (typically Fluent 1) in fall 2020 and progressed from there (typically to Fluent 2).

WF Graph 1: 2020-21 American Falls District, Monthly Average Scores by Strand

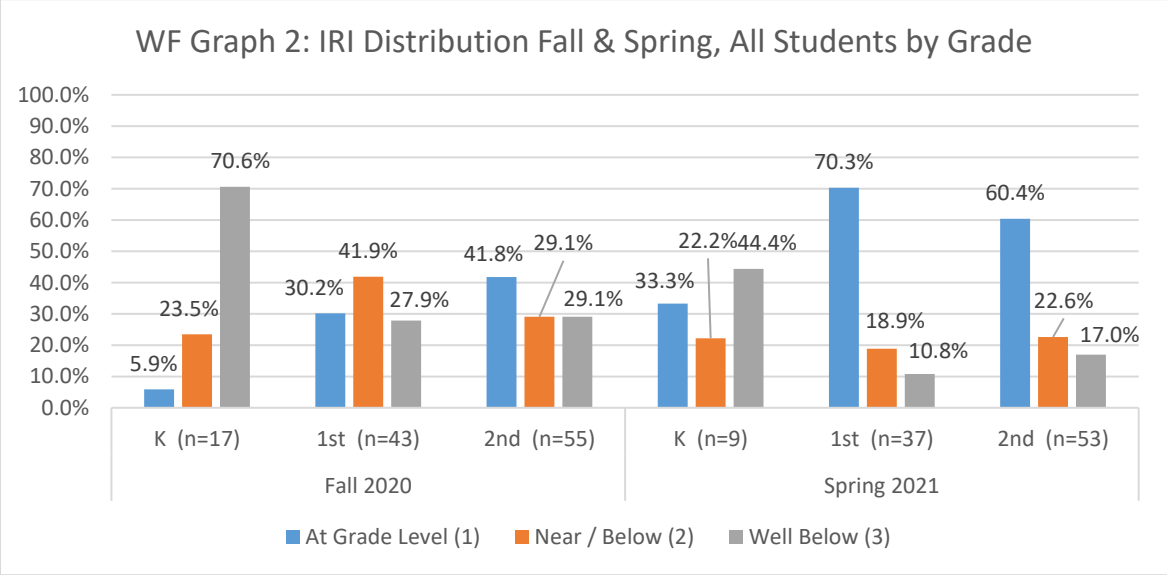



The WF Graph 1 provides an example of the per district per strand data provided by Waterford. While there was some variation across districts, this graph shows the general trend – with some strands, students' average scores stayed relatively stable across the year, while scores increased in the spring for some strands.

**IRI Data**

Out of the 649 public-school Idaho students provided in Waterford's data file for 2020-21, 136 matched with at least one IRI score. This represents a 21% match rate, which is lower than is ideal. Thus, please note that OSBE staff cannot ensure the dataset used for this analysis is a

representative sample of the overall population of students who used the Waterford ELA program during the 2020-21 school year.




WF Graph 2 demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 for students using the Waterford ELA program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- The Waterford ELA program 2020-21 dataset only included students in K-2.
- Kindergartners who used Waterford ELA had substantially lower fall and spring proficiency rates than the state, but had excellent growth in proficiency between these period (27.4 percentage points). Also please note the low n sizes for K may have resulted in a data anomaly.
- 1st graders who used Waterford ELA had a similar fall proficiency rate to the state but had growth in proficiency that far exceeded the state (Waterford ELA 40.1 percentage points vs. state 17.8 points).
- 2nd grade students who used Waterford ELA had lower fall and spring proficiency rates than the state, but also showed higher growth over the process of the year (Waterford ELA 18.6 points vs. state 14.9 points).

| WF Table 1: 2020-21 IRI Fall and Spring Proficiency, including only students with both scores | | | | |
|---|---|---|---|---|
| **Usage Group** | **n size** | **Fall Proficiency Rate** | **Spring Proficiency Rate** | **Change in Proficiency Rate** |
| All students | 101 | 34.7% | 60.4% | 25.7 perc points |
| < 4 hrs usage | 16 | 6.3% | 43.8% | 37.5 perc points |
| 4 hrs - 7 hrs 59 mins usage | 34 | 29.4% | 44.1% | 14.7 perc points |
| 8 hrs - 13 hrs 59 mins usage | 20 | 65.0% | 85.0% | 20.0 perc points |
| 14 hrs + usage | 31 | 35.5% | 71.0% | 35.5 perc points |

As shown in WF Table 1 (above), the proficiency rat improvements from fall to spring vary for different usage groups. Of note is the strong improvements in proficiency from fall to spring for the student groups that used Waterford ELA for 8 hours or more.

| WF Table 2: 2020-21 IRI Average Scale Score Change, including only students with both scores | | |
|---|---|---|
| **Usage Group** | **n size** | **Average Scale Score Change** |
| All students | 101 | 21.8 scale points |
| < 4 hrs usage | 16 | 26.2 scale points |
| 4 hrs - 7 hrs 59 mins usage | 34 | 18.5 scale points |
| 8 hrs - 13 hrs 59 mins usage | 20 | 18.4 scale points |
| 14 hrs + usage | 31 | 25.4 scale points |

WF Table 2 shows students' average scale score changes by usage group. While the result for students using the product for less than 4 hours is unexpected, it may reflect the results of other interventions used by districts with these students. The scale score changes for the remaining groups fall a logical pattern, with those using Waterford ELA for 14 hours ore more having a larger average scale score increase.

**Finding**

The low match rate for Waterford ELA's dataset and percentage of students in lower usage groups, make analysis of the effectiveness of the Waterford ELA program somewhat difficult. However, the results for 1st and 2nd grade students and for those that used the program for at least 8 hours over the course of the year appears to be appropriate. As a result, OSBE staff will keep the Waterford ELA program on the Approved Vendor List for the 2022-23 school year, and will look forward to reviewing more substantial data for the FY23 Effectiveness Review.