FY 23 Literacy Tools Approved Vendors Effectiveness Review
June 2023

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. Vendors are able to respond to the RFP on a rolling basis. Reviews are completed by volunteer reviewers recruited through Idaho's school districts and schools. All reviewers are in-the-field educators at the time they conduct reviews. Reviewers receive substantial training prior to receiving and reading the RFP responses and are

provided a scoring rubric to use for their reviews. The rubric is designed to determine if a response includes all the information requested through the RFP and in alignment with Idaho law in order for the vendor to be placed on the Approved Vendor List.

The following vendors are participating in the FY 23 Effectiveness Review:

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

This report is the FY 23 Effectiveness Review of the above vendors. This report uses SY 2021-22 data. Please note that Savvas Successmaker was on the Approved Vendor List through SY 2021-22, but was unable to participate in the FY 22 Effectiveness Review due to a lack of prior year data. Thus, Savvas Successmaker was not on the Approved Vendor List during SY 2022-23, but has requested and been granted the opportunity to participate in the FY 23 Effectiveness Review. All other vendors remained on the Approved Vendor List for the SY 2022-23 while the first Effectiveness Review was underway. This review determines whether vendors will remain on the list for the 2023-24 school year. The FY 24 Effectiveness Review will use 2022-23 data and will be completed no later than June 30, 2024.

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 2023-24.

Table 1: FY 23 Effectiveness Review Results		
Vendor	**Program**	**Vendor Status on Approved Vendor List for SY 2023-24**
Curriculum Associates	i-Ready Reading	Remain on List
Imagine Learning	Imagine Language & Literacy	Remain on List
Istation	Istation Curricula	Remain on List
Lexia Learning Systems	Core5 Reading	Remain on List
MobyMax	MobyMax ELA	Inadequate data available; will not remain on list
Renaissance	Freckle ELA	Remain on List, probationary
Savvas Learning	SuccessMaker	Reinstate to List
Waterford	Waterford ELA	Remain on List, probationary

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 2021-22 school year, along with identifying information. The identified students were then matched with their 2021-22 Idaho Reading Indicator (IRI) data. OSBE staff reviewed data related to both students' IRI performance categories and raw scale scores for fall 2021 and spring 2022. For all vendors, the following data was analyzed, as possible:

- 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 2021 to spring 2022 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 2023-24 school year.

Data Considerations

Two issues became quickly apparent in reviewing vendors' 2021-22 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 would be very difficult to complete and was not possible for the 2021-22 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' student roster to the

Idaho data system (ISEE), gathering additional school characteristics would require an in-depth research project that is unlikely to occur. Thus, while this analysis takes a cursory look at vendor products, it does not attempt to do a more comprehensive analysis of the correlation between use of vendors' programs and student results.

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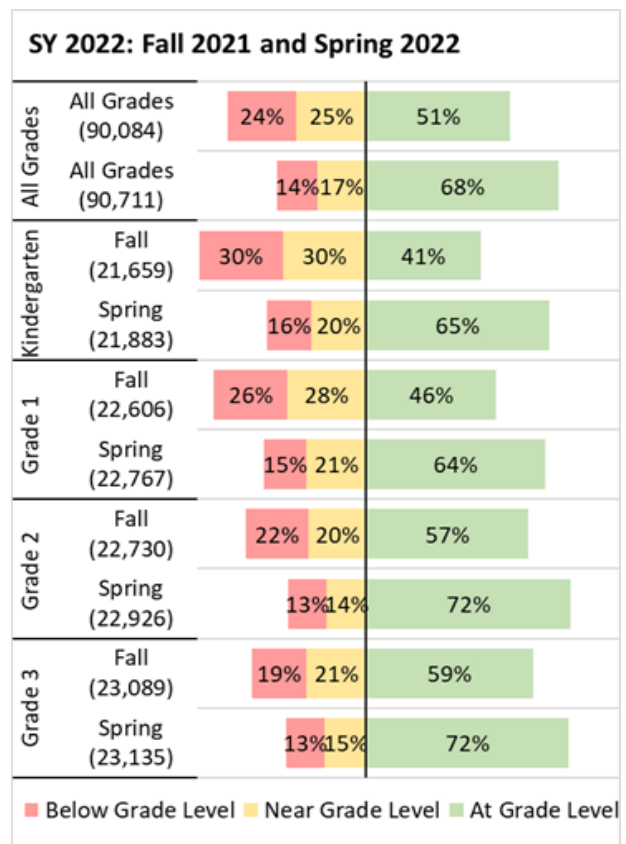
2) Vendors' difficulty in providing adequate student information for matching to IRI results

Though both state statute and the request for proposals (RFP) for the Approved Vendor List specify the requirement for the annual Effectiveness Review, there are no specifics regarding the data that is required or whether a certain sample size is necessary for inclusion in the review. In communicating with vendors regarding the process, it has become clear that many of the vendors do not require students' EDU IDs to be used as the student identification number (or even be entered) in their systems. Gathering EDU IDs from their client districts after the fact proved difficult for some vendors. As a result, the match rate varied between vendors. This is noted in the analysis for each vendor. Staff is continuing to encourage vendors to identify processes to ensure that EDU IDs are available for all students on their roster for a given school year.

Idaho Statewide Results

The figure to the right shows the statewide Idaho Reading Indicator (IRI) results for the 2021-22 school year, as provided in the 2021-22 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 23 Recommendations Report.

The data is provided for all students, indicating that 51% of students scored At Grade Level on the IRI in Fall 2021 and 68% of students scored At Grade Level in Spring 2022. While the proficiency rates and gains fall to spring vary by grade, on average (K-3) the state had a 17 percentage-point gain in the proficiency rate from fall to spring in the 2021-22 school year.

SY 2022: Fall 2021 and Spring 2022

		Below Grade Level	Near Grade Level	At Grade Level
All Grades	All Grades (90,084)	24%	25%	51%
All Grades	All Grades (90,711)	14%	17%	68%
Kindergarten	Fall (21,659)	30%	30%	41%
Kindergarten	Spring (21,883)	16%	20%	65%
Grade 1	Fall (22,606)	26%	28%	46%
Grade 1	Spring (22,767)	15%	21%	64%
Grade 2	Fall (22,730)	22%	20%	57%
Grade 2	Spring (22,926)	13%	14%	72%
Grade 3	Fall (23,089)	19%	21%	59%
Grade 3	Spring (23,135)	13%	15%	72%

■ Below Grade Level ■ Near Grade Level ■ At Grade Level

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 3,927 students in fall 2021, 2,903 students in spring 2022, and 2,483 for whom growth could be measured. 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=2,483)

	Fall	Spring
	17%	54%
	22%	21%
	45%	18%
	13%	5%
	3%	

	Fall	Spring
Students Assessed	2,483	
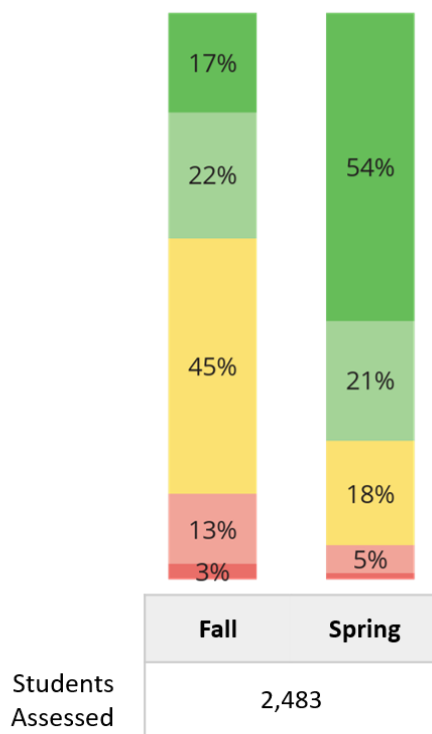
As shown in CA Graph 1, based on i-Ready data, there was a 37 percentage-point increase in K-3 Idaho students who scored Mid On-Grade or Above (dark green). Similarly, there was a 36 percentage-point drop in the students who scored below grade level (yellow through red).

Separate graphs provided in the Curriculum Associates Report show that gains varied by grade, but fall to spring improvements were seen for all grades. Additionally, Idaho's Mid On-Grade or Above rates for Spring 2022 were consistently higher than other states and i-Ready's national norms (based on 2018-19 data).
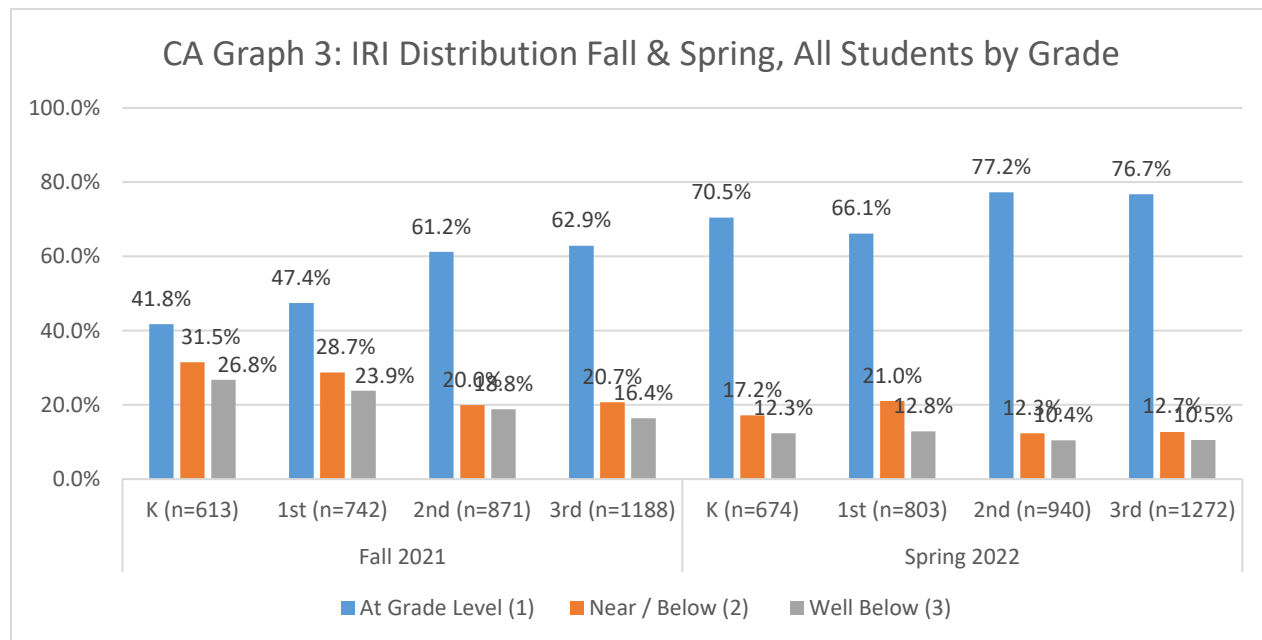
CA Graph 2: Fall to Spring Growth by Usage

	1-29 Mins	≥30 Mins
	128%	151%
Students Included:	1,511	811

100% of Typical Growth
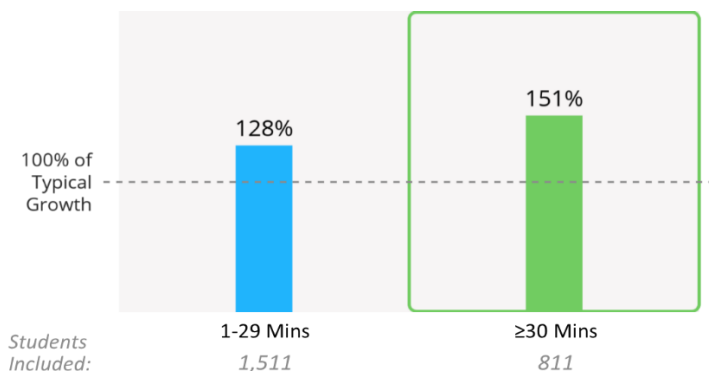
CA Graph 2 demonstrates that based on Curriculum Associate's data, all Idaho students with fall and spring data who used i-Ready showed a growth rate that exceeded i-Ready's national median growth (100% typical growth). Students who used the program for 30 minutes or more per week showed higher growth.
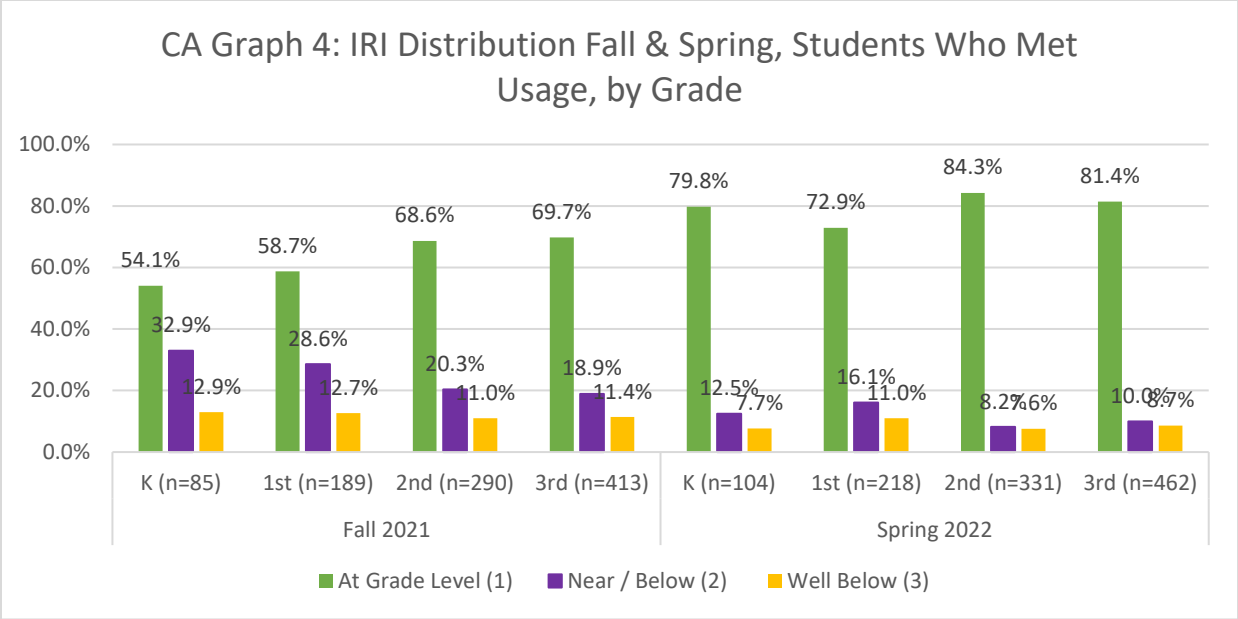
IRI Data

Out of the 3,824 Idaho students provided in Curriculum Associate's i-Ready ELA data file for 2020-21, 3,823 matched with at least one IRI score (an exceptional 99.98% match rate). Of the matched students, 86 students were removed for having less than 30 mins of time on the product over the process of the year, leaving 3,737 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: IRI Distribution Fall & Spring, All Students by Grade

	At Grade Level (1)	Near / Below (2)	Well Below (3)
Fall 2021			
K (n=613)	41.8%	31.5%	26.8%
1st (n=742)	47.4%	28.7%	23.9%
2nd (n=871)	61.2%	20.0%	18.8%
3rd (n=1188)	62.9%	20.7%	16.4%
Spring 2022			
K (n=674)	70.5%	17.2%	12.3%
1st (n=803)	66.1%	21.0%	12.8%
2nd (n=940)	77.2%	12.3%	10.4%
3rd (n=1272)	76.7%	12.7%	10.5%

CA Graph 3 demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 for students using Curriculum Associate's i-Ready program. This includes all students in the dataset, regardless of usage time (with some using the product for as little as 30 minutes). In comparison to the statewide data for each grade:

- Kindergartners who used i-Ready had similar fall proficiency, but made a greater gain than the state average.
- 1st, 2nd, and 3rd grade students who used i-Ready had higher fall proficiency rates than the statewide averages and made similar (but slightly more) growth than the state.

To attempt to better determine the impact of the i-Ready program, staff looked at the IRI score distribution for students who were identified by Curriculum Associates as having met their usage threshold (app 1,150 students). As shown in CA Graph 4, students who met Curriculum Associates' minimum usage threshold had higher percentages of students who scored at grade level in Spring 2022. For all grades, the students in the usage threshold group had higher fall proficiency rates. Kindergarteners had higher growth than the state, and all other grades showed similar growth to the state.

CA Graph 4: IRI Distribution Fall & Spring, Students Who Met Usage, by Grade

Fall 2021
- K (n=85): At Grade Level 54.1%, Near / Below 32.9%, Well Below 12.9%
- 1st (n=189): At Grade Level 58.7%, Near / Below 28.6%, Well Below 12.7%
- 2nd (n=290): At Grade Level 68.6%, Near / Below 20.3%, Well Below 11.0%
- 3rd (n=413): At Grade Level 69.7%, Near / Below 18.9%, Well Below 11.4%

Spring 2022
- K (n=104): At Grade Level 79.8%, Near / Below 12.5%, Well Below 7.7%
- 1st (n=218): At Grade Level 72.9%, Near / Below 16.1%, Well Below 11.0%
- 2nd (n=331): At Grade Level 84.3%, Near / Below 8.2%, Well Below 7.6%
- 3rd (n=462): At Grade Level 81.4%, Near / Below 10.0%, Well Below 8.7%

Legend: At Grade Level (1) ■ green, Near / Below (2) ■ purple, Well Below (3) ■ yellow

CA Table 1: 2021-22 IRI Fall to Spring Improvements in Proficiency and Scale Growth, by Usage Group (students with both scores)				
Usage Group	**n size**	**Fall Proficiency Rate**	**Spring Proficiency Rate**	**Change in Proficiency Rate**
All students	3,377	55.6%	74.4%	21.8 perc. pts
< 10 hrs usage	1,692	47.1%	68.9%	21.8 perc. pts
10 hrs - 19 hrs 59 mins usage	1,121	63.0%	79.3%	16.3 perc. pts
20 hrs - 29 hrs 59 mins usage	387	68.0%	83.7%	15.7 perc. pts
30 hrs - 39 hrs 59 mins usage	129	61.2%	78.3%	17.1 perc pts
40 + usage	48	66.7%	68.8%	2.1 perc pts

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. Additionally, Curriculum Associates has previously communicated to OSBE staff that students who have very high usage during the year may be doing so out of alignment to the organization's recommendations

As shown in CA Table 1 (above), the students who used the program for less than 10 hours had the lower fall proficiency rate and the greatest increase in percentage of students proficient in the spring (versus fall). It is likely this group's improvement is more a reflection of other interventions (such as in-person) rather than use of i-Ready. Based on a cursory review of the

fall proficiency rates, it appears that the districts using i-Ready may be using it more for students who are closer to proficiency and only as a small supplement for those that are farther behind. CA Table 2 (below) shows the scale score change, with all groups having positive movement. In both CA Table 1 and CA Table 2, there is an unexpected inverse relationship between the use of the i-Ready program and the amount of improvement made. With no information about how the program is being implemented and the previously-noted limitations of this analysis, it is difficult to know if this should raise concerns.

| 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	3,377	21.8 points
< 10 hrs usage	1,692	23.1 points
10 hrs - 19 hrs 59 mins usage	1,121	21.0 points
20 hrs - 29 hrs 59 mins usage	387	20.8 points
30 hrs - 39 hrs 59 mins usage	129	18.1 points
40 + usage	48	15.9 points

Finding

OSBE staff has noted some unexpected results in this analysis. However, the improvements in proficiency were similar and sometimes higher than the state, and the scale score improvements were higher in FY 23 than FY 22. Additionally, the inverse usage to improvement trend was not apparent in FY 22. Thus, based on the internal i-Ready data provided by Curriculum Associate's and OSBE staff's full review of the available IRI data for students who used i-Ready during the 2021-22 school year, i-Ready will remain on the Approved Vendor List for the 2023-24 school year. For the FY 24 Effectiveness Review, it will likely be beneficial for the evaluator to request additional data to better understand the results.

# Imagine Learning - Imagine Language and Literacy

Summary of Vendor-Provided Progress Report

Imagine Learning had a total of 25,664 Idaho students active in their Imagine Language and Literacy program in 2021-22. Of those, 15,601 spent at least one hour using the Imagine Language and Literacy program and had both beginning and end year assessments for both literacy and vocabulary. Imagine Learning reviewed growth trends and conducted a regression analysis (found in the Imagine Learning full report) to gauge student performance.

IL Graph 1: Average Literacy Benchmark Growth
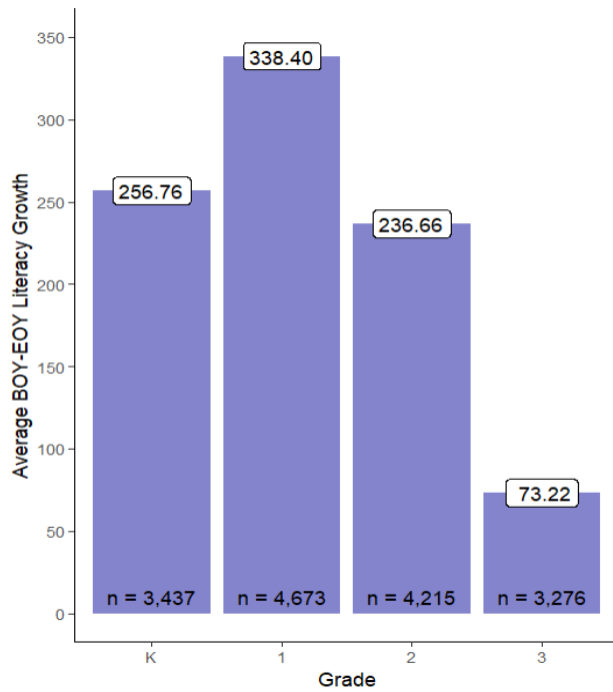
IL Graph 2: Average Vocabulary Benchmark Growth
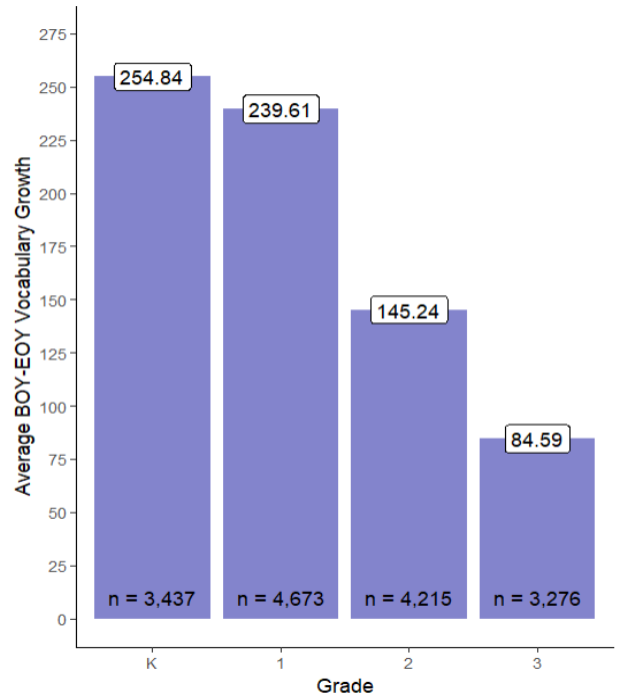
IL Graph 1 shows the average fall to spring growth made by Idaho students in 2021-22 on the Imagine Learning Literacy Benchmark, per grade. In all grades, student made growth from fall to spring, with 1st grade having the greatest growth (338.4 scale points).

IL Graph 2 demonstrates the average growth on the Imagine Learning Vocabulary Benchmark. Again, growth was seen in all grades; for vocabulary, the highest growth was in kindergarten (254.8 scale points) with growth on the scale decreasing across grades.

Additional graphs provided in Imagine Learning's full report shows the percent of students with positive beginning to end of year growth on the literacy and vocabulary assessments. For both, the percentage of students with growth was highest in kindergarten (89.4 literacy; 91.5% vocabulary) and lowest in third grade (56.59% literacy; 60.8% vocabulary).

It is notable that when reviewing data from an assessment that uses a continuous scale, it is not uncommon for the rate of growth to change as students improve their scores (move up on the scale), since higher performing students have less room to grow at the top of the scale).

IL Graph 3 demonstrates the change in Idaho students' average scale scores from beginning, to middle, to end of the year, per grade.

IL Graph 3: Change in Average Scale Score Over Time, Literacy
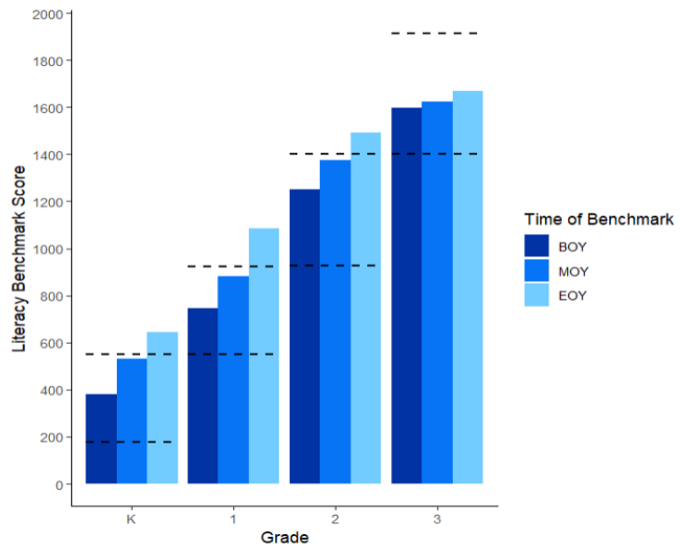
Note: Dashed black lines reflect the expected range of scores on the literacy benchmark assessment for a given grade level.

IRI Data

The roster of Idaho students Imagine Learning provided as having used their Imagine Language and Literacy program in 2021-22 included a total of 32,954 students. Of those, 27,186 matched with at least one IRI score (a strong 82.58% match rate). OSBE staff further removed 4,588 students who used the products for less than 30 minutes over the process of the year. The remaining dataset includes 22,598 students, so OSBE staff is confident that the data and analysis presented below is an accurate reflection of the data available for this product.

IL Graph 4: IRI Distribution Fall & Spring, All Students by Grade
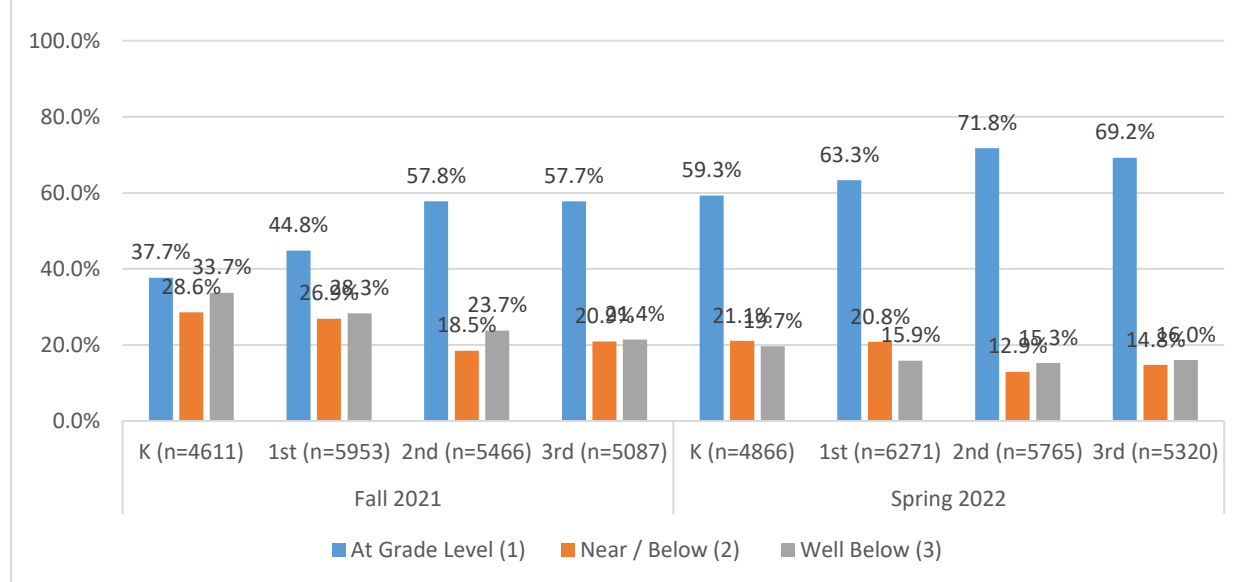
IL Graph 4 (previous page) demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 for students using Imagine Learning's program, including all students in the dataset, regardless of usage time. In comparison to the state:

- Kindergarteners and 3rd graders had lower fall proficiency rates and made slightly less growth than the state averages.

- Students in 1st and 2nd grade had similar results to the state.
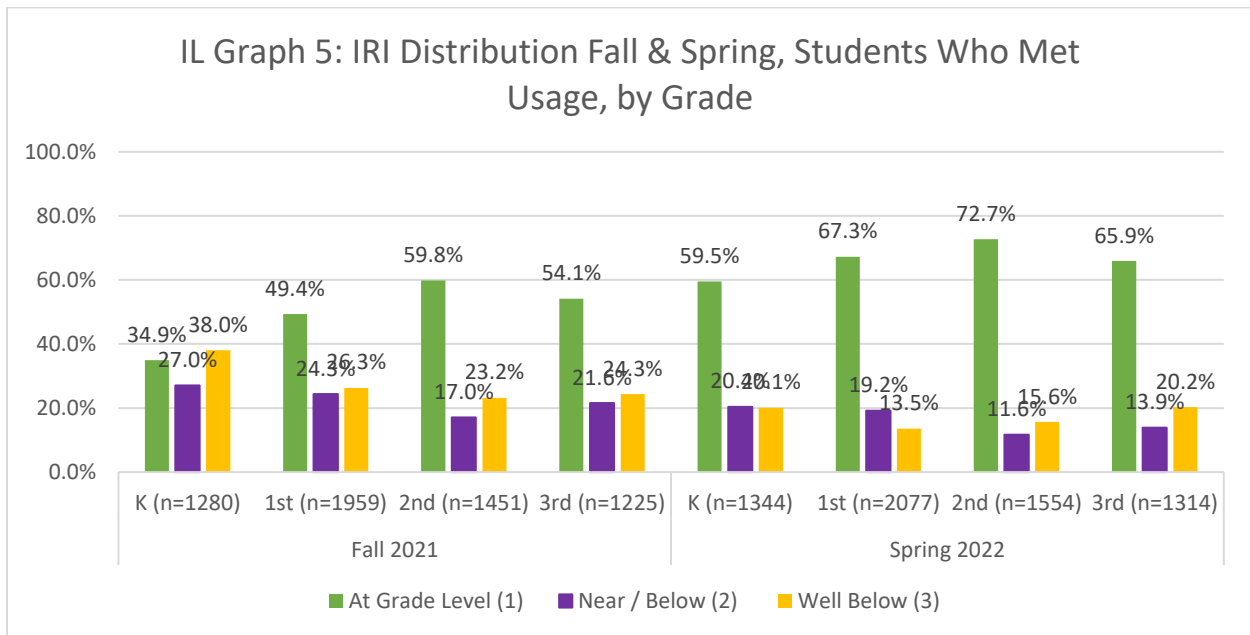
IL Graph 5 (this page) shows the distribution of scores for only students who met Imagine Learning's usage threshold. This group is considered a better representation of the impact of the curriculum, given that students used the program for a more substantial amount of time. In comparison to the state:

- Kindergarten, 1st, and 3rd grade students had lower fall proficiency rates than the state, indicating that educators may be using the Imagine Learning program to provide interventions to students who are struggling.

- Kindergarten and 1st grade students had proficiency rate increases that were similar to the state.

- Proficiency rates for 2nd and 3rd grade increased slightly less fall to spring than the state.

IL Table 1: 2021-22 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	20,847	50.0%	67.2%	17.2 perc points
< 10 hrs usage	12,234	48.2%	64.7%	16.5 perc points
10 hrs - 19 hrs 59 mins usage	4,618	52.0%	69.7%	17.7 perc points
20 hrs - 29 hrs 59 mins usage	2,264	52.1%	70.6%	18.5 perc points
30 hrs - 39 hrs 59 mins usage	1,086	54.2%	73.2%	19.0 perc points
40 + usage	645	54.6%	72.9%	18.3 perc points

As shown in IL Table 1 (above), the increase in the percentage of students that score proficient (from fall to spring) generally increases with Imagine Learning use, with the 30 to 39 hours usage group having the highest. IL Table 2 (below) provides additional context by showing the average IRI scale score increase for each usage group. Again, the scale score changes increase with use and then drop slightly for the 40+ usage group.

IL Table 2: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	20,847	22.9 scale points
< 10 hrs usage	12,234	22.1 scale points
10 hrs - 19 hrs 59 mins usage	4,618	23.2 scale points
20 hrs - 29 hrs 59 mins usage	2,264	24.3 scale points
30 hrs - 39 hrs 59 mins usage	1,086	25.3 scale points
40 + usage	645	24.8 scale points

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 2021-22 school year, Imagine Learning's Imagine Language and Literacy will remain on the Approved Vendor List for the 2023-24 school year.

Istation – Istation Reading Program

Summary of Vendor-Provided Progress Report

The Istation Reading Program is a computer-based intervention tool. While Istation's Indicators of Progress (ISIP) is the current Idaho Reading Indicator (IRI), for the FY 23 Effectiveness Review, Istation was asked to provide a student roster of only those who used the Reading Program curriculum. Istation's identified 44,968 Idaho students in grades K-3 who used the curriculum

during the 2021-22 school year, and the 42,158 who had both beginning and end of year assessments were included in Istation's internal analysis.

IST Table 1: Average ISIP Score Growth by Tier

Tier	Below	Met	Exceed
Tier 1	21.2	22.3*	22.4*
Tier 2	23.2	25.0*	25.6*
Tier 3	23.6	26.4*	27.1*
Sample Size	27370	10821	3967

*Indicates significant difference compared to Benchmark ($p < 0.05$)

IST Table 2: Average ISIP Percentile Growth by Tier

Tier	Below	Met	Exceed
Tier 1	5.9	7.3*	6.6
Tier 2	17.0	20.1*	20.8*
Tier 3	15.8	19.5*	21.0*
Sample Size	1427	7120	30975

*Indicates significant difference compared to Benchmark ($p < 0.05$)

As shown in IST Table I and IST Table 2 (following page), based on Istation's internal analysis, The growth students made in the program differed based on their initial (fall) performance, with Tier 1 (At Grade Level) making less growth than Tier 2 and Tier 3 students (those Near or Below grade level in the fall).

Also demonstrated in IST Table I (previous page) and IST Table 2, students who met or exceeded Istations recommended usage threshold made more growth than students who used the Istation Reading Program less than recommended. Students were deemed "Below" the recommended usage if they engaged with the product for less than 20 minutes per week.

In addition to reviewing the scores by Tier across grades (K-3), Istation reviewed data by grade, as shown in IST Table 3 and IST Table 4. It is notable that this data includes students who scored across all three tiers in the fall. While the amount of growth varies by grade, per Istation's analysis, this data further demonstrates that students who met or exceeded the usage recommendation (accessed the program for 20 minutes or more per week) made greater gains than those below the usage recommendation.

IST Table 3: Average ISIP Score Growth

Grade	Below	Met	Exceed
K	29.3	32.5*	36.3*+
Sample Size	6768	2429	769
1st	24.0	24.7*	24.4*
Sample Size	6251	3054	1407
2nd	20.1	21.3*	20.4
Sample Size	6714	2943	1133
3rd	16.9	18.0*	17.0
Sample Size	7637	2395	658

*Indicates significant difference compared to Below ($p < 0.05$)

+Indicates significant difference compared to Met ($p < 0.05$)

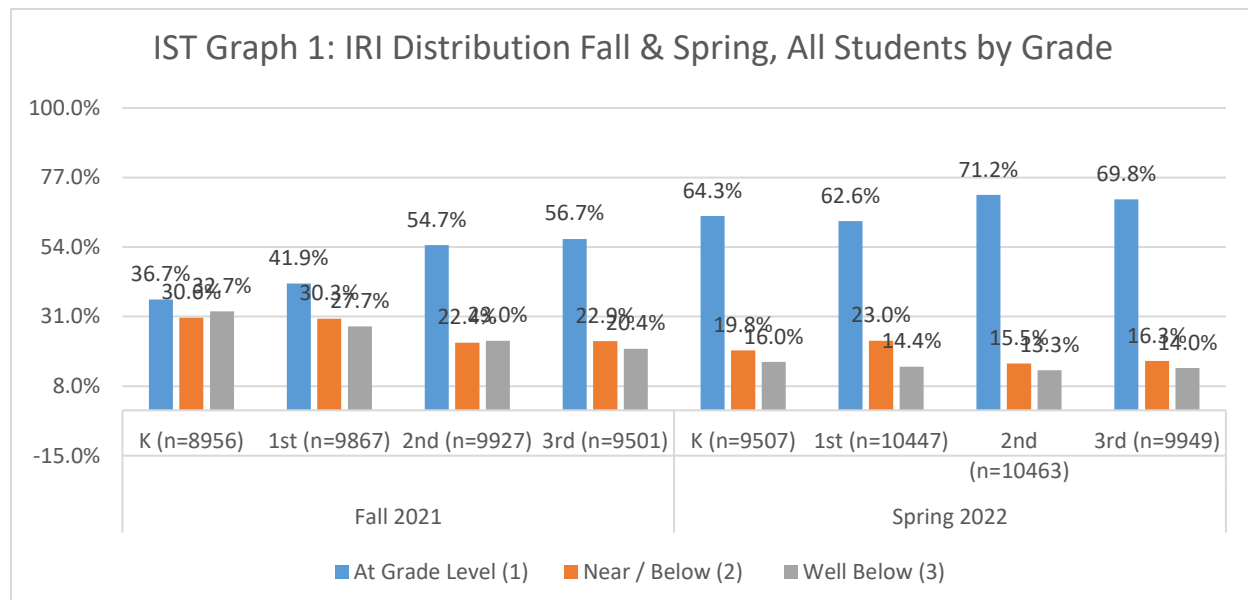IST Table 4: Average ISIP Percentile Growth

Grade	Below	Met	Exceed
K	15.0	21.3*	28.2*+
Sample Size	6768	2429	769
1st	10.9	12.1*	10.7
Sample Size	6251	3054	1407
2nd	10.7	11.8*+	10.1
Sample Size	6714	2943	1133
3rd	9.4	10.5*	9.6
Sample Size	7637	2395	658

*Indicates significant difference compared to Below ($p < 0.05$)

+Indicates significant difference compared to Met ($p < 0.05$)

IRI Data

The roster of Idaho students Istation provided included a total of 45,177 students. Of those, 44,121 had an EDU ID that matched to Idaho's data system (a strong 97.7% match rate). OSBE staff further removed 3,437 students who used the products for less than 30 minutes over the process of the year and 112 students who did not have either a fall or spring IRI score. The remaining dataset includes 40,572 students, so OSBE staff is confident that the data and analysis presented below is an accurate reflection of the data available for this product

IST Graph 1: IRI Distribution Fall & Spring, All Students by Grade

	Fall 2021				Spring 2022			
	K (n=8956)	1st (n=9867)	2nd (n=9927)	3rd (n=9501)	K (n=9507)	1st (n=10447)	2nd (n=10463)	3rd (n=9949)
At Grade Level (1)	36.7%	41.9%	54.7%	56.7%	64.3%	62.6%	71.2%	69.8%
Near / Below (2)	30.6%	30.3%	22.4%	22.9%	19.8%	23.0%	15.5%	16.3%
Well Below (3)	32.7%	27.7%	23.0%	20.4%	16.0%	14.4%	13.3%	14.0%

IST Graph 1 (above) demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 for students using Istation's curriculum, including all students in the dataset, regardless of usage time. In comparison to the state:

- All grades (K-3) had fall to spring proficiency rate growth that was at least as much as the state.

- Students in K and 1st grade had higher growth in proficiency rates than the state.

On the following page, IST Graph 2 shows the IRI score distribution for Fall 2021 and Spring 2022 for the 10,849 students who used the Istation curriculum and met Istation's minimum usage threshold. For all grades, the improvements in proficiency rates were more than those in the full Istation dataset (regardless of usage), supporting the hypothesis that the Istation curriculum supports students progress towards proficiency. In comparison to the state:

- All grades (K-3) had fall to spring proficiency rate growth that was more than the state, exceeding the state's proficiency rate growth by 1.5 to 9.3 percentage points.

- Kindergarten students had the most substantial increase in proficiency, from 34.5% to 67.8% at grade level (an increase of 33.3 percentage points).

IST Graph 2: IRI Distribution Fall & Spring, Students Who Met Usage, by Grade
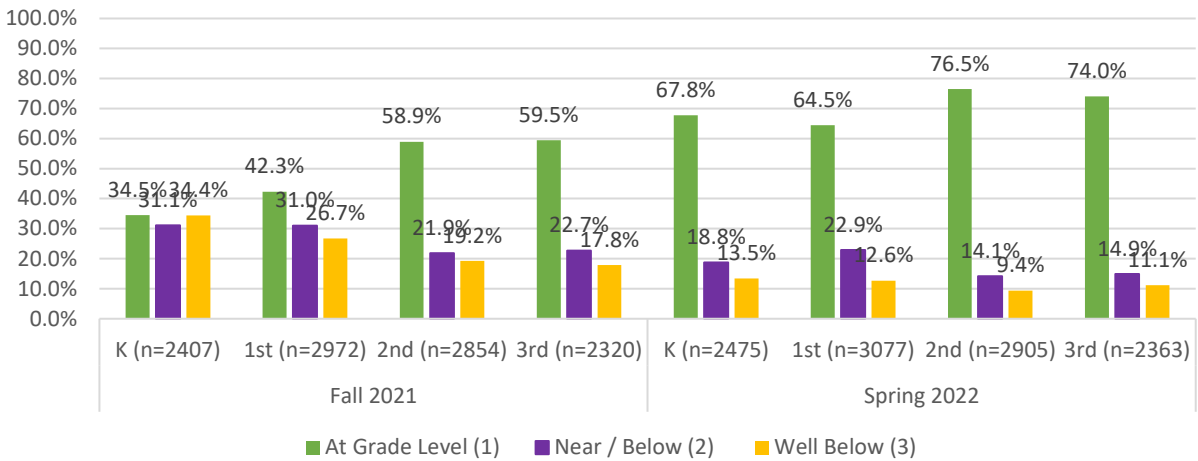
IST Table 5: 2021-22 IRI Fall and Spring Proficiency, students with both scores				
Usage Group	**n size**	**Fall Proficiency Rate**	**Spring Proficiency Rate**	**Change in Proficiency Rate**
All students	38,045	47.8%	67.7%	19.9 perc points
< 10 hrs usage	20,308	46.4%	64.6%	18.2 perc points
10 hrs - 19 hrs 59 mins usage	11,489	49.2%	70.4%	21.2 perc points
20 hrs - 29 hrs 59 mins usage	4,086	48.1%	72.0%	23.9 perc points
30 hrs - 39 hrs 59 mins usage	1,457	52.0%	73.5%	21.5 perc points
40 + usage	705	55.2%	77.3%	22.1 perc points

IST Table 5 (above) shows Istation proficiency rates based on usage group, while IST Table 6 (below) shows the fall to spring scale score change. In both tables, the improvement increases with usage through the 20 to 29 hours group, and then dips slightly for the highest usage groups. Without information regarding implementation, it is difficult to know the reason for this dip, though it is notable that similar data has been noted with other vendors.

| IST Table 6: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	**n size**	**Average Scale Score Change**
All students	38,045	23.2 scale points
< 10 hrs usage	20,308	22.5 scale points
10 hrs - 19 hrs 59 mins usage	11,489	23.6 scale points
20 hrs - 29 hrs 59 mins usage	4,086	25.1 scale points
30 hrs - 39 hrs 59 mins usage	1,457	23.8 scale points
40 + usage	705	24.3 scale points

Finding

Based on the internal Istation's internal analysis and OSBE staff's review of IRI data for students who used the Istation curriculum during the 2021-22 school year, Istation's curriculum will remain on the Approved Vendor List for the 2023-24 school year.

Lexia Learning Systems - Core5 Reading

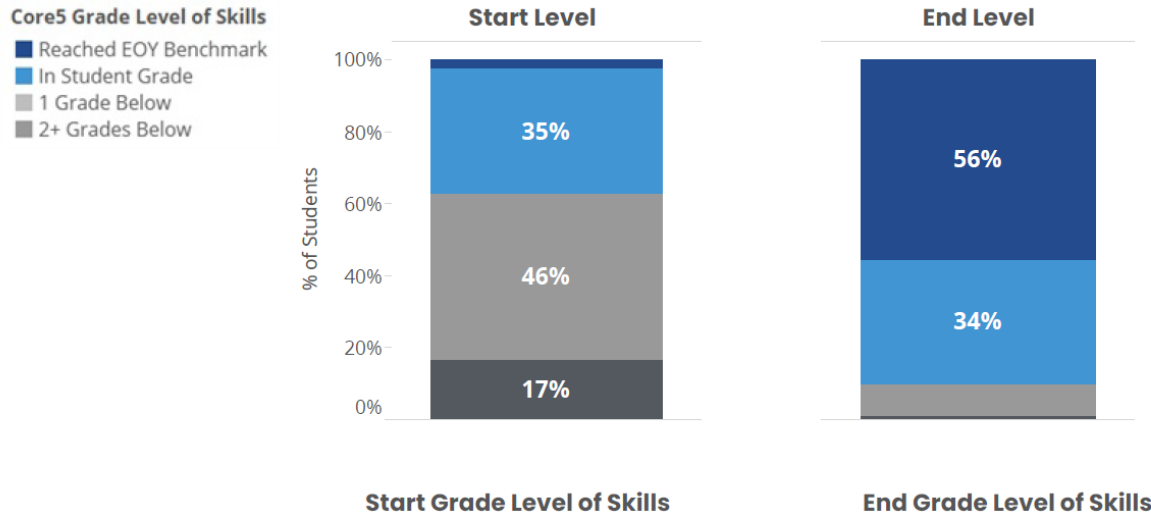**Summary of Vendor-Provided Progress Report**

Lexia Learning's internal analysis of the Core5 program included data on 10,916 Idaho students (K-3) for the 2020-21 school year. Of these students, 5,752 met usage, 3,358 did not meet usage, and 1,806 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: Core5 Progress, All K-3 Idaho Students (n=10,916)
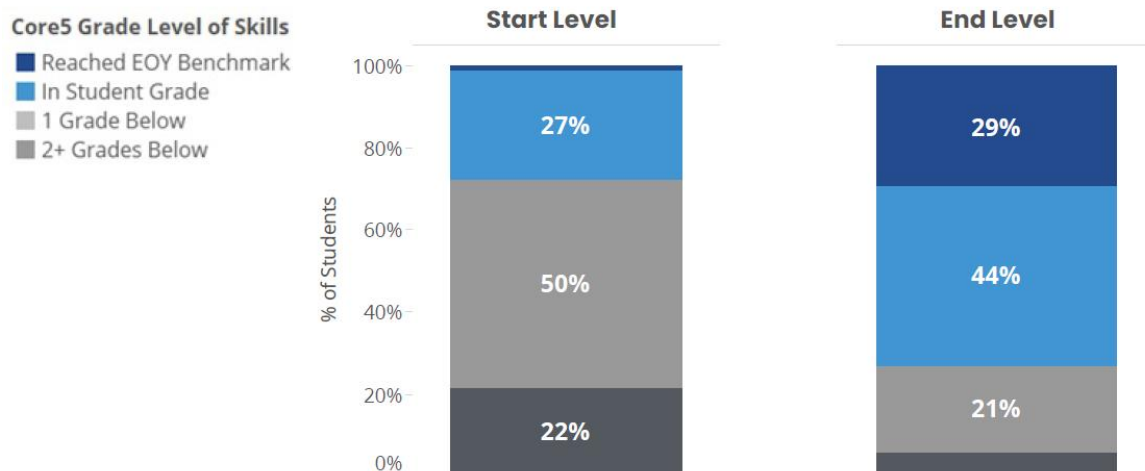
The LC5 Graph 1 (above) shows the difference in the Start Level (beginning of year) performance category distribution of Idaho students versus their End Level (end of year) score distribution. Based on Lexia's internal data, the percentage of students who scored "In Student Grade" or "Reached EOY Benchmark" rose from 28% at the beginning of the year to 73% at the end of the year, a 45 percentage-point gain. In their larger report, Lexia indicated that 73% (8,007) students advanced at least one grade level of material over the process of the year.
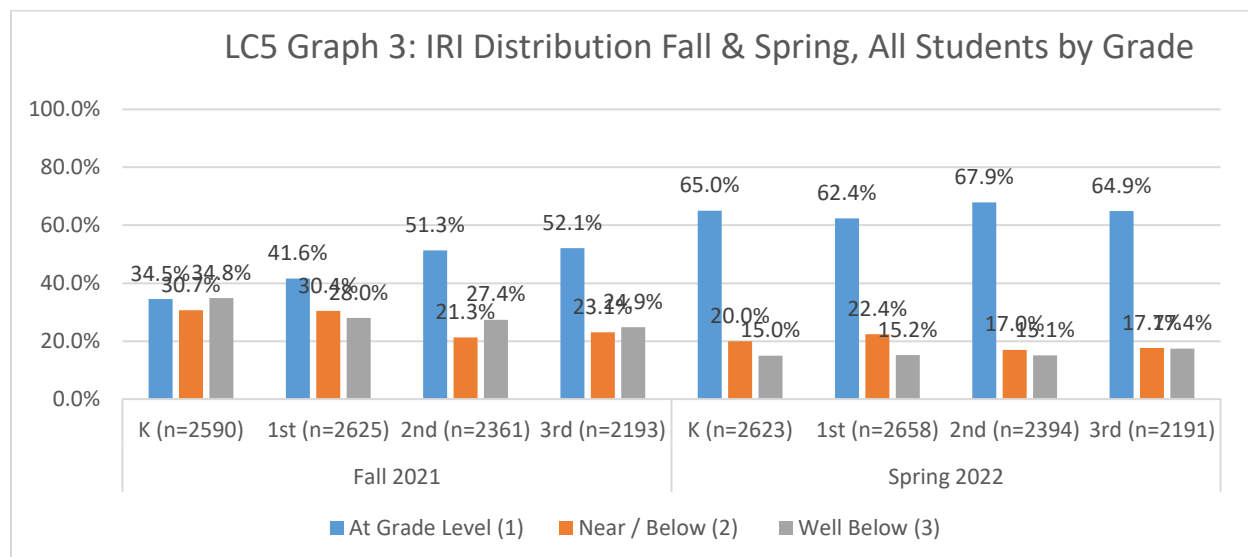
LC5 Graph 2: Core5 Progress, Idaho K-3 Students Who Met Usage (n=5,752)

Core5 Grade Level of Skills
- ■ Reached EOY Benchmark
- ■ In Student Grade
- ■ 1 Grade Below
- ■ 2+ Grades Below

Start Level

Start Grade Level of Skills

- 35% (In Student Grade)
- 46% (1 Grade Below)
- 17% (2+ Grades Below)

End Level

End Grade Level of Skills

- 56% (Reached EOY Benchmark)
- 34% (In Student Grade)

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, 37% scored "In Student Grade" or "Reached EOY Benchmark" at the beginning of the year, while 90% reached these categories by the end of the 2021-22 school year. Per Lexia's larger report, 91% (5,224) of students who met usage progressed through at least one grade level of material over the process of the year.

IRI Data

Out of the 10,916 Idaho students included in the Lexia Core5 dataset for 2021-22, 10,820 were matched to Idaho's data system (a strong 99.1% match rate). OSBE staff removed 80 students who used the program for less than 30 minutes and 176 who had no fall or spring IRI score. The remaining data set included 10,564 students, so OSBE staff is confident that the IRI results and analysis presented below accurately reflects Lexia's Idaho data.

LC5 Graph 3: IRI Distribution Fall & Spring, All Students by Grade

Fall 2021:
- K (n=2590): 34.5% At Grade Level (1), 30.7% Near / Below (2), 34.8% Well Below (3)
- 1st (n=2625): 41.6%, 30.4%, 28.0%
- 2nd (n=2361): 51.3%, 21.3%, 27.4%
- 3rd (n=2193): 52.1%, 23.1%, 24.9%

Spring 2022:
- K (n=2623): 65.0%, 20.0%, 15.0%
- 1st (n=2658): 62.4%, 22.4%, 15.2%
- 2nd (n=2394): 67.9%, 17.0%, 15.1%
- 3rd (n=2191): 64.9%, 17.7%, 17.4%

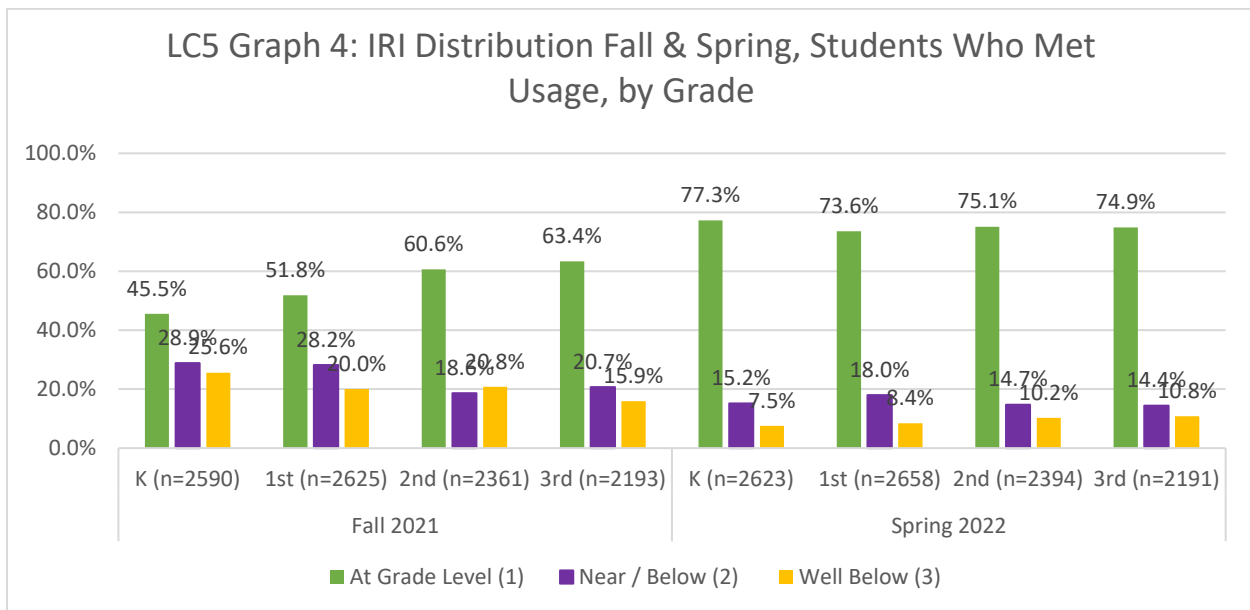■ At Grade Level (1) ■ Near / Below (2) ■ Well Below (3)

LC5 Graph 3 (previous page) demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 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:

- K-3 students had higher increases in proficiency fall to spring than the state.

- Kindergartners who used Core5 had substantially better results than state averages: a 30.5 percentage point increase in the proficiency rate versus the state's 24 percentage point increase.

As shown in the LC5 Graph 4 (below), the Fall and Spring IRI score distribution for students who met Lexia's usage threshold is slightly different. This group of students had similar results to the full dataset, with some differences:

- Students in kindergarten and first grade who met usage had a greater improvement in proficiency fall to spring than the full dataset.

- Kindergarten students again had the highest increase in the proficiency rate, going from 45.5% to 77.3%, a 31.8 percentage point increase.

- Grade 2 and 3 students who met usage had a slightly lower increase in proficiency than the full dataset, which was similar to the state increases for these grades.

LC5 Graph 4: IRI Distribution Fall & Spring, Students Who Met Usage, by Grade

LC5 Table 1: 2021-22 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	9,071	45.2%	66.0%	20.8 perc points
< 10 hrs usage	847	39.9%	54.2%	14.3 perc points
10 hrs - 19 hrs 59 mins usage	1,693	43.4%	63.1%	19.7 perc points
20 hrs - 29 hrs 59 mins usage	2,288	47.8%	68.1%	20.3 perc points
30 hrs - 39 hrs 59 mins usage	2,046	45.4%	69.3%	23.9 perc points
40 + usage	2,197	45.6%	67.5%	21.9 perc points

LC5 Table 1 (above) and LC5 Table 2 (below), show the changes made by students who used the Lexia Core5 program by usage group. The improvements in proficiency and scale score changes increase with usage for most of the groups and dip slightly with the 40+ usage group (as seen with other vendors). Notably, Lexia Core5 has a strong percentage of students who used the program for 20 or more hours.

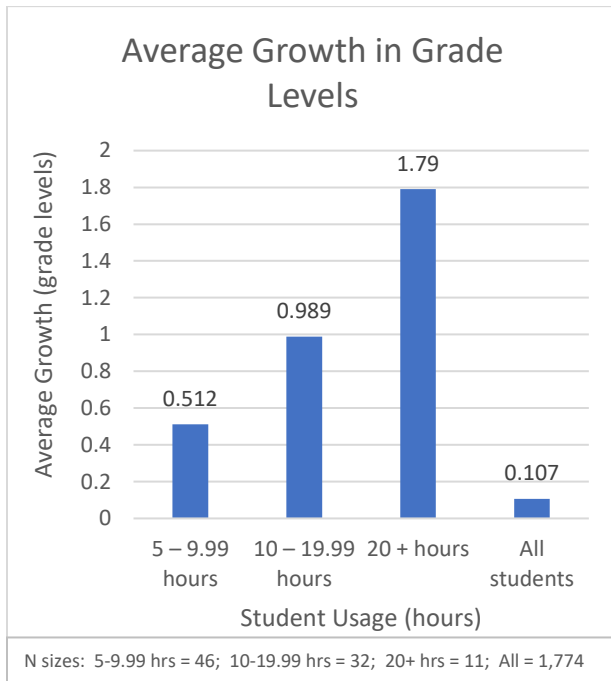| LC5 Table 2: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	9,071	23.9 scale points
< 10 hrs usage	847	20.8 scale points
10 hrs - 19 hrs 59 mins usage	1,693	23.8 scale points
20 hrs - 29 hrs 59 mins usage	2,288	24.8 scale points
30 hrs - 39 hrs 59 mins usage	2,046	24.5 scale points
40 + usage	2,197	23.8 scale points

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 2021-22 school year, Lexia's Core5 program will remain on the Approved Vendor List for the 2023-24 school year.
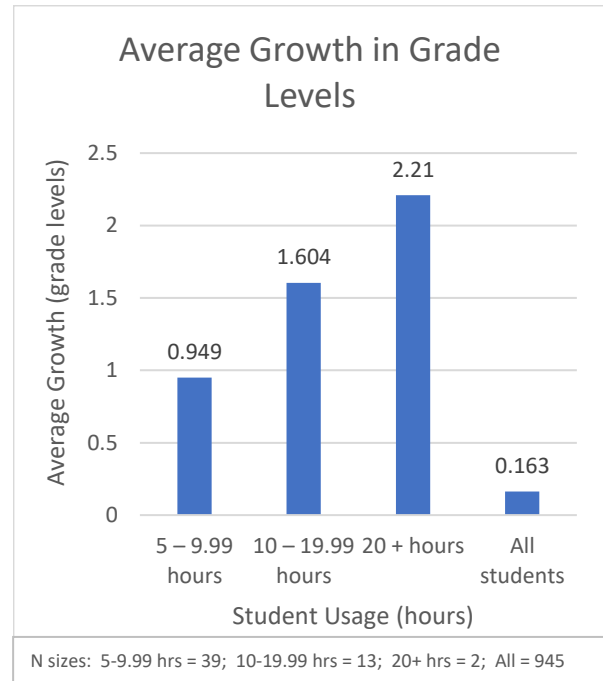
MobyMax - MobyMax ELA

Summary of Vendor-Provided Progress Report

MobyMax supported 1,774 students in its adaptive ELA program in the 2021-22 school year. Of these students, 89 students used the modules for more than 5 hours, and only 11 students met MobyMax's minimum usage recommendation of 30 minutes per week / 20 hours of participation over the course of the year. As a result, MobyMax chose to include all Idaho students who engaged with the program in their analysis.

MM Graph 1: Average Student Growth in
Learning Language Module, by Usage

MM Graph 2: Average Student Growth in
Foundational Reading Module, by Usage

N sizes: 5-9.99 hrs = 46; 10-19.99 hrs = 32; 20+ hrs = 11; All = 1,774

N sizes: 5-9.99 hrs = 39; 10-19.99 hrs = 13; 20+ hrs = 2; All = 945

As shown in MM Graph 1 and MM Graph 2, the growth seen by students who used the MobyMax ELA program's Learning Language Module and Foundational Reading Module increased based on the amount of time students used the product. It is notable that the group (n) sizes for the usage groups of 5 or more hours are all small (as low as 2 students).

In their larger internal analysis report, MobyMax included similar analyses of two other modules: Reading Skills- Informational and Reading Skills- Literature, with similar findings. Moby Max further asserted that prior research has shown that students who use their product for 30 minutes or more per week demonstrate average growth of one grade level. While MobyMax's analysis of their Idaho data demonstrates increased growth with usage, staff maintains concerns about the n sizes and the ability to make valid assertions with this data.

IRI Data

The 2021-22 Idaho student roster provided by MobyMax included 1,422. Of those, only 17 logged 10 hours or more in MobyMax, and just 7 used the program for 20 hours during the school year. Unfortunately, the data made available by MobyMax did not result in matching any of these 17 students (with 10+ hours in the program) to the Idaho data system.

Following the same procedures as used for the other vendors, OSBE staff identified 86 students who could be matched to our data system (6% match set). All of these students had at least 30 minutes in the product and had at least one available IRI score. Unfortunately, because of the low match rate and the number of hours the vast majority of students in the roster spent using

the product, OSBE staff do not feel confident this analysis reflects and accurate reflection of MobyMax's program effectiveness.

Because of the size of MobyMax's dataset, once disaggregated by grade, redactions become necessary for any areas where a performance group of less than five could be identified. As a result, the data is combined across grades MM Graph 3 and disaggregated with redaction in MM Table 1.

MM Graph 3: IRI Distribution Fall & Spring, All Students K-3
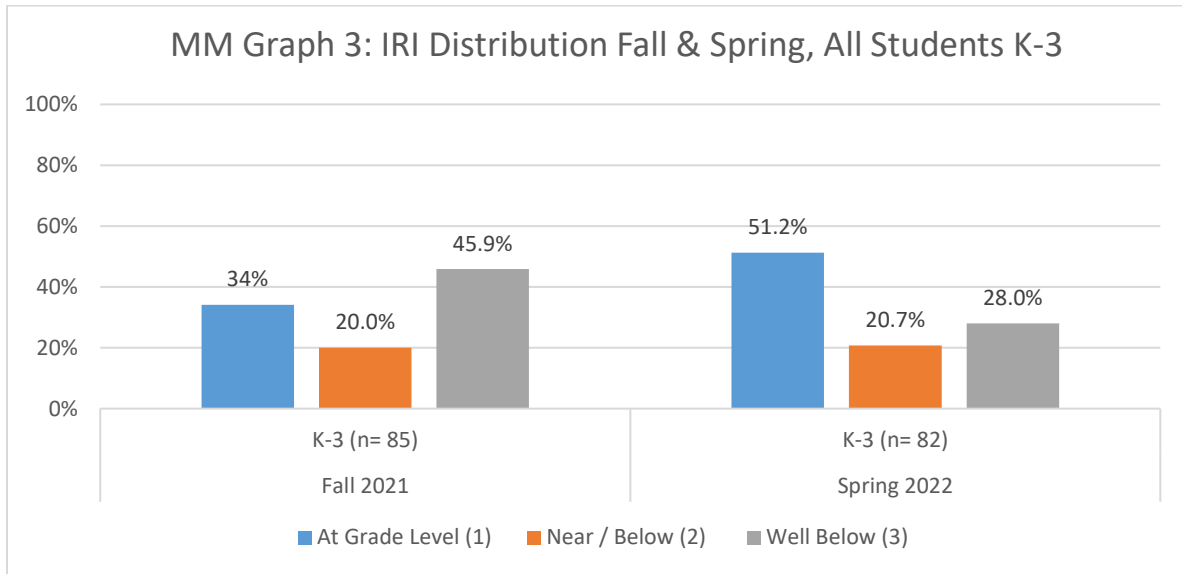
MM Table 1: 2021-22 IRI Distribution, Fall & Spring, by Grade								
	Fall 2021				**Spring 2022**			
	K (n=18)	1st (n=17)	2nd (n=29)	3rd (n=21)	K (n=18)	1st (n=18)	2nd (n=28)	3rd (n=18)
At Grade Level (1)	■	35.3%	44.8%	47.6%	27.8%	38.9%	67.9%	61.1%
Near / Below (2)	■		24.1%	23.8%	27.8%	27.8%	■	■
Well Below (3)	■		31.0%	28.6%	44.4%	44.4%	■	■

MM Graph 3 and MM Table 1 demonstrate the distribution IRI scores for Fall 2021 and Spring 2022 for students who used the MobyMax ELA program. In comparison to the statewide data:

- The improvement in proficiency (17.2 percentage points) for the combined K-3 group was very similar to the state average growth in proficiency (17 percentage points).

- 2nd grade students who used MobyMax had a proficiency rate increase greater than the state, however, the n size was small (29 students).

MM Table 2: 2021-22 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	81	34.6%	50.6%	16.0 perc points
< 2 hrs usage	67	35.8%	55.2%	19.4 perc points
2 hrs - 7 hrs 59 hrs usage	14	<40%	<40%	0 perc points

As previously noted, all of the students in the MobyMax with IRI scores used the product for less than 10 hours. As a result, the data reviewed for specific usage groups for MobyMax in MM Table 2 and MM Table 3 are for lower time (and smaller ranges) than the majority of products on the Approved Vendor List. In both cases, the improvements (in proficiency and scale score), there was an unexpected inverse relationship, with improvements decreasing with usage. However, it is notable that the group sizes are small and usage time was short, with all students using the product for less than 8 hours over the course of the year.

| MM Table 3: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	81	21.5 scale points
< 2 hrs usage	67	22.0 scale points
2 hrs - 7 hrs 59 hrs usage	14	18.8 scale points

Finding

There are a number of variables that make MobyMax ELA's program difficult to review. The most significant concern in conducting this analysis is the sample size of students who used MobyMax for at least 5 hours over the course of the year. With only 100 students meeting the 5 hour of usage mark, and only 11 students meeting MobyMax's recommended usage of 20 hours, staff does not feel comfortable determining whether the MobyMax ELA program can be considered effective. Further issues arose when attempting to match MobyMax's data to the state data system, further limiting the ability to analyze the program. Additionally, in the FY 22 Effectiveness Review, concerns were raised about the amount of Idaho data available from MobyMax for the purposes of the analysis, and MobyMax was given one additional year on the Approved Vendor List with the expectation that additional data (larger n sizes) would be needed for the FY 23 Effectiveness Review for MobyMax to remain on the list after the 2022-23 school year. Unfortunately, MobyMax's data set was smaller in FY 23, preventing the researcher from making any solid conclusions. As a result, MobyMax will not be on the Approved Vendor List for the 2023-24 school year. However, staff will put a note on the list that the MobyMax ELA Program was previously approved and will allow MobyMax to participate in a future Effectiveness Review if they are able to make adequate K-3 data available.

Renaissance - Freckle for ELA

**Summary of Vendor-Provided Progress Report**

The Renaissance Freckle for ELA program was used by 1,712 Idaho students in 2021-22. For their internal analysis, Renaissance reviewed the performance of 338 Idaho students (grades 1-3) who used Freckle for ELA and had both a beginning year and end year Renaissance Star Reading or Renaissance Star Early Literacy Test. These students were further divided between those that were at/above Renaissance's recommended Freckle usage threshold and those that were below it. The usage threshold for Freckle varies by grade; for grades 1 and 2, Renaissance recommends 15 minutes per day, and for grade 3, 20 minutes per day is the threshold. Renaissance compared the performance of the Freckle user students to a "No Freckle for ELA" group consisting of 1,289 Idaho students who took the Star assessments in fall and spring but did not use Freckle for ELA and to the organization's national data from students who also took the Star without using Freckle (1.8 million).

RF Graph 1: 2021-22 Median Growth Percentile by Group
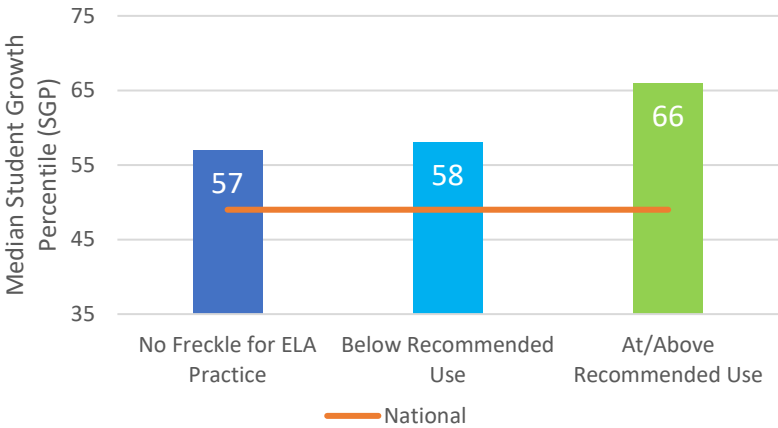
Based on Renaissance's internal analysis (RF Graph 1), Idaho students who used Freckle at or above the recommended usage had a higher median student growth percentile (66) than those whose use was below the recommendation (58) and those who did not use Freckle but took the Star test (57).

RF Graph 2: 2021-22 Star Proficiency Rates by Group
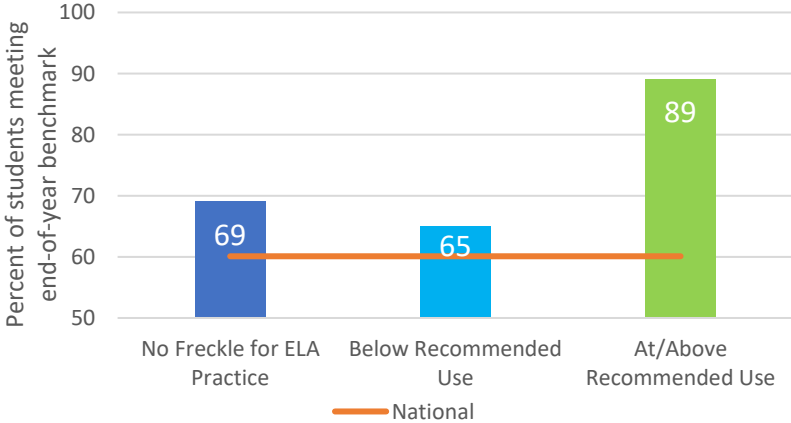
Similarly, the percentage of students who met the spring Star proficiency benchmark was higher for the Freckle group that met recommended usage than both of the comparison groups (RF Graph 2).

Students who used Freckle below the recommended usage had similar or lower outcomes than students who did not use Freckle. This may reflect that students in both of these groups were provided with non-Freckle interventions.

Notably, across all metrics included in Renaissance's full report, the outcomes for all of the Idaho student groups consistently exceeded the national averages seen for all Star test users.

IRI Data

Out of the 1,712 Idaho students in grades K-3 included in the Renaissance Freckle dataset for 2021-22, 352 were matched with data in the Idaho data system. This represents a 21% match rate, which is lower than is ideal, but still represents an adequate sample for Renaissance. OSBE staff then removed 15 students from the dataset because they did not have at least one IRI score. The final dataset for this analysis included 337 students. 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 2021-22 school year.

RF Graph 3: IRI Distribution Fall & Spring, Grades 2 and 3
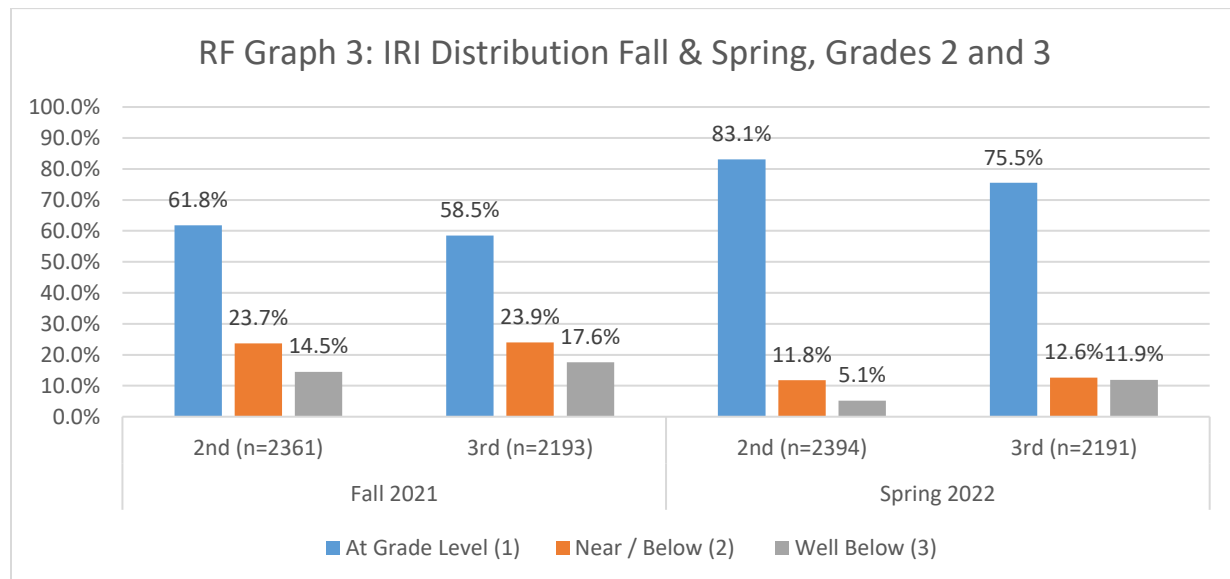
RF Table 1: 2021-22 IRI Distribution, Fall & Spring, by grade K-1				
	Fall 2020		**Spring 2021**	
	K **(n=13)**	**1st** **(n=32)**	**K** **(n=11)**	**1st** **(n=31)**
At Grade Level (1)	46.2%	68.8%		
Near / Below (2)				
Well Below (3)				

RF Graph 2 and RF Table 1 (above) demonstrates the distribution IRI scores for Fall 2020 and Spring 2021 who used the Renaissance Freckle program, regardless of usage. Because almost all

of the students in the dataset were 2nd and 3rd graders, RF Table 1 was necessary to shows the data for kindergarten and 1st grade (with most data points unreportable due to n size). In comparison to the statewide data:

- Both 2nd and 3rd graders who used Freckle had a higher increase in the proficiency rate from fall to spring when compared to the state.

- 2nd graders who used Freckle did particularly well, increasing their proficiency from 61.8% to 83.1% (21.3 percentage points) as compared to the state (15 percentage point increase in proficiency).

RF Table 2: 2021-22 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	314	60.2%	79.9%	19.7 perc points
< 2 hrs usage	141	56.0%	73.8%	17.8 perc points
2 hrs - 3 hrs 59 mins usage	101	59.4%	86.1%	26.7 perc points
4 hrs - 5 hrs 59 mins usage	44	72.7%	84.1%	11.4 perc points
6 hrs - 12 hrs 59 mins usage	28	64.3%	82.1%	17.8 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). The full Renaissance dataset included 67 students who used the program for 10 or more hours (2 with 20+ hours). However, only 2 students matched with the Idaho data system. Thus, it is likely that the variation in the improvements in proficiency rates shown in RF Table 2 are due to a variety of factors (rather than only use of the Freckle program in 2021-22).

RF Table 3: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	314	22.2 scale points
< 2 hrs usage	141	22.1 scale points
2 hrs - 3 hrs 59 mins usage	101	22.5 scale points
4 hrs - 5 hrs 59 mins usage	44	22.8 scale points
6 hrs - 12 hrs 59 mins usage	28	20.5 scale points

As shown in RF Table 3, the scale score improvement increased with students with usage, though it did go down with the 6 to 13 hour group.

Finding

There are a number of variables that make Renaissance's Freckle program a little challenging to review. While the data for 2nd and 3rd grade students (who make up the majority of the dataset) is quite strong, the match rate and availability of data for students with reasonable program usage (10+ hours) make it difficult to attribute changes to the program. As a result, OSBE staff will allow Renaissance to remain on the Approved Vendor List on a probationary basis for the 2023-24 school year due to inadequate data. The dataset for the FY 24 Effectiveness Review will need to have a higher match rate and include students with higher usage for review in order for the Renaissance Freckle program to remain on the list after the 2023-24 school year.

Savvas Learning - SuccessMaker

Summary of Vendor-Provided Progress Report

Based on the data provided by Savvas, in 2021-22, there were 350 Idaho students who used SuccessMaker. These students were from a single district, Shelley School District, and were in grades 3 and 4. Of these, 166 third grade students and 184 fourth grade students had adequate data for a review of growth across the school year. For this table, the Gain Mean provides insight into the amount of a school year's worth of content gained.

SS Table 1: 2021-22 Shelley School District #60 Reading Gains, Grades 3 and 4

Usage Group	n size	EOY Course Level Mean	Gain Mean	Mean % Skills Mastered
Grade 3 – Reading (n=166)				
< 10 Hrs usage or not meeting usage criteria	22	2.77	0.56	68%
10 hrs - 19 hrs 59 mins usage	69	3.62	**0.66**	89%
20 hrs - 29 hrs 59 mins usage	61	3.96	**0.99**	89%
> 30 Hrs usage	14	4.58	**1.58**	87%
Grade 4 – Reading (n=184)				
< 10 Hrs usage	14	3.56	0.24	83%
10 hrs - 19 hrs 59 mins usage	55	4.26	**0.64**	85%
20 hrs - 29 hrs 59 mins usage	91	4.67	**0.96**	88%
> 30 Hrs usage	24	5.03	**1.26**	91%

Per the data in SS Table 1, in 2021-22, 3rd grade students who used Successmaker for 20 to 30 hours had a 0.99 gain in reading skills (nearly a school year worth of content) in reading, while those that used the product for more than 30 hours had 1.58 gain (over a year's worth of content).

IRI Data

Savvas provided a student roster of 166 grade 3 students (all from Shelley School District) who used Savvas Successmaker in the 2021-22 school year. All 166 students were able to be matched with data in Idaho's system (100% match rate), and all students in the roster had at least one IRI score. Additionally, all students spent at least 30 minutes in the product, so OSBE staff was able to use the full roster for the data review.
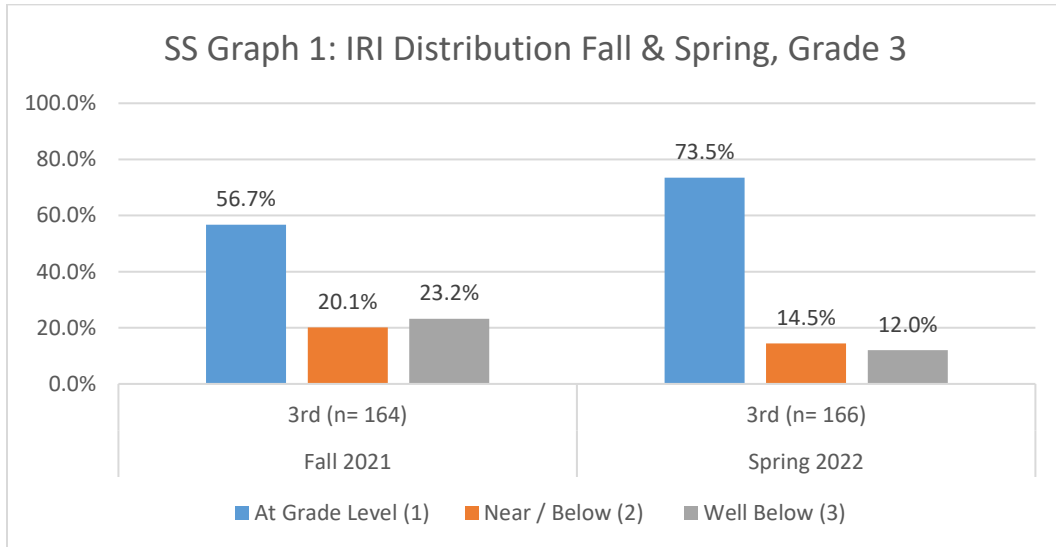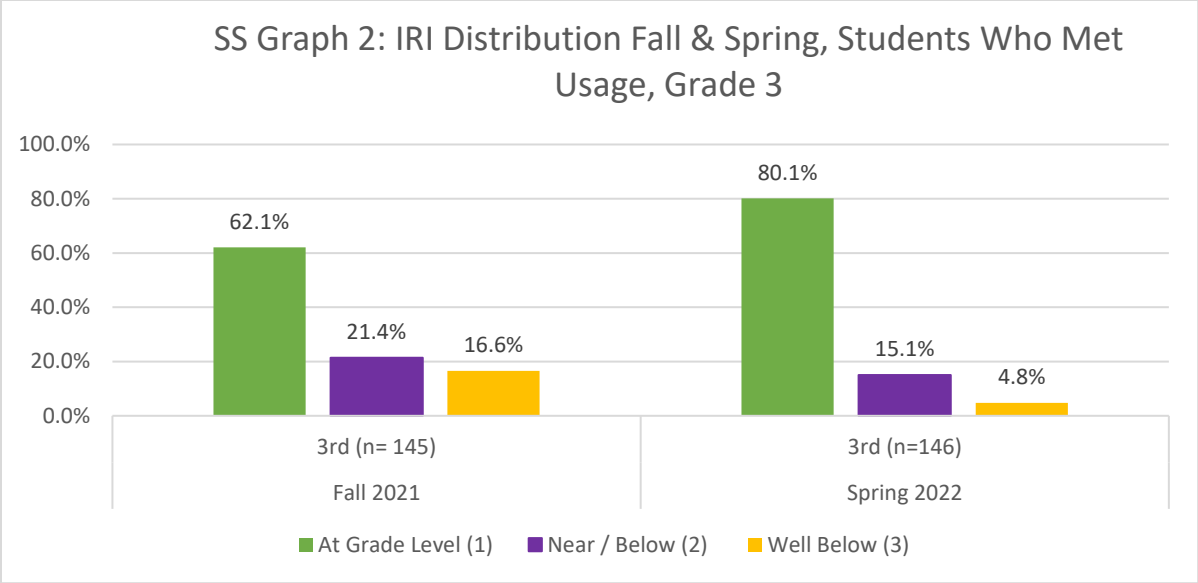

SS Graph 1 (above) demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 for students using Lexia's Core5 program. This includes all 3rd grade students in the dataset (Shelley School District), regardless of usage time. In comparison to the statewide data for each grade:

- 3rd grade students in Shelley School District who used Savvas Successmaker had a larger increase in proficiency fall to spring (16.8 percentage points) than the state (13 percentage points).

As shown in the SS Graph 2 (below), 3rd grade students who met Savvas's usage threshold had a strong 80.1% spring proficiency rate.

- The majority of students (88%) met the usage threshold.
- 3rd grade students in Shelley School District who met Savvas's usage threshold for Successmaker had a larger increase in proficiency fall to spring (18 percentage points) than the full dataset (16.8) and the state (13).

SS Graph 2: IRI Distribution Fall & Spring, Students Who Met Usage, Grade 3

Fall 2021 — 3rd (n= 145):
- At Grade Level (1): 62.1%
- Near / Below (2): 21.4%
- Well Below (3): 16.6%

Spring 2022 — 3rd (n=146):
- At Grade Level (1): 80.1%
- Near / Below (2): 15.1%
- Well Below (3): 4.8%

Legend: ■ At Grade Level (1) ■ Near / Below (2) ■ Well Below (3)

SS Table 2: 2021-22 IRI Fall and Spring Proficiency, Grade 3 students with both scores				
Usage Group	n size	Fall Proficiency Rate	Spring Proficiency Rate	Change in Proficiency Rate
All students	164	56.7%	74.4%	17.7 perc points
< 12 hrs usage	19	42.1%	52.6%	10.5 perc points
12 hrs - 19 hrs 59 mins usage	66	60.6%	75.8%	15.2 perc points
20 hrs - 29 hrs 59 mins usage	65	53.8%	76.9%	23.1 perc points
30 + usage	14	71.4%	85.7%	14.3 perc points

Proficiency rates increased with Successmaker usage, as shown in SS Table 2 (above). The exception was at the top end (30+ hours of usage), but it should be considered that this group was small (14) and had a high fall proficiency rate (71.4%). While the highest usage group did not see as much increase in proficiency, the group's scale score improvement was higher than the other usage groups, as shown in SS Table 3 on the following page.

| SS Table 3: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	**n size**	**Average Scale Score Change**
All students	164	21.4 scale points
< 12 hrs usage	19	17.7 scale points
12 hrs - 19 hrs 59 mins usage	66	21.3 scale points
20 hrs - 29 hrs 59 mins usage	65	21.8 scale points
30 + usage	14	25.1 scale points

Finding

Since Savvas was able to provide 2021-22 data for the K-3 grade range, we were able to conduct an appropriate data review. We hope that in the future we have a larger dataset to analyze, but we are comfortable with what was provided. Based on the internal analysis conducted by Savvas and OSBE staff's review of IRI data for students who used Savvas Successmaker during the 2021-22 school year, the Savvas Successmaker program will be reinstated onto the Approved Vendor List for the 2023-24 school year.

Waterford - Waterford ELA

Summary of Vendor-Provided Progress Report

Waterford's internal analysis includes 1,330 students in kindergarten through grade 3 for whom they had adequate data to be included in Waterford's internal analysis.

WF Graph 1: K-3 Percentage of Students with Growth by Grade
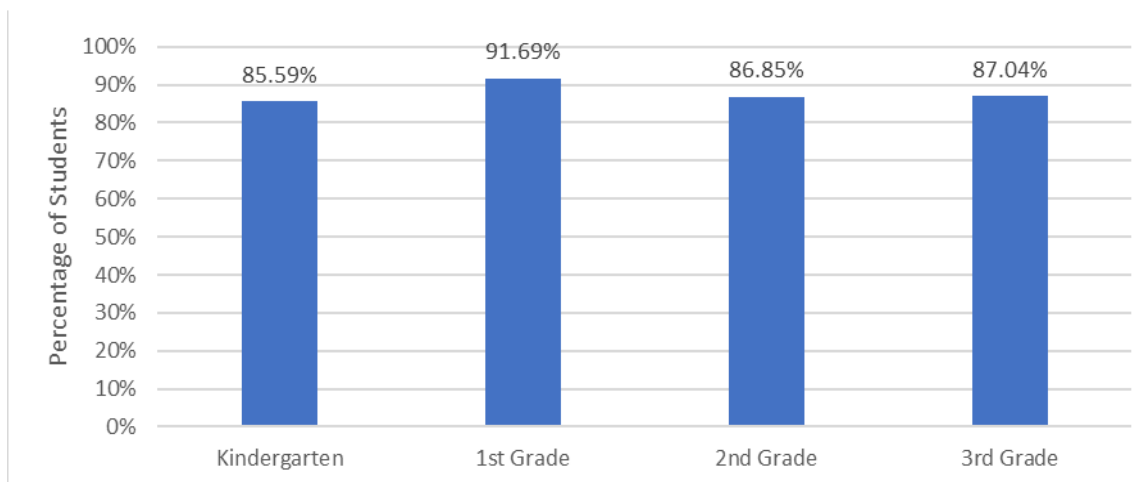
As shown in WF Graph 1 (above), the majority of students who used Waterford demonstrated growth. Waterford's larger report includes an additional figure demonstrating that 87.5% of students (across grades K-3) showed growth in their product. Additional graphs demonstrate

the scale growth made, with K-3 Idaho students improving their difficulty location (scale points) by an average of 330 in 2021-22. Waterford's analysis did not differentiate students by the amount of time students spent using the program.

WF Graph 2: K-3 Percentage of Students with Growth by Grade
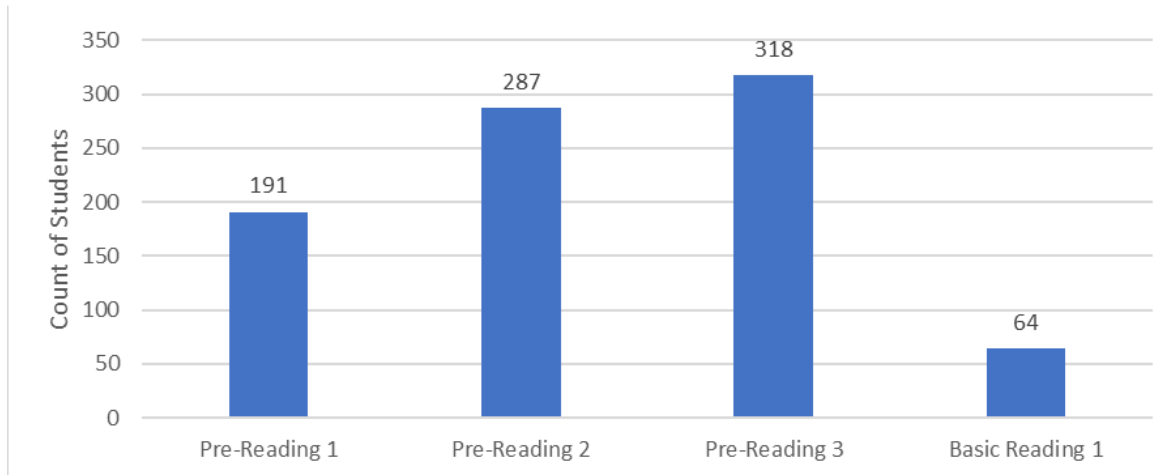
WF Graph 2 shows the end year difficulty location level made by students who began the year at the lowest difficulty location, Pre-Reading 1. The majority (65%) of Idaho students who used Waterford in 2021-22 started the year at Pre-Reading 1 (860 of 1,330 included in the analysis). In their 2020-21 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."

IRI Data

Out of the 1,306 public-school Idaho students provided in Waterford's data file for 2021-22, 608 matched with Idaho's data system (an acceptable 47% match rate). OSBE staff removed 7 students because they used the product for les than 30 minutes during the 2021-22 school year and an additional 7 students who had no available IRI score. The remaining dataset for this analysis included 594 students. The majority of students with appropriate data to review use the Waterford program as kindergarteners in 2021-22.

WF Graph 3: IRI Distribution Fall & Spring, All Students by Grade
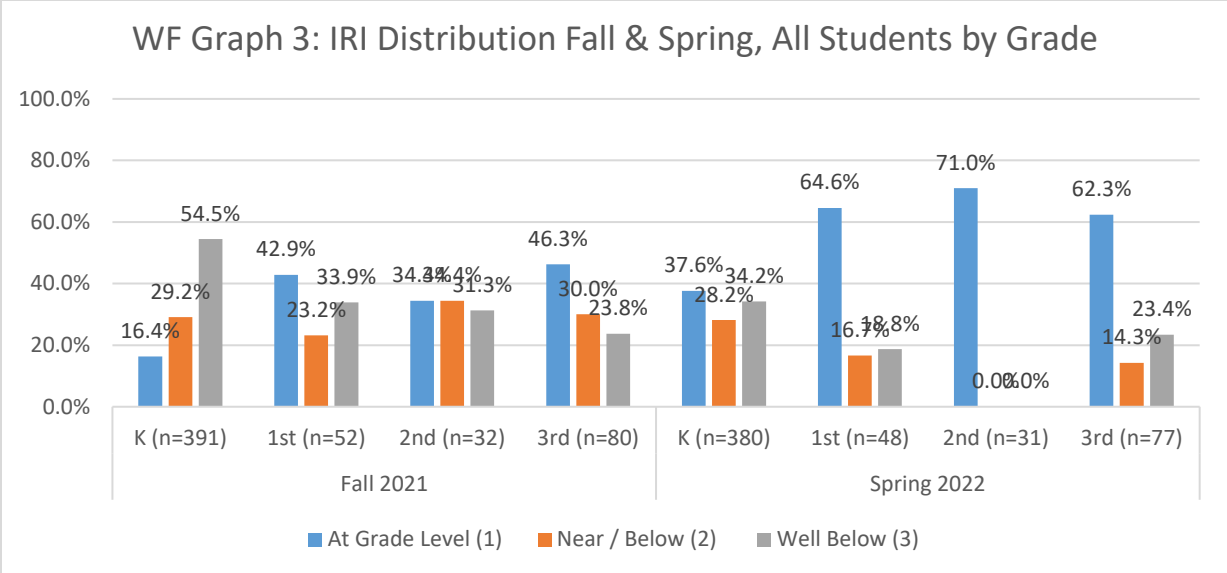
WF Graph 3 demonstrates the distribution IRI scores for Fall 2021 and Spring 2022 for students using the Waterford ELA program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- The proficiency rate increases for 1st, 2nd, and 3rd grade were higher than the state. However, in some of these cases (particularly grade 2), the n sizes were relatively small.

- Kindergartners who used Waterford ELA had substantially lower fall and spring proficiency rates than the state, but had good growth in proficiency (21.2 percentage points). This increase was slightly lower than the state average increase in proficiency for kindergarten.

Of the students in the dataset, 84 met Waterford's usage threshold, with 80 of these students being kindergartners. Due to data redaction requirements, only kindergarten data can be provided for students that met the usage threshold, as shown in WF Graph 4 below.

WF Graph 4: IRI Distribution Fall & Spring, Students Who Met Usage, Kindergarten
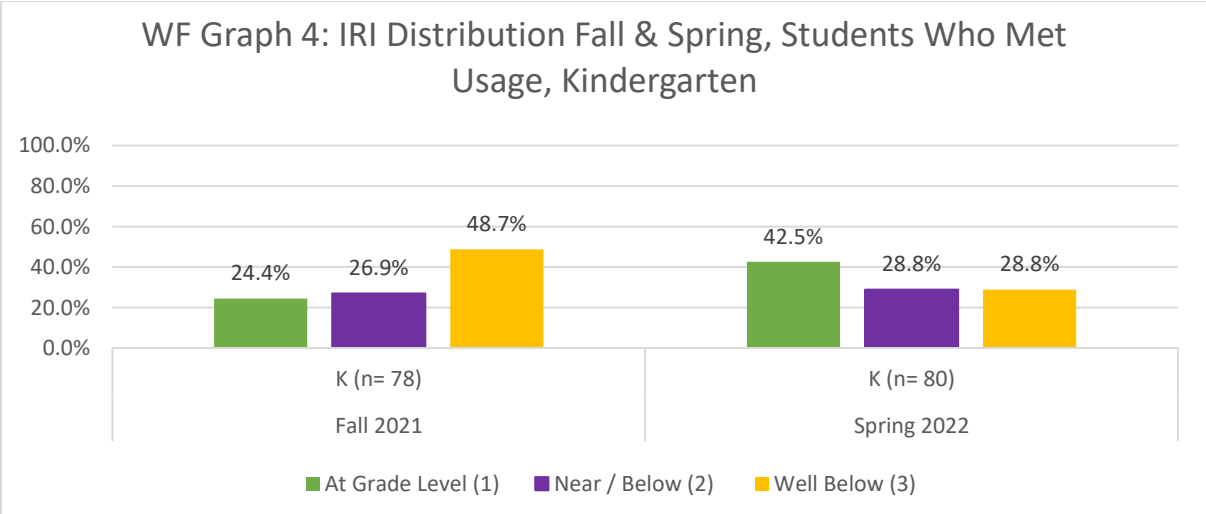
- WF Graph 4 (previous page) shows that kindergarteners who met Renaissance's usage threshold had a lower increase in proficiency (18.1 percentage points) than the full data set or the state.

- Fall and Spring proficiency rates for the students who met the Waterford usage threshold were lower than the state and the full dataset.

WF Table 1: 2021-22 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	501	24.6%	46.3%	21.7 perc points
< 10 hrs usage	114	21.9%	50.0%	28.1 perc points
10 hrs - 19 hrs 59 mins usage	147	25.9%	44.2%	18.3 perc points
20 hrs - 29 hrs 59 mins usage	83	21.7%	50.6%	28.9 perc points
30 hrs - 39 hrs 59 mins usage	44	22.7%	31.8%	9.1 perc points
40 + usage	113	28.3%	47.8%	19.5 perc points

As shown in WF Table 1 and WF Table 2, the increases in IRI proficiency and scale scores varied by usage groups. Without additional information about how students were selected to use the program and how it was implemented, it is difficult to determine the causes for this strange pattern.

WF Table 2: 2021-22 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	501	26.0 scale points
< 10 hrs usage	114	27.9 scale points
10 hrs - 19 hrs 59 mins usage	147	24.7 scale points
20 hrs - 29 hrs 59 mins usage	83	25.4 scale points
30 hrs - 39 hrs 59 mins usage	44	21.5 scale points
40 + usage	113	27.9 scale points

Finding

There are a number of variables that make Waterford ELA's program a little challenging to review. The low match rate for Waterford ELA's dataset creates limitations. Additionally, inconsistent improvements for students who met usage and seen in the data disaggregated by usage group raise some potential concerns. However, OSBE staff recognizes that additional information may be needed to understand the context of the data. Thus, OSBE staff will allow Waterford to remain on the Approved Vendor List on a probationary basis for the 2023-24 school year. The dataset for the FY 24 Effectiveness Review will need to have a higher match rate and include for the Waterford ELA program to remain on the list after the 2024-25 school year.