

FY 24 Literacy Tools Approved Vendors Effectiveness Review

June 2024

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 an RFP aligned to this process. Vendors have been able to respond to the RFP on a rolling basis, and OSBE staff has created guidance for vendors to submit responses for subsequent products after they have been added to the Approved Vendor List. 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 given 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 if the product is in alignment with Idaho law to determine if the vendor and product will be placed on the Approved Vendor List.

The following vendors are participating in the FY 24 Effectiveness Review:

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

This report is the FY 24 Effectiveness Review of the above vendors. This report uses SY 2022-23 data. Vendors remain on the Approved Vendor List while the Effectiveness Review is underway. This review determines whether vendors will remain on the list for the 2024-25 school year.

MobyMax previously received initial approval to be on the Approved Vendor List, but are is not participating in the FY 24 Effectiveness Review process due to an inadequate quantity of SY 2022-23 Idaho-specific data.

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 2024-25.

Table 1: FY 24 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
Renaissance	Freckle ELA	Remove from List due to inadequate data
Savvas Learning	SuccessMaker	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 2022-23 school year, along with identifying information. The identified students were then matched with their 2022-23 Idaho Reading Indicator (IRI) data. OSBE staff reviewed data related to both students' IRI performance categories and raw scale scores for fall 2022 and spring 2023. 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 changes from fall 2022 to spring 2023 for students who have both scores, by usage group.

Whenever possible, the vendors' data was compared to available state results. After reviewing all the data and taking into account appropriate data considerations, OSBE staff determined whether the vendor/program would remain on the Approved Vendor List for the 2024-25 school year.

Data Considerations

Two issues became quickly apparent in reviewing vendors' 2022-23 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 is not feasible as it would require an in-depth research plan integrating detailed data from districts and individual educators. This was not possible for the FY 24 Effectiveness Review and is unlikely to be done in future reviews due to OSBE staff's capacity.

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

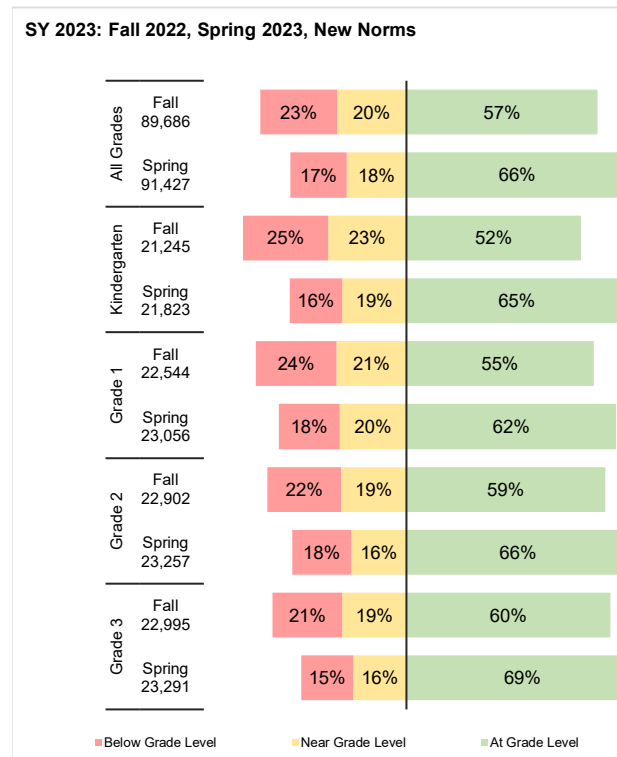
Though both state statute and the request for proposals (RFP) for the Approved Vendor List specify the requirement for the annual Effectiveness Review, there are no specifics regarding the data that is required or whether a certain sample size is necessary for inclusion in the review. In communicating with vendors regarding the process, it has become clear that most 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 has proven difficult for some vendors. As a result, the match rate varied between vendors. This is noted in the analysis for each vendor. OSBE 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 2022-23 school year, as provided in the 2022-23 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 24 Recommendations Report.

The data is provided for all students, indicating that 57% of students scored At Grade Level on the IRI in Fall 2022 and 66% of students scored At Grade Level in Spring 2023. While the proficiency rates and gains fall to spring vary by grade, on average (K-3) the state had a 9 percentage-point gain in the proficiency rate from fall to spring in the 2022-23 school year.

Figure 1: IRI SY 2022-23 by grade, New Norms

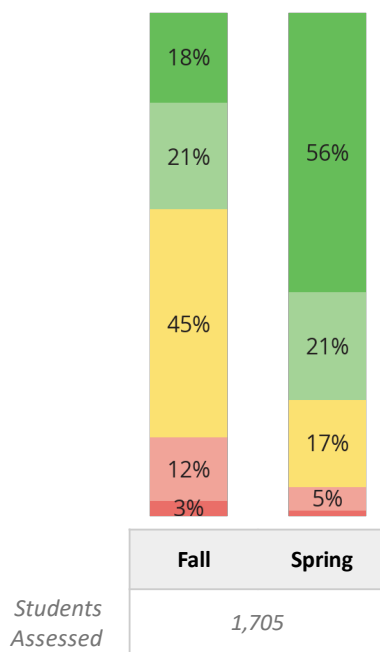


Curriculum Associates – i-Ready Reading

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 3,137 students in fall 2022, 2,709 students in spring 2023, and 1,653 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.

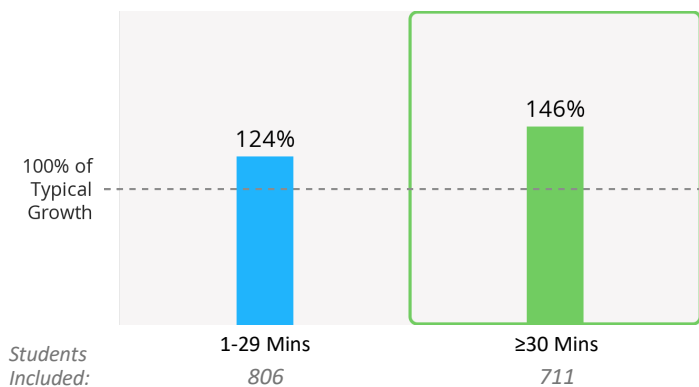
CA Graph 1: Fall to Spring Comparison (n= 1,705)



As shown in CA Graph 1, based on i-Ready data, there was a 38 percentage-point increase in K-3 Idaho students who scored Mid On-Grade or Above (dark green). Similarly, there was a 37 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, for almost all grades, Idaho’s Mid On-Grade or Above rates for Spring 2023 were higher than other states and i-Ready’s national norms (based on 2018-19 data).

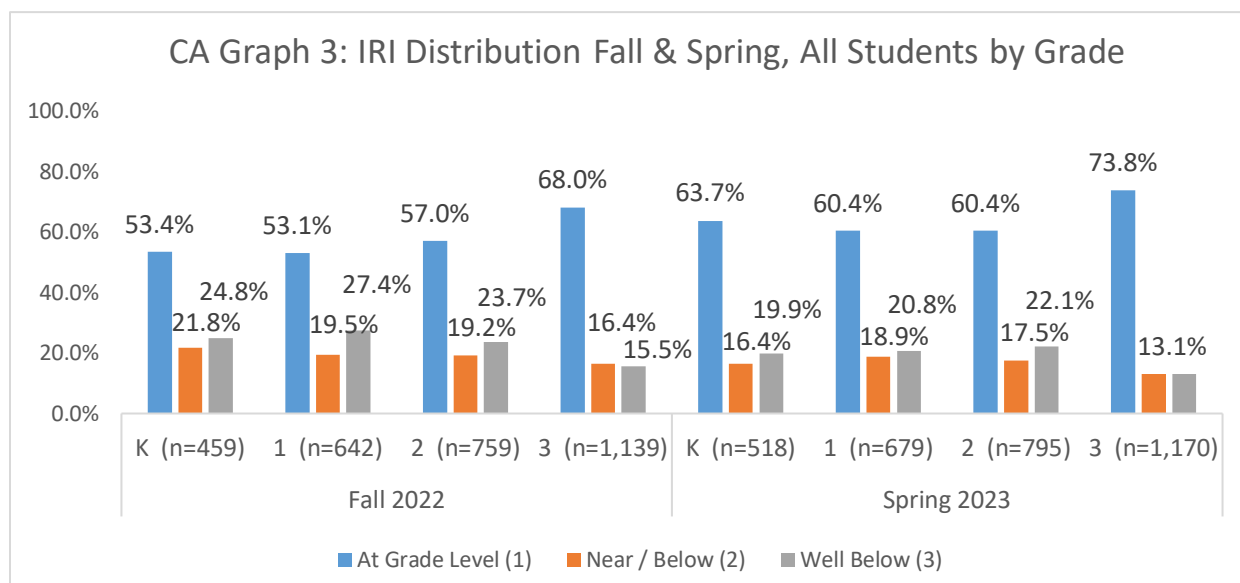
CA Graph 2: Fall to Spring Growth by Usage



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 (100% typical growth). Students who used the program for 30 minutes or more per week showed higher growth.

IRI Data

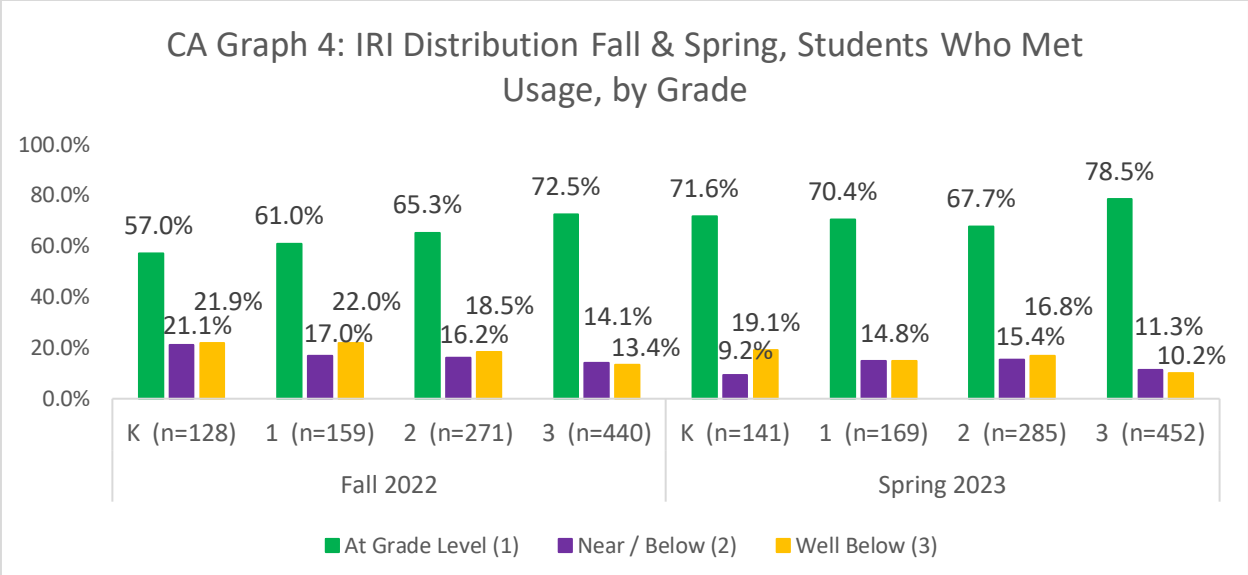
Out of the 3,411 Idaho students provided in Curriculum Associate’s i-Ready ELA data file for 2022-23, 3,384 matched with at least one IRI score (a strong 99.2% match rate). Of the matched students, 201 students were removed for having less than 30 mins of time on the product over the process of the year, leaving 3,183 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 of IRI scores for Fall 2022 and Spring 2023 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 slightly lower fall and spring proficiency, but made a greater gain in proficiency than the state.
- 1st and 2nd grade students who used i-Ready had slightly lower fall and spring proficiency rates than the statewide averages and had less improvement in proficiency than the state.
- 3rd grade students who used i-Ready had higher fall proficiency rates than the statewide averages and made less improvement in proficiency than the state.

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 1,000 students). As shown in CA Graph 4 (below), students who met Curriculum Associates’ minimum usage threshold had higher percentages of students who scored at grade level in Spring 2023. Kindergarten and grade 1 students had a higher gain in proficiency in the state, while the proficiency rate gains for grades 2 and 3 were less than the state.



CA Table 1: 2022-23 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	2,978	60.0%	66.7%	6.7 perc pts
< 10 hrs usage	1,666	55.8%	61.5%	5.7 perc pts
10 hrs - 19 hrs 59 mins usage	849	64.8%	70.9%	6.1 perc pts
20 hrs - 29 hrs 59 mins usage	346	66.5%	77.2%	10.7 perc pts
30 hrs - 39 hrs 59 mins usage	82	68.3%	78.0%	9.7 perc pts
40 + usage	35	60.0%	80.0%	20.0 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 typically 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 with the organization’s recommendations.

As shown in CA Table 1 (above), the students who used the program for less than 10 hours had the lowest fall proficiency rate, but also the smallest increase in percentage of students proficient in the spring (versus fall). The groups with the highest increase in the percentage of proficiency were those that used the product for 20 hours or more during the school year. The percentage of students who used i-Ready for 20 hours or more who scored At Grade Level (proficient) increased by over 11 percentage points, exceeding the state’s average increase.

Given that over 80% of the students who used i-Ready did so for less than 20 hours during the school year, it is likely districts are using i-Ready in combination with other products or in-person support for interventions. CA Table 2 (below) shows the scale score change, with all groups having positive movement. The scale score improvement in CA Table 2 is does not have a consistent pattern, as students who used the product for 10 to 19 hours and 30 to 39 hours had the greatest scale score improvement. The variability in the scale score improvements could be partially due to the differences in the group (n) sizes as well as the types of students that districts assign to use the product (those that are more / less behind). 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: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	2,978	64.0 points
< 10 hrs usage	1,666	65.6 points
10 hrs - 19 hrs 59 mins usage	849	71.4 points
20 hrs - 29 hrs 59 mins usage	346	64.9 points
30 hrs - 39 hrs 59 mins usage	82	74.3 points
40 + usage	35	64.0 points

Finding

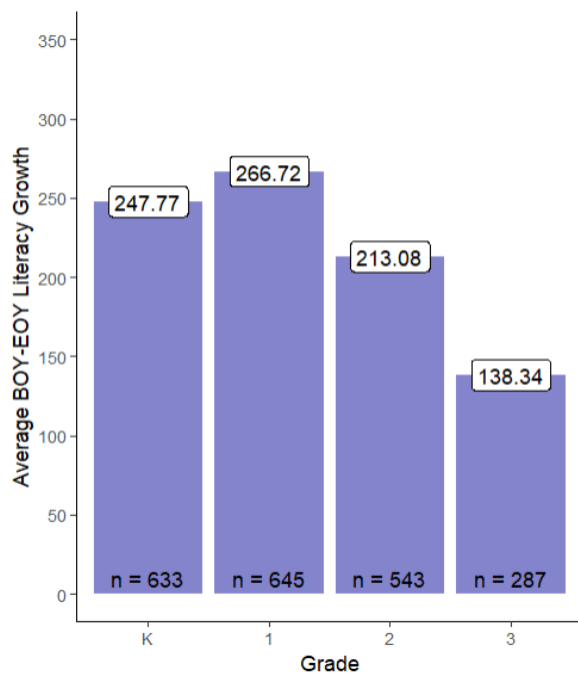
OSBE staff has noted some unexpected results in this analysis. However, the improvements in proficiency rates based on the hours students used the product seem to align to Curriculum Associate’s internal analysis indicating that students who use the program for an appropriate amount of time make more progress than those who do not. 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 2022-23 school year, i-Ready will remain on the Approved Vendor List for the 2024-25 school year.

Imagine Learning - Imagine Language and Literacy

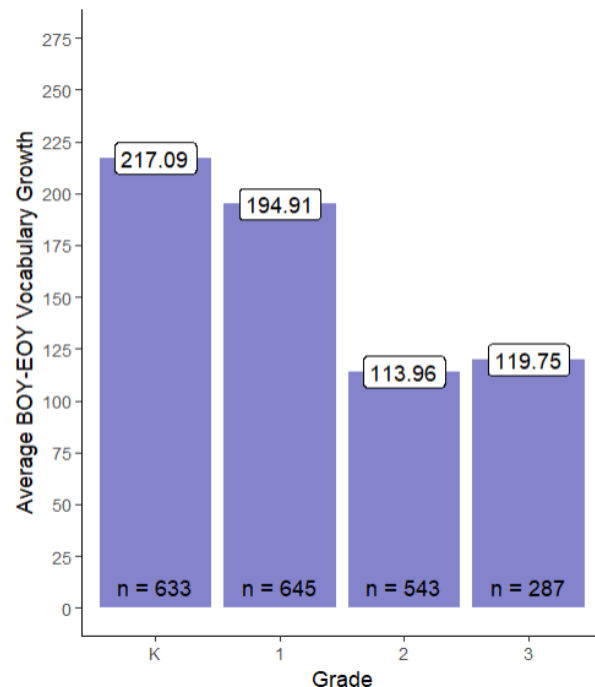
Summary of Vendor-Provided Progress Report

Imagine Learning had a total of 8,944 Idaho students active in their Imagine Language and Literacy program in 2022-23. Of those, 4,507 spent at least one hour using the Imagine Language and Literacy program and 2,108 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 2022-23 on the Imagine Learning Literacy Benchmark, per grade. In all grades, students grew from fall to spring, with 1st grade having the greatest growth (266.7 scale points).

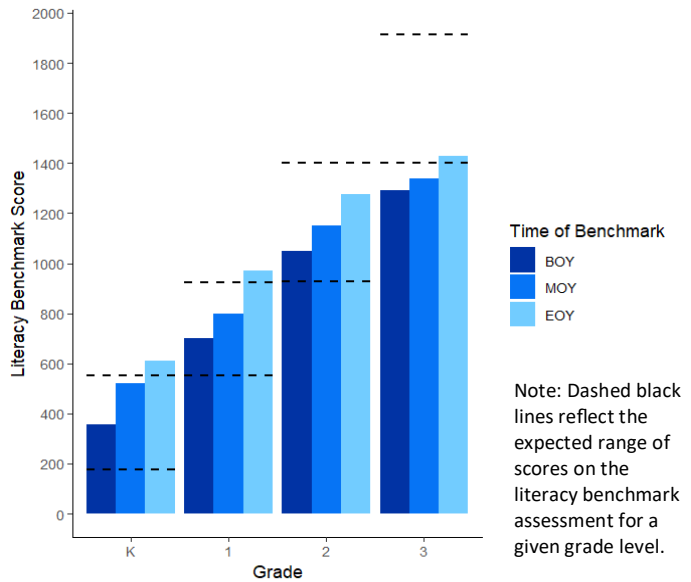
IL Graph 2 demonstrates the average growth on the Imagine Learning Vocabulary Benchmark. Again, growth was seen in all grades; for vocabulary, the highest growth was in kindergarten (217.1 scale points) with growth on the scale lower in grades 2 and 3.

Additional graphs provided in Imagine Learning’s full report show 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 (86.6% literacy; 88.5% vocabulary) and lowest in third grade (61.3% literacy; 66.6% vocabulary).

It is notable that when reviewing data from an assessment that uses a continuous scale, it is common 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.

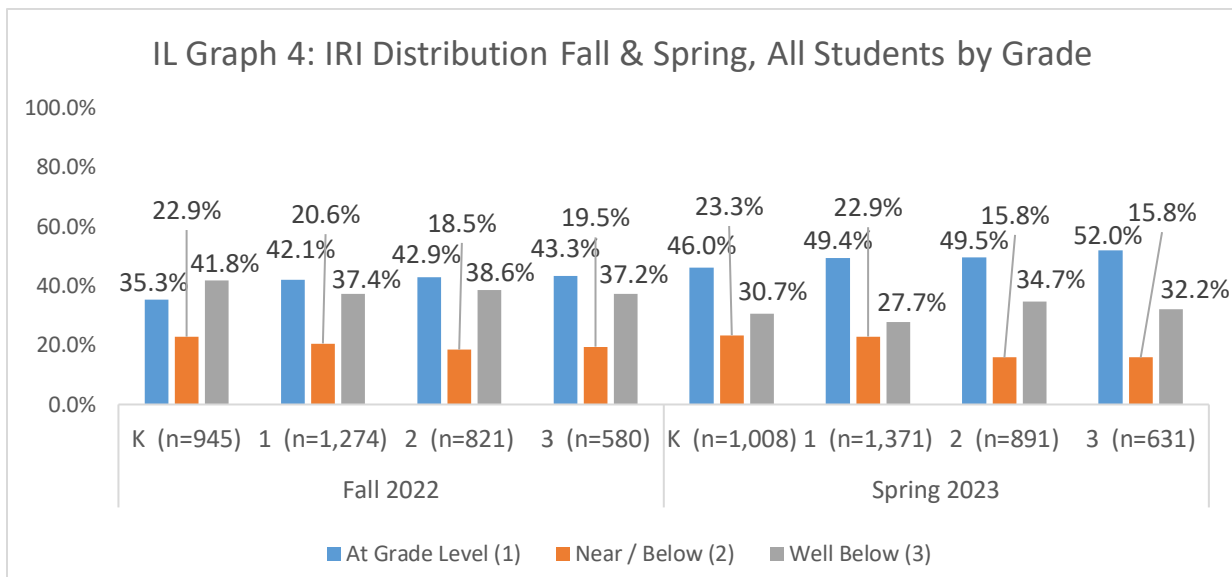
IL Graph 3 demonstrates the change in Idaho students' average scale scores for the literacy assessment from beginning, to middle, to end of the year, per grade.

IL Graph 3: Change in Average Scale Score Over Time, Literacy



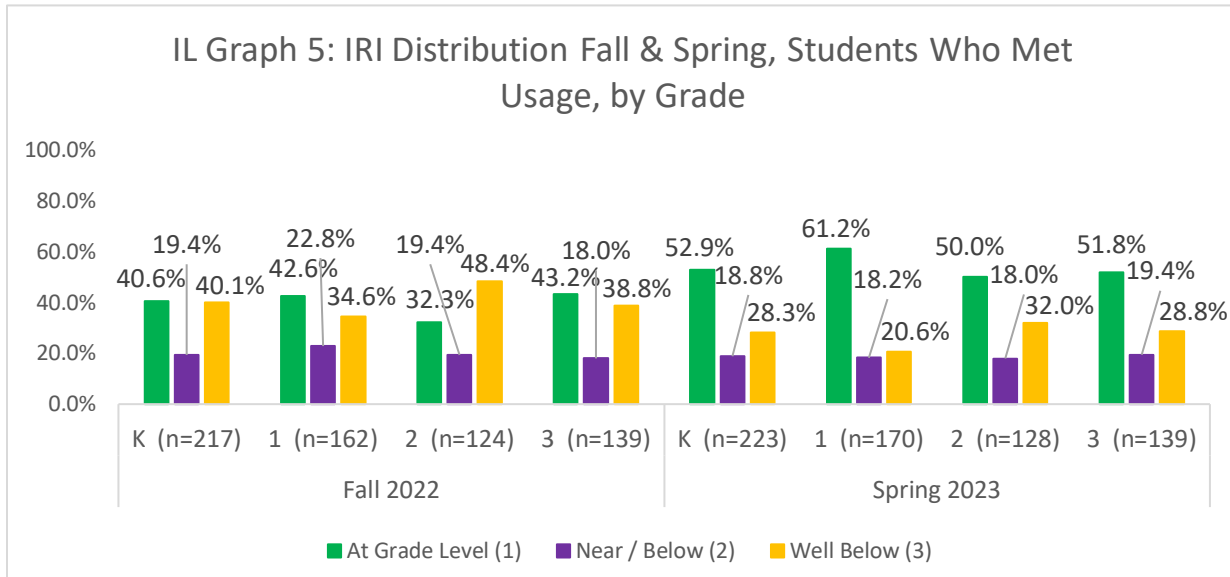
IRI Data

The roster of Idaho students Imagine Learning provided as having used their Imagine Language and Literacy program in 2022-23 included a total of 5,759 students. Of those, 4,501 matched with at least one IRI score (a strong 78.2% match rate). OSBE staff further removed 557 students who used the products for less than 30 minutes over the process of the year. The remaining dataset includes 3,944 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 (previous page) demonstrates the distribution IRI scores for Fall 2022 and Spring 2023 for students using Imagine Learning’s program, including all students in the dataset, regardless of usage time. In comparison to the state:

- Kindergarteners had lower fall proficiency rates and made a slightly smaller increase in proficiency fall to spring than the state.
- Students in 1st, 2nd, and 3rd grade had lower fall proficiency rates and made similar improvements in proficiency as 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:

- In all grades, the fall proficiency rates for students using Imagine Learning were markedly lower than the state averages, indicating that educators may be using the Imagine Learning program to provide interventions to students who are struggling.
- Kindergarten and 1st grade students using Imagine Learning had similar increases in proficiency fall to spring as the state.
- 1st and 2nd grade students using Imagine Learning had a greater gain in proficiency fall to spring (18.6 and 17.7 percentage points, respectively) than the state (7 points).

IL Table 1: 2022-23 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	3,577	40.8%	51.0%	10.2 perc pts
< 10 hrs usage	2,174	41.1%	50.0%	8.9 perc pts
10 hrs - 19 hrs 59 mins usage	767	40.5%	50.6%	10.1 perc pts
20 hrs - 29 hrs 59 mins usage	356	39.3%	51.7%	12.4 perc pts
30 hrs - 39 hrs 59 mins usage	147	40.1%	59.9%	19.8 perc pts
40 + usage	133	42.1%	58.6%	16.5 perc pts

As shown in IL Table 1 (above), the increase in the percentage of students that score proficient (from fall to spring) increases with Imagine Learning use, with the 30 to 39 hours usage group having the highest. On average, there was a 14.9 percentage point increase fall to spring in the percentage of students who scored At Grade Level (proficient), which is higher than the state average increase of 9 points. 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 drops for the 40+ usage group. This drop off could indicate that some of the higher use students are not using the product with fidelity, but additional contextual and classroom information would be needed to conclude on any specific reasons for the difference.

IL Table 2: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	3,577	71.3 points
< 10 hrs usage	2,174	73.3 points
10 hrs - 19 hrs 59 mins usage	767	76.8 points
20 hrs - 29 hrs 59 mins usage	356	82.5 points
30 hrs - 39 hrs 59 mins usage	147	83.0 points
40 + usage	133	71.3 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 2022-23 school year, Imagine Learning’s Imagine Language and Literacy will remain on the Approved Vendor List for the 2024-25 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 24 Effectiveness Review, Istation was asked to provide a student roster of only those who used the Reading Program curriculum. Istation’s student roster included 56,209 Idaho students in grades K-3 who logged into the Istation curriculum during the 2022-23 school year were included in Istation’s internal analysis. Please note that due to re-norming and changes made to the ISIP scale prior to the 2022-23 school year, data from 2022-23 should not be compared to prior years.

IST Table 1: Average ISIP Scale Score Growth by Tier and Usage Group

Tier	Below Usage	Met Usage	Exceed Usage
Tier 1 (n= 27,903)	85.61	93.02*	92.80*
Tier 2 (n= 19,656)	84.98	87.08*	88.72*
Tier 3 (n= 45,674)	84.50	86.18*	88.37*

*Indicates significant difference vs. Below (p < 0.05)

IST Table 2: Average ISIP Percentile Growth by Tier and Usage Group

Tier	Below Usage	Met Usage	Exceed Usage
Tier 1 (n= 27,903)	19.10	23.08*	24.13*
Tier 2 (n= 19,656)	24.84	26.61*	28.05*
Tier 3 (n= 45,674)	12.93	14.01*	14.13*

*Indicates significant difference vs. Below (p < 0.05)

As shown in IST Table 1 and IST Table 2, based on Istation’s internal analysis, The growth students made in the program was similar across students initial (fall) performance, with Tier 1 (At Grade Level) making only slightly more growth than students who scored in Tier 2 or Tier 3 (Near or Below grade level in the fall).

Also demonstrated in IST Table 1 and IST Table 2, students who met or exceeded Istation's 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 comparison, students in the “Met” group used the product for 20 to 40 minutes per week and students in the “Exceed” group had usage above 40 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 by and Usage Group

Grade	Below Usage	Met Usage	Exceed Usage
K	102.69	111.81*	114.15*
1	80.49	85.22*	86.02*
2	80.88	81.44*	85.95*
3	75.68	78.29*	76.96

*Indicates significant difference vs. Below (p < 0.05)

IST Table 4: Average ISIP Percentile Growth by Grade and Usage Group

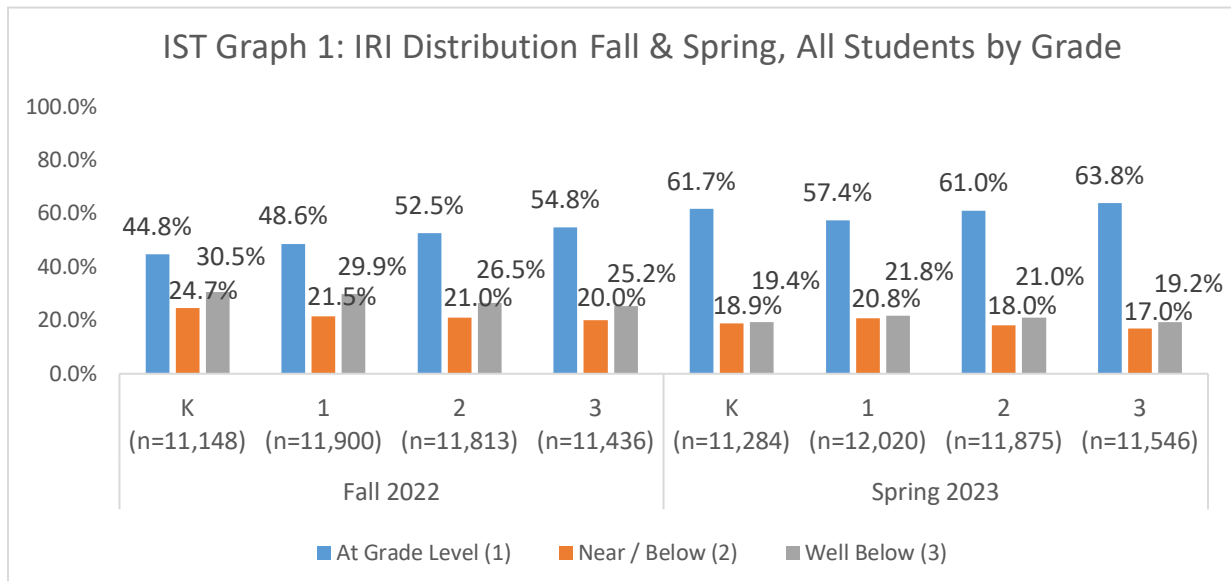
Grade	Below Usage	Met Usage	Exceed Usage
K	21.11	26.64*	28.04*
1	14.35	16.84*	17.22*
2	16.91	17.27*	18.78**
3	16.29	17.44*	16.30

*Indicates significant difference vs. Below (p < 0.05)

+Indicates significant difference vs. Met (p < 0.05)

IRI Data

The roster of Idaho students Istation provided included a total of 56,209. Of those, 52,002 had an EDU ID that matched Idaho’s data system and had at least one IRI score during the year (a strong 92.5% match rate). OSBE staff further removed 3,523 students who used the products for less than 30 minutes over the process of the year. The remaining dataset includes 48,478 students, so OSBE staff is confident that the data and analysis presented below is an accurate reflection of the data available for this product.

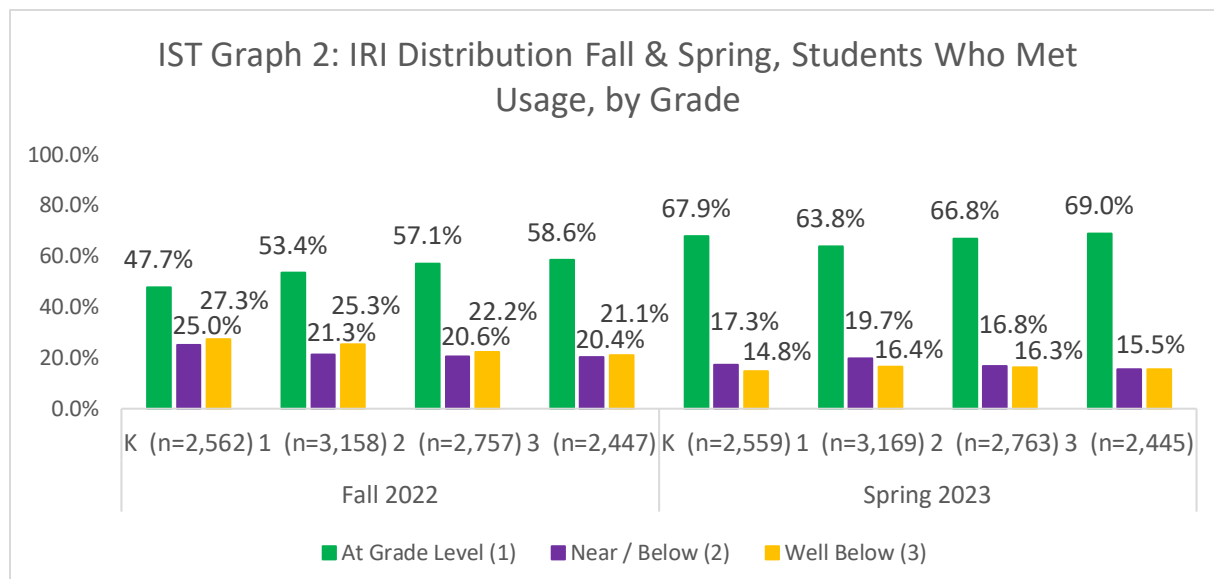


IST Graph 1 (previous page) demonstrates the distribution IRI scores for Fall 2022 and Spring 2023 for students using Istation’s curriculum, including all students in the dataset, regardless of usage time. In comparison to the state:

- All grades (K-3) had fall proficiency rates lower than the state average.
- The proficiency rate for 3rd grade students who used the Istation curriculum was near the state average.
- Kindergarten, 1st, and 2nd grade students who used the Istation curriculum demonstrated a larger growth in proficiency rates than the state.

Below, IST Graph 2 shows the IRI score distribution for Fall 2022 and Spring 2023 for the students who used the Istation curriculum and met Istation’s minimum usage threshold (approximately 11,000 students). For all grades, the improvements in proficiency rates were more than those in the full Istation dataset, supporting the hypothesis that the Istation curriculum supports students’ progress towards proficiency. In comparison to the state:

- All grades (K-3) had fall proficiency rates that were lower than the state’s fall rates.
- All grades (K-3) had fall to spring proficiency rate growth that was more than the state, exceeding the state’s proficiency rate growth.



IST Table 5: 2022-23 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	44,544	50.7%	60.2%	9.5 perc pts
< 10 hrs usage	24,891	48.4%	58.3%	9.9 perc pts
10 hrs - 19 hrs 59 mins usage	12,398	54.1%	66.4%	12.3 perc pts
20 hrs - 29 hrs 59 mins usage	3,745	54.4%	66.6%	12.2 perc pts
30 hrs - 39 hrs 59 mins usage	1,634	52.8%	66.6%	13.8 perc pts
40 hrs - 69 hrs 59 mins usage	1,046	54.0%	67.6%	13.6 perc pts
70 hrs - 99 hrs 59 mins usage	228	47.8%	58.8%	11.0 perc pts
100 hrs - 149 hrs 59 mins usage	273	48.0%	58.6%	10.6 perc pts
150 hrs - 199 hrs 59 mins usage	137	54.0%	60.6%	6.6 perc pts
200 hrs - 299 hrs 59 mins usage	95	45.3%	57.9%	12.6 perc pts
300 + hrs usage	97	39.2%	58.8%	19.6 perc pts

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 the proficiency rate table (5) the improvement increases with usage through the 30 to 39 hours group, and then is inconsistent for the higher usage groups. Similarly, the average scale score growth shown in IST Table 6 increases through the 40 to 69 hours group and then is less consistent. Without information regarding implementation, it is difficult to know the reason for the inconsistency in improvement of the higher usage groups. As noted with similar results with other vendors' products, it could be due to how the curriculum is being implemented in a given school, resulting from the types of students using the product that much, or for another reason.

IST Table 6: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	44,544	71.7
< 10 hrs usage	24,891	69.2
10 hrs - 19 hrs 59 mins usage	12,398	73.7
20 hrs - 29 hrs 59 mins usage	3,745	75.8
30 hrs - 39 hrs 59 mins usage	1,634	78.8
40 hrs - 69 hrs 59 mins usage	1,046	78.9
70 hrs - 99 hrs 59 mins usage	228	74.9
100 hrs - 149 hrs 59 mins usage	273	70.4
150 hrs - 199 hrs 59 mins usage	137	71.3
200 hrs - 299 hrs 59 mins usage	95	81.4
300 + hrs usage	97	79.4

Finding

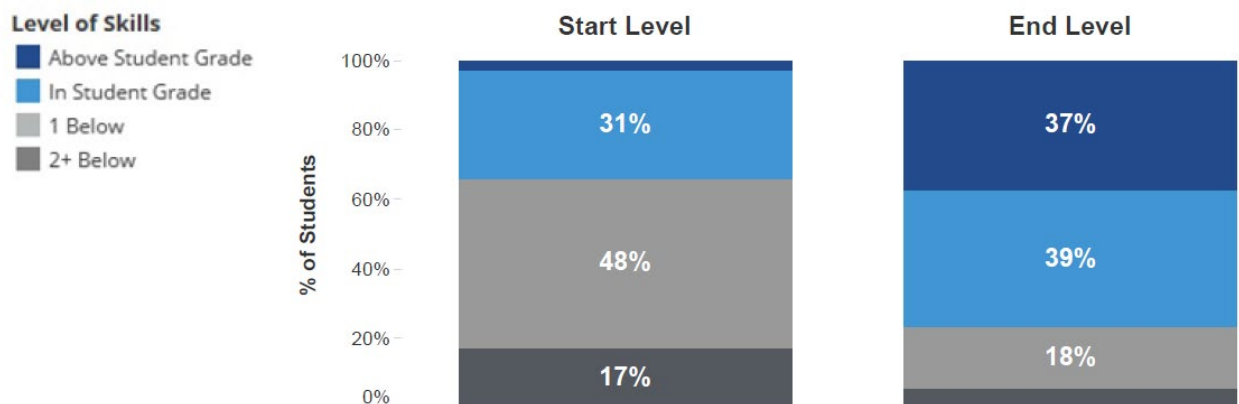
Based on the internal Istation’s internal analysis and OSBE staff’s review of IRI data for students who used the Istation curriculum during the 2022-23 school year, Istation’s curriculum will remain on the Approved Vendor List for the 2024-25 school year.

Lexia Learning Systems - Core5 Reading

Summary of Vendor-Provided Progress Report

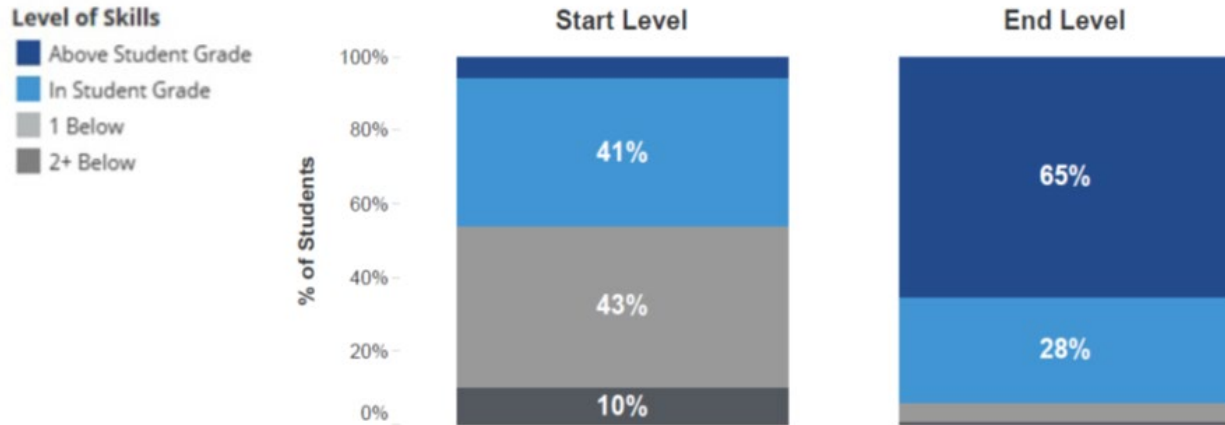
Lexia Learning’s internal analysis of the Core5 program included data on 9,972 Idaho students (K-3) for the 2022-23 school year. Of these students, 5,686 met usage, 2,748 did not meet usage, and 1,538 used Core5 for a partial year. For Lexia, a student is designated as meeting usage if they used Core5 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= 9,972)



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 “Above Student Grade” rose from 35% at the beginning of the year to 76% at the end of the year, a 41 percentage-point gain. In their larger report, Lexia indicated that 73% (7,308) students advanced at least one grade level of material over the process of the year.

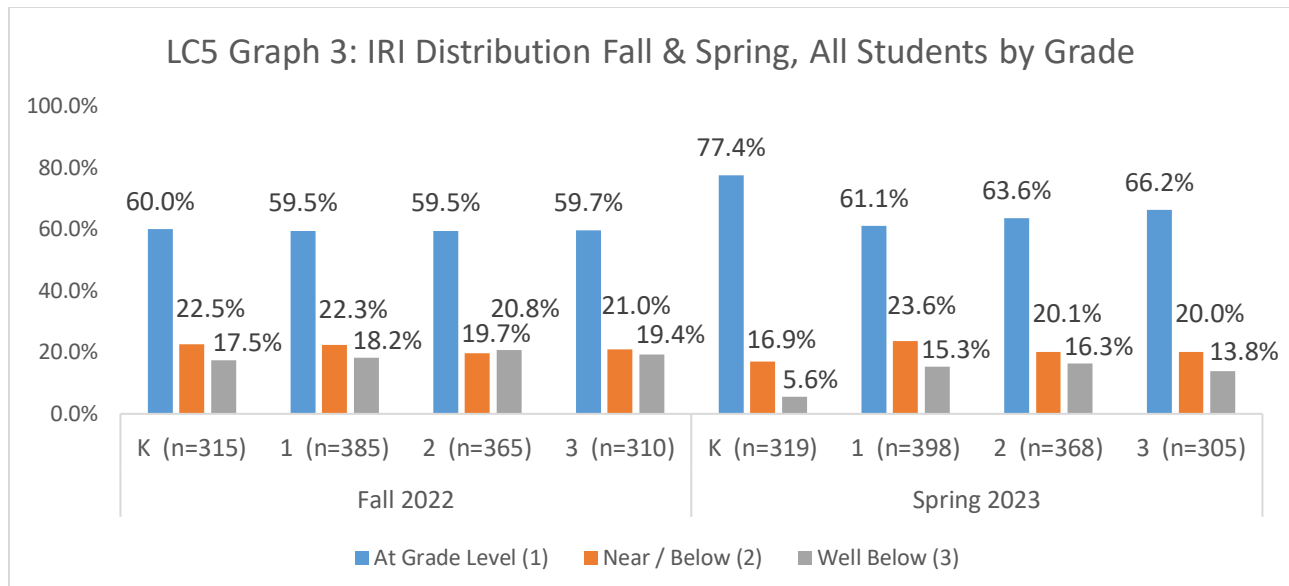
LC5 Graph 2: Core5 Progress, Idaho K-3 Students Who Met Usage (n=5,752)



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, 47% scored “In Student Grade” or “Above Student Grade” at the beginning of the year, while 93% reached these categories by the end of the 2022-23 school year. It is worth noting that Lexia’s established usage threshold includes all students who meet their benchmark regardless of actual time in product, which could inherently increase the percentage at or above grade level. Per Lexia’s larger report, 90% (5,123) 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 9,972 Idaho students included in the Lexia Core5 dataset for 2022-23, 1,504 were matched to Idaho’s data system (a 15.1% match rate). This match rate is much lower than prior years and is primarily due to a lack of EDU IDs for most students in the dataset. OSBE staff removed 69 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 1,435 students. Because the match rate is low, OSBE staff cannot ensure that this sample is representative of the overall population of students who used the Lexia Core5 program during the 2022-23 school year. However, the resulting sample (n) size is reasonable for analysis.

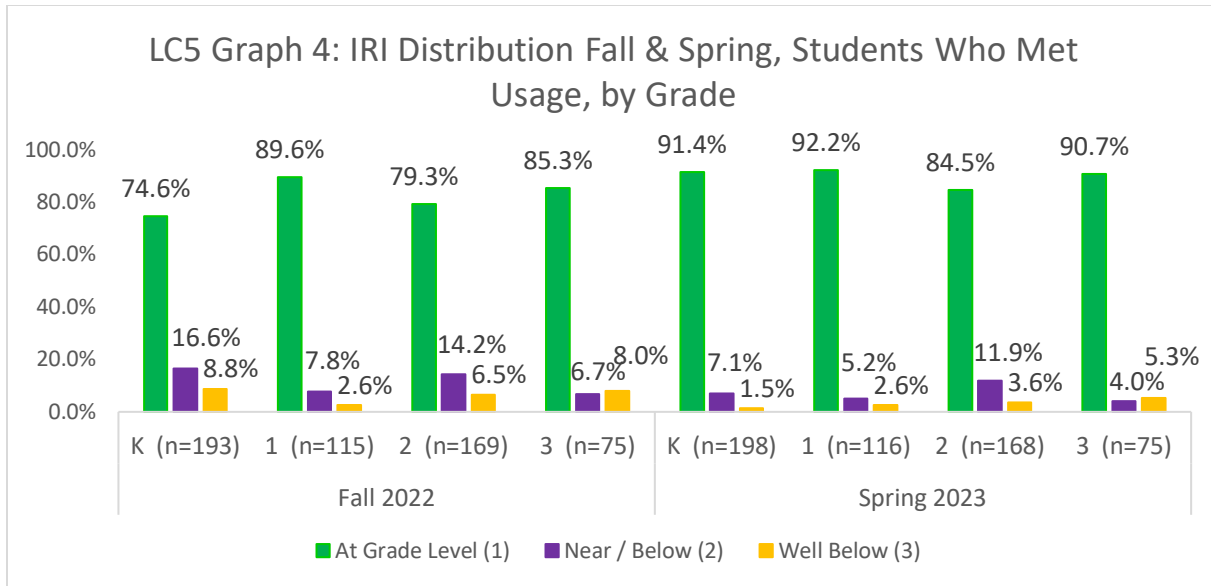


LC5 Graph 3 (above) demonstrates the distribution of IRI scores for Fall 2022 and Spring 2023 for students using Lexia’s Core5 program. This includes all students in the dataset, regardless of usage time. In comparison to the statewide data for each grade:

- Fall proficiency rates were higher than the state rates for kindergarten and 1st grade and similar to the state for grades 2 and 3.
- Kindergartners who used Core5 had a higher increase in proficiency fall to spring than the state.
- Students in Lexia’s 1st through 3rd grade dataset had smaller increases in proficiency fall to spring than the state.

As shown in the LC5 Graph 4 (next page), the Fall and Spring IRI score distribution for students who met Lexia’s usage threshold is different. Given that only 564 students in Lexia’s original dataset of over 9,000 students matched to Idaho’s data and met the threshold, this data may be skewed by sampling issues (specific districts, etc.):

- For all grades (K-3) fall proficiency rates for students in Lexia’s sample who met usage were markedly higher than the state averages. This may reflect a particular subset of students within this dataset, perhaps indicating that the districts feeding into this dataset were using Lexia for higher performing students (those already proficient in the fall).
- Kindergarten students who used Lexia Core5 had a higher increase in proficiency fall to spring (16.8 percentage points) than the state.
- All other grades (1st through 3rd) had smaller increases in proficiency fall to spring than the state. However, it is notable the fall proficiency rates were near or above 80%, so a ceiling effect likely impacted the rate of improvement.



LC5 Table 1: 2022-23 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	1,330	60.1%	67.5%	7.4 perc pts
< 10 hrs usage	398	49.5%	51.0%	1.5 perc pts
10 hrs - 19 hrs 59 mins usage	292	52.1%	63.4%	11.3 perc pts
20 hrs - 29 hrs 59 mins usage	329	70.5%	75.1%	4.6 perc pts
30 hrs - 39 hrs 59 mins usage	206	69.9%	83.5%	13.6 perc pts
40 + usage	105	70.5%	86.7%	16.2 perc pts

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 (LC5 Table 1) do not have a consistent pattern. However, the average scale score increases from fall to spring demonstrates a clear connection between the hours students used the product and the improvement in their scale score, with the average scale score improvement increasing with more usage.

LC5 Table 2: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores

Usage Group	n size	Average Scale Score Change
All students	1,330	72.2 scale points
< 10 hrs usage	398	59.9 scale points
10 hrs - 19 hrs 59 mins usage	292	70.9 scale points
20 hrs - 29 hrs 59 mins usage	329	72.6 scale points
30 hrs - 39 hrs 59 mins usage	206	86.8 scale points
40 + usage	105	92.4 scale points

Finding

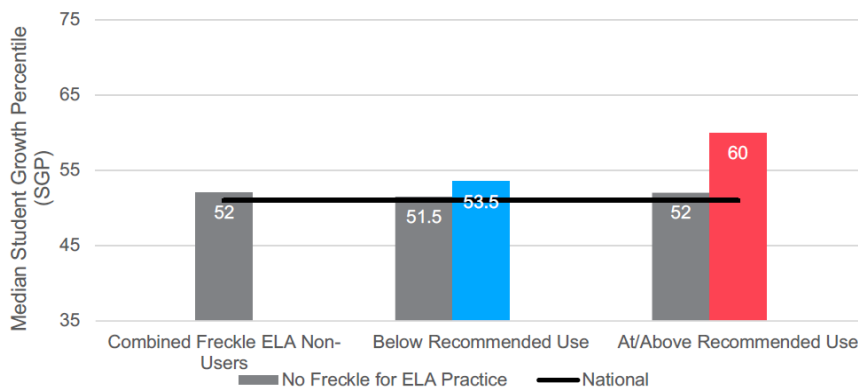
The internal analysis conducted by Lexia demonstrates that students who met the usage threshold made strong progress in the program. However, the match rate for review of students' IRI scores was low (15%), which raises concerns about the ability to confidently analyze the data. With that concern noted, LC5 Table 2 demonstrates that for sample of students with available data, there is a connection between the usage of the product and improvement in students' IRI scale scores fall to spring. As a result, Lexia's Core5 program will remain on the Approved Vendor List for the 2024-25 school year. However, Lexia will need to improve the match rate for the FY 25 Effectiveness Review. If they are unable to get the match rate at or above 30%, they will be placed on probationary status regardless of the results of the FY 25 Effectiveness Review analysis.

Renaissance - Freckle for ELA

Summary of Vendor-Provided Progress Report

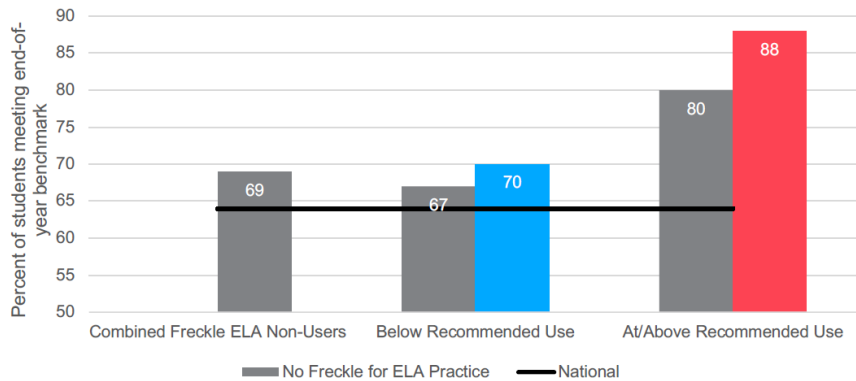
The Renaissance Freckle for ELA program dataset included 1,621 Idaho students for 2022-23. For their internal analysis, Renaissance reviewed the performance of 347 Idaho students (grades K- 3) who used Freckle for ELA and had both a beginning year and end year Renaissance Star Reading or Renaissance 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 347 Idaho students who took the Star assessments in fall and spring but did not use Freckle for ELA. Additionally, the study included comparisons to the organization's national data from students who also took the Star assessments (2.3 million).

RF Graph 1: 2022-23 Median Student Growth Percentiles 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 (60) than those whose use was below the recommendation (53.5) and those who did not use Freckle but took the Star test (52).

RF Graph 2: 2022-23 Percentage of Students Scoring Benchmark on the Star in Spring, by Group



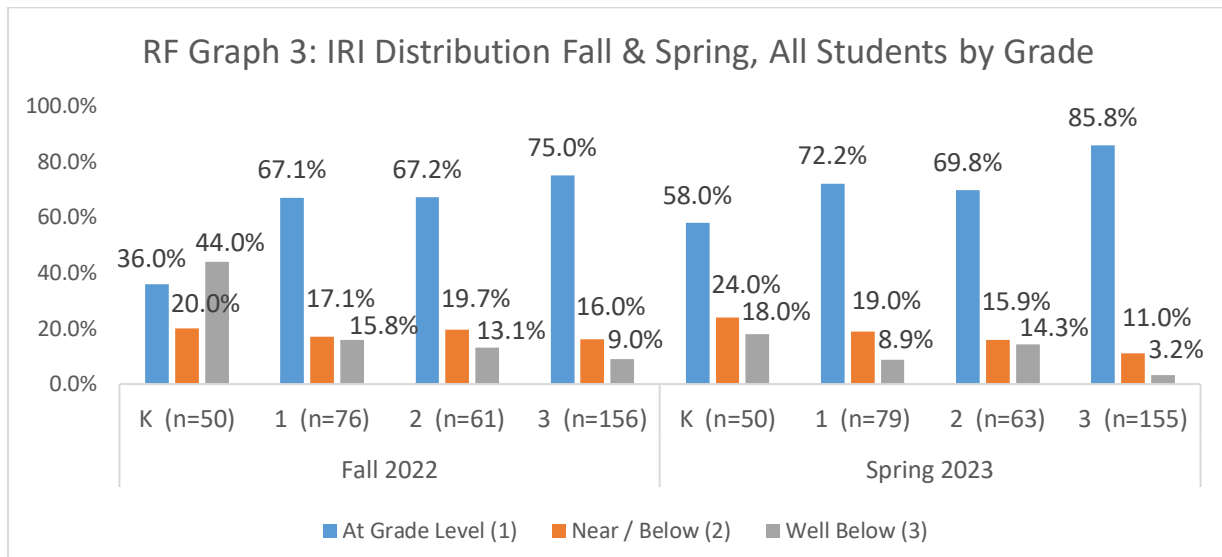
Similarly, the percentage of students who met the Star benchmark (demonstrating proficiency) in the spring was higher for the Freckle group that met recommended usage than both comparison groups (RF Graph 2).

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 groups were provided with non-Freckle interventions.

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

IRI Data

Out of the 1,621 Idaho students in grades K-3 included in the Renaissance Freckle dataset for 2022-23, 454 were matched with data in the Idaho data system. This represents a 28% match rate, which is lower than is ideal, but slightly higher than received for the FY 23 Effectiveness Review and near the 30% sample rate that is generally considered acceptable by statisticians. OSBE staff removed 105 students from the dataset because they did not have at least one IRI score. Thus, the final dataset for this analysis includes 349 students. It is impossible to ensure the sample of students with appropriate data is representative of the overall population of students who used the Renaissance Freckle program. Additionally, it is of note that for the second year, there are no students in the IRI dataset who used the Renaissance Freckle program for 20 hours or more.

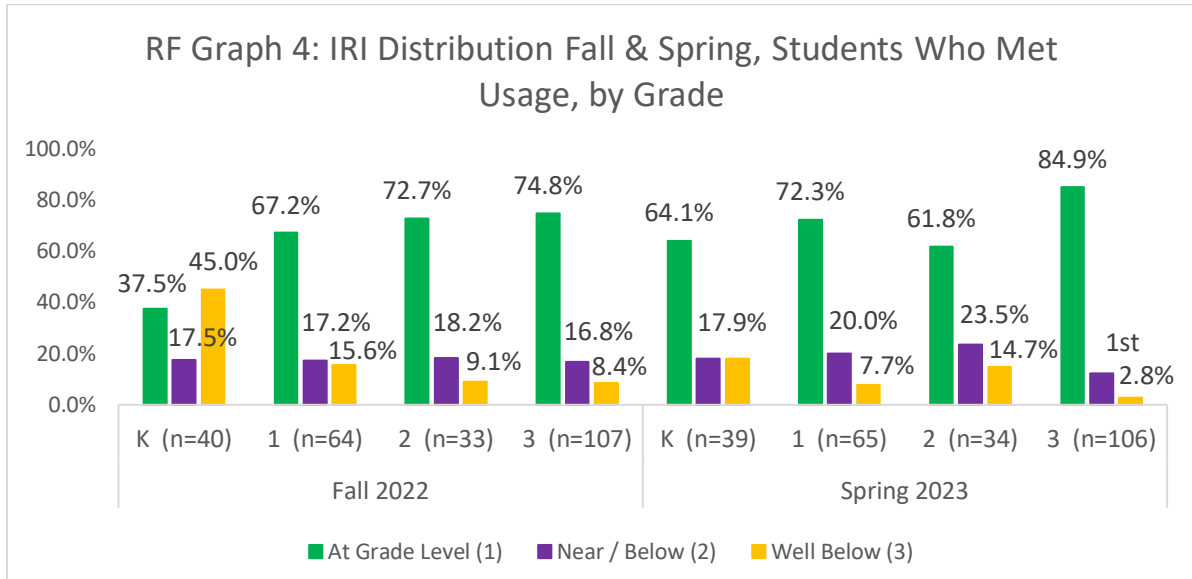


RF Graph 3 (above) demonstrates the distribution of Fall 2022 and Spring 2023 IRI scores by grade for students who used the Renaissance Freckle program, regardless of usage. In comparison to the statewide data:

- Kindergarteners who used Freckle had a lower fall proficiency rate and higher fall to spring increase in proficiency than the state.
- Both 1st and 2nd graders in the Freckle dataset had higher fall proficiency rates and a smaller increase in the proficiency rate from fall to spring compared to the state.
- 3rd graders who used Freckle had a higher fall proficiency rate than the state, but had a fall to spring increase in proficiency that was bigger than the state average.

As shown in the RF Graph 4 (next page), the Fall and Spring IRI score distribution for students who met the Renaissance usage threshold is a little different than the full matched dataset. Of Renaissance’s original dataset of over 1,600 students, 246 students matched Idaho’s data and met the threshold. As compared to the state:

- Kindergarteners who met Renaissance’s usage threshold had similar results to the larger Renaissance dataset, with low fall proficiency and a fall to spring proficiency improvement that was greater than the state.
- The kindergarten and 2nd grade group (n) sizes of students with matched IRI data who met the usage threshold was quite low for both fall and spring (40 or lower).
- 3rd grade students had the highest number of students who both matched the IRI dataset and met the Renaissance usage threshold. The 3rd graders who used Renaissance Freckle program had a slightly higher fall to spring increase in proficiency (10.1 percentage points) compared to the state (9.0 percentage points).



RF Table 2: 2022-23 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	341	66.3%	76.2%	9.9 perc pts
< 2 hrs usage	98	66.3%	78.6%	12.3 perc pts
2 hrs - 3 hrs 59 mins usage	116	56.9%	68.1%	11.2 perc pts
4 hrs - 5 hrs 59 mins usage	53	71.7%	81.1%	9.4 perc pts
6 hrs - 9 hrs 59 mins usage	54	77.8%	83.3%	5.5 perc pts
10 hrs - 19 hrs 59 mins usage	20	75.0%	80.0%	5.0 perc pts

As shown in RF Table 2 (above), students in the matched dataset used Renaissance Freckle for a low amount of time over the process of the year. All students used the product for less than 20 hours and most used the product for less than 10 hours. The full Renaissance dataset included 76 students who used the program for 10 or more hours, but only 20 students matched with IRI data. Given that most students in the dataset used Renaissance Freckle for only a small portion of time over the year, it is likely that improvements in proficiency are due to a variety of external factors rather than being attributable to Freckle program use in 2022-23.

As shown in RF Table 3 (next page), fall to spring scale score improvements increased with students with usage through students who used the program for 4 to 6 hours, but decreased with higher usage groups. Again, given the match rate and hours students used the program, these outcomes may not be due to the Renaissance Freckle program.

RF Table 3: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	341	76.7 scale points
< 2 hrs usage	98	59.4 scale points
2 hrs - 3 hrs 59 mins usage	116	74.9 scale points
4 hrs - 5 hrs 59 mins usage	53	82.8 scale points
6 hrs - 9 hrs 59 mins usage	54	73.0 scale points
10 hrs - 19 hrs 59 mins usage	20	76.7 scale points

Finding

The Renaissance Freckle program data was challenging to analyze for the FY 24 Effectiveness Review. The organization’s internal analysis shows some promise, but the match rate to Idaho’s IRI data was low. The most substantial concern in analyzing this dataset for product effectiveness is the low usage by students in the matched dataset, with all students using the product for less than 20 hours and only 20 students with usage that met or exceeded 10 hours during the 2022-23 school year. As a result, the outcomes in the IRI dataset cannot be confidently attributed to the Renaissance Freckle program. Similar issues were apparent in the FY 23 Effectiveness Review, and Renaissance was included on the Approved Vendor List with a probationary status and advised to improve their matchable data. Unfortunately, the increase in matched students was nominal, and the resulting data is inconclusive. Thus, Renaissance will be removed from the Approved Vendor List for the 2024-2025 school year due to lack of data. The Approved Vendor List will indicate that Renaissance was previously approved, and the organization will be given the opportunity to participate in future Effectiveness Reviews to be considered for reinstatement to the list.

Savas Learning - SuccessMaker

Summary of Vendor-Provided Progress Report

In 2022-23, students in Shelley School District used Savvas SuccessMaker. Of these, 167 third grade students and 188 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 years’ worth of content gained.

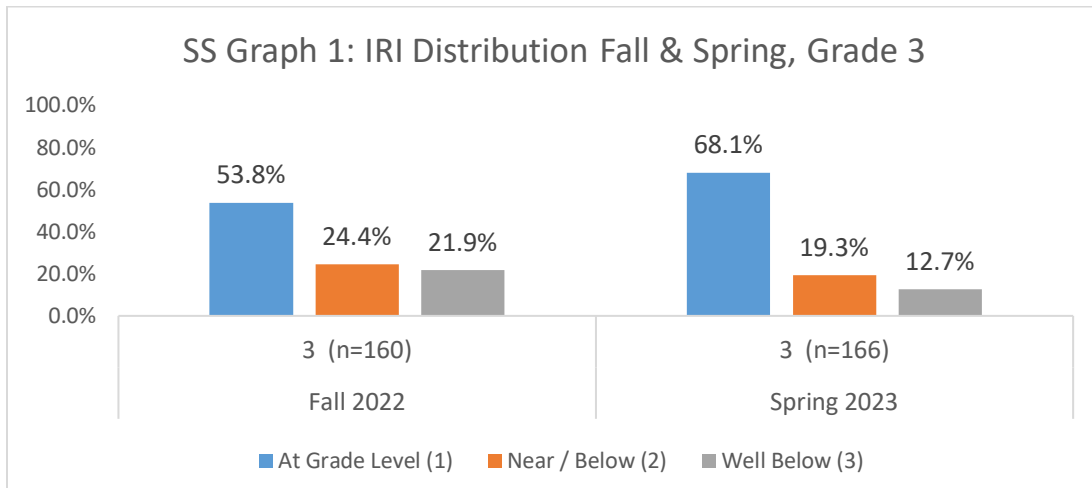
SS Table 1: 2022-23 Shelley School District #60 Reading Gains, Grades 3 and 4

Usage Group	n size	EOY Course Level Mean	Gain Mean	Mean % Skills Mastered
Grade 3 – Reading (n=167)				
< 10 Hrs usage or not meeting usage criteria	18	3.20	0.36	88%
10 hrs - 19 hrs 59 mins usage	75	3.52	0.67	84%
20 hrs - 29 hrs 59 mins usage	64	3.99	1.05	86%
> 30 Hrs usage	10	4.46	1.51	85%
Grade 4 – Reading (n=188)				
< 10 Hrs usage	27	3.33	0.30	88%
10 hrs - 19 hrs 59 mins usage	87	4.04	0.70	90%
20 hrs - 29 hrs 59 mins usage	64	4.41	0.98	88%
> 30 Hrs usage	10	5.51	1.56	91%

Per the data in SS Table 1, in 2022-23, 3rd grade students who used Successmaker for 20 to 30 hours had a 1.05 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 1.51 gain (over a year of content).

IRI Data

Savvas provided a student roster of 167 grade 3 students (all from Shelley School District) who used Savvas Successmaker in the 2022-23 school year. All 167 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 more than 30 minutes on the product, so OSBE staff was able to use the full roster for the data review.

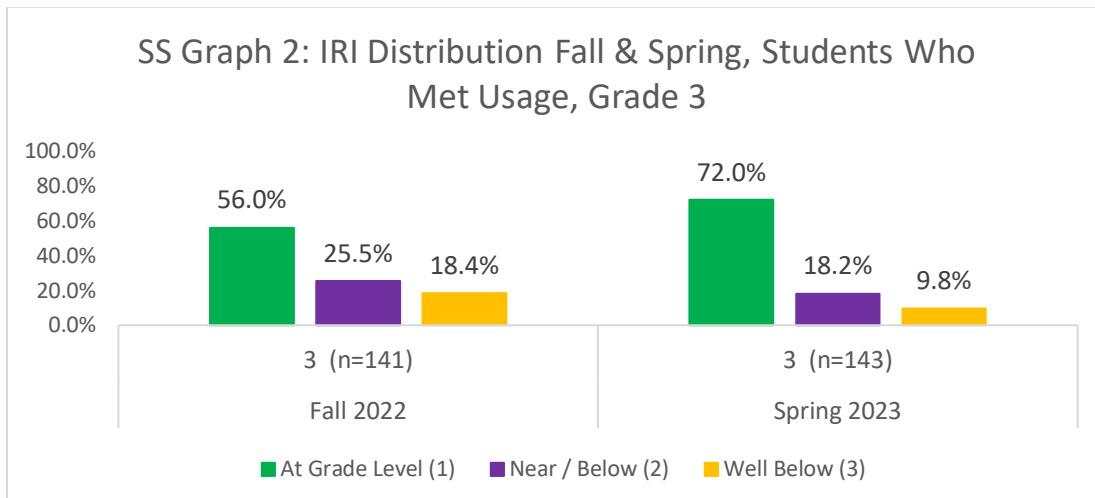


SS Graph 1 (above) demonstrates the distribution IRI scores for Fall 2022 and Spring 2023 for students using the Savvas Successmaker program. This includes all 3rd grade students in the dataset (Shelley School District), regardless of usage time. In comparison to the statewide data:

- 3rd grade students in the Savvas Successmaker dataset had a lower fall proficiency rate than the state.
- 3rd grade students in Shelley School District who used Savvas Successmaker had a larger increase in proficiency fall to spring (14.3 percentage points) than the state (9.0 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.

- Most students in the dataset (143 or 86%) met the usage threshold.
- 3rd grade students in Shelley School District who used Savvas Successmaker and met the usage threshold had lower fall proficiency than the state, but had higher spring proficiency.
- 3rd grade students in Shelley School District who met Savvas’s usage threshold for Successmaker had a larger increase in proficiency fall to spring (16 percentage points) than the full dataset (14.3) and the state (9).



Usage Group	n size	Fall Proficiency Rate	Spring Proficiency Rate	Change in Proficiency Rate
All Students	159	54.1%	69.2%	15.1 perc pts
< 12 hrs usage	21	52.4%	66.7%	14.3 perc pts
12 hrs - 18 hrs 49 mins usage	55	49.1%	56.4%	7.3 perc pts
19 hrs - 24 hrs 49 mins usage	48	60.4%	81.3%	20.9 perc pts
25 hrs - 40 hrs usage	35	54.3%	74.3%	20.0 perc pts

Proficiency rates increased with Successmaker usage, apart from students who used it for 12-19 hours, as shown in SS Table 2 (above). This could be due to students in the sample, or

improvements made by students that were not large enough to cross the At Grade Level (proficiency) cut score. As shown in SS Table 3 below, average fall to spring scale score improvements increased with usage, which supports the data from Savvas that indicates that students who use the product consistently and exceed the organization’s usage threshold show strong improvements in their literacy skills.

SS Table 3: 2022-23 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

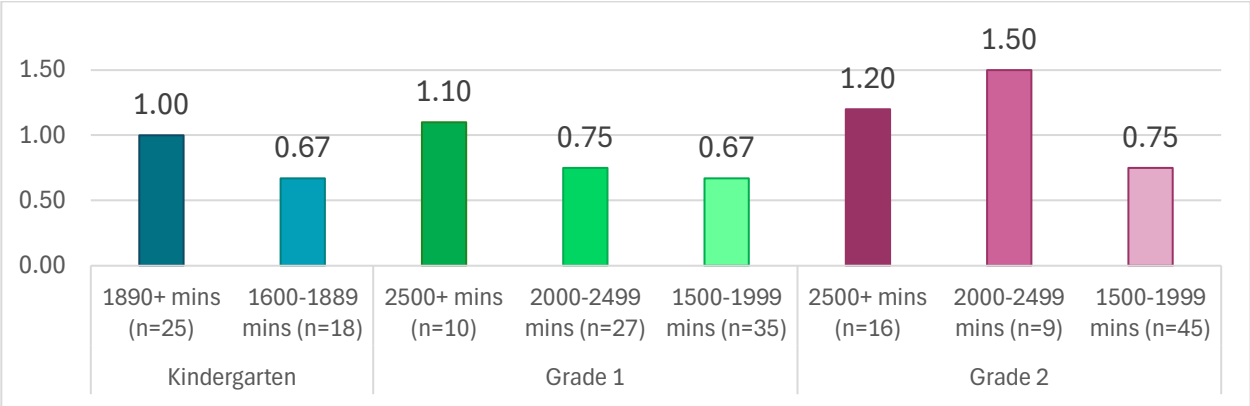
The Savvas data for 2022-23 is appropriate, particularly given that all the data was able to be used for analysis. We hope that in the future we have a larger data set to analyze, but we are comfortable with what was provided. Based on the internal analysis conducted by Savvas and OSBE staff’s review of IRI data for students who used Savvas Successmaker during the 2022-23 school year, the Savvas Successmaker program will remain on the Approved Vendor List for the 2024-25 school year.

Waterford - Waterford ELA

Summary of Vendor-Provided Progress Report

Waterford’s report indicates that 732 Idaho students used the Waterford K-2 curriculum. Of these, Waterford conducted an internal analysis on the top 25% of users (185 students) who used the product for 1500 minutes (25 hours) or more during the 2022-23 school year.

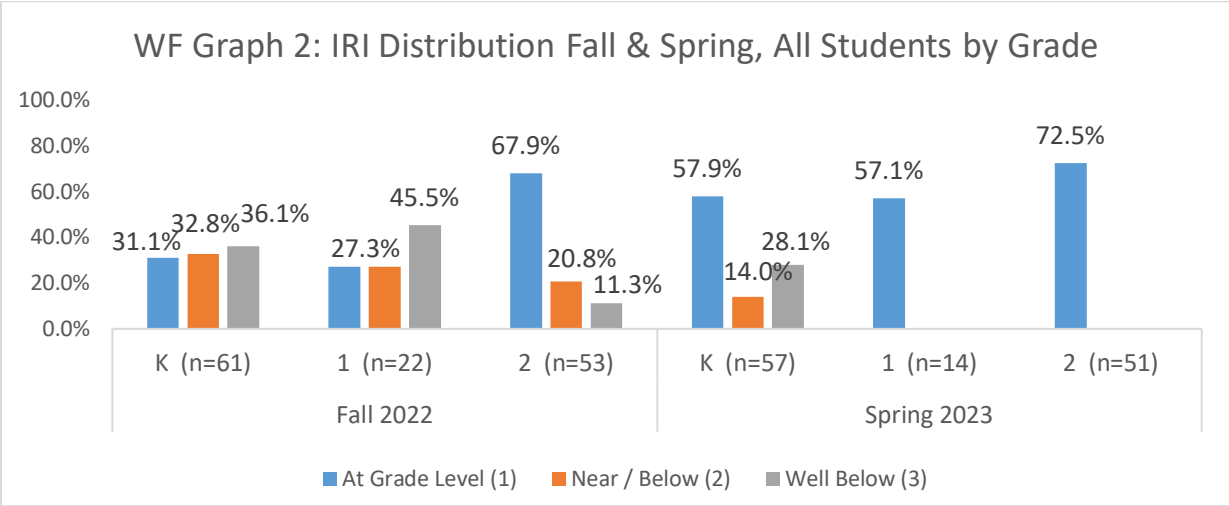
WF Graph 1: 2022-23 Average Growth, by Grade and Usage Group



As shown in WF Graph 1 (above), the average growth of students was 1 year for kindergartners who used the Waterford product for app 1900 minutes, above 1 year of growth for 1st graders who used the product for 2500 minutes or more, and above 1 year for 2nd graders who used the product for 2000 minutes or more. Waterford’s larger report includes additional information about the skills taught per grade and the typical progression Waterford expects students to make through the product during a school year given a certain level of usage (15 minutes per day).

IRI Data

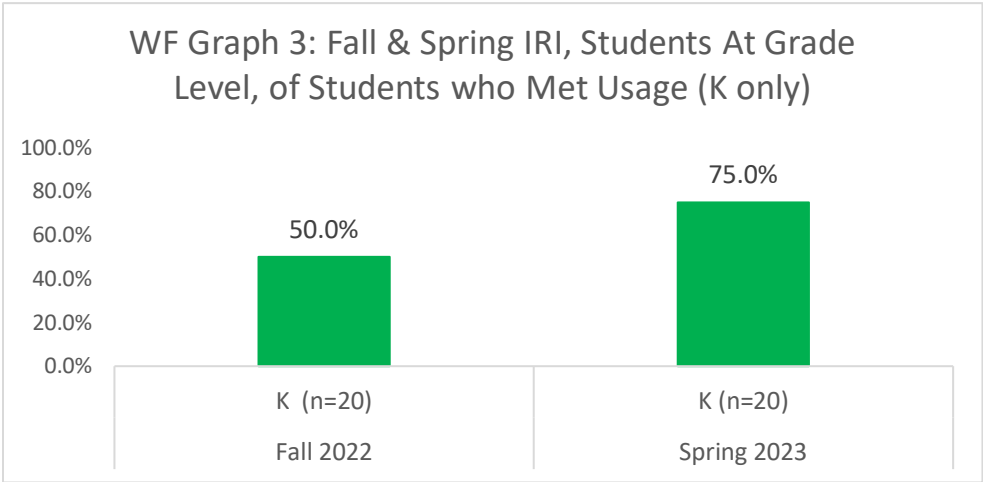
Out of the 773 public-school Idaho students provided in Waterford’s data file for 2022-23, 698 matched Idaho’s data system (a strong 90.3% match rate). However, a substantial proportion of these (550 students) had no available fall or spring IRI score. Additionally, OSBE staff removed 4 students because they used the product for less than 30 minutes during the 2022-23 school year. The remaining dataset for this analysis includes 145 students, representing 21% of the original dataset.



WF Graph 2 (previous page) demonstrates the distribution IRI scores for Fall 2022 and Spring 2023 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:

- Kindergarten and 1st grade students in the Waterford dataset had markedly lower fall proficiency rates than the state.
- The proficiency rate increases for kindergarten and 1st grade students who used Waterford were both larger than the state.
- Grade 2 students in the Waterford dataset had a higher fall proficiency rate and smaller fall to spring increase in proficiency than the state.

Of the students in the dataset, 28 met Waterford’s usage threshold, with 20 of these students being kindergartners. Due to data redaction requirements, only kindergarten At Grade Level (proficiency) data can be provided for students that met the usage threshold, as shown in WF Graph 3 below.



WF Graph 3 (above) shows the fall and spring At Grade Level (proficiency) rates for kindergartners who met Renaissance’s usage threshold.

- Kindergartners who used the Waterford product and met the usage threshold had a similar increase in proficiency (25 percentage points) to the full data set (26.8 points), but higher than the state (13 points).
- The fall proficiency rate for kindergartners who met the Waterford usage threshold was lower than the state, but due to the strong gain in proficiency, the spring proficiency rate for Waterford students was higher than the state.

Usage Group	n size	Fall Proficiency Rate	Spring Proficiency Rate	Change in Proficiency Rate
All Students	114	48.2%	63.2%	15.0 perc pts
< 10 hrs	18	33.3%	38.9%	5.6 perc pts
10 hrs - 19 hrs 59 mins usage	13	38.5%	53.8%	15.3 perc pts
20 hrs - 29 hrs 59 mins usage	25	44.0%	56.0%	12.0 perc pts
30 hrs - 59 hrs 59 mins usage	58	56.9%	75.9%	19.0 perc pts

As shown in WF Table 1 (above), the increases in IRI proficiency 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 any reason for the lack of a consistent pattern.

As shown in WF Table 2 (below), a clear pattern does emerge when reviewing the fall to spring change in scale scores. As student usage of the Waterford program increased during 2022-23, the improvement in scale score fall to spring also increased.

WF Table 2: 2022-23 IRI Average Scale Score Change, students with both Fall and Spring scores		
Usage Group	n size	Average Scale Score Change
All students	114	81.1 scale points
< 10 hrs usage	18	58.2 scale points
10 hrs - 19 hrs 59 mins usage	13	69.9 scale points
20 hrs - 29 hrs 59 mins usage	25	74.7 scale points
30 hrs - 59 hrs 59 mins usage	58	93.4 scale points

Finding

There are a number of variables that make Waterford ELA’s program a little challenging to review. While Waterford substantially improved the number and percentage of students in their dataset with appropriate information to be matched to Idaho’s data system, a large proportion of these students did not have a fall or spring IRI score available for this analysis. As a result, there were portions of the IRI analysis that were limited by small group (n) sizes. However, the average fall to spring scale score improvements demonstrate a clear pattern connecting increased use of the Waterford program to larger scale score improvements for students. Based on Waterford’s internal analysis and some positive indications in the available IRI analysis, Waterford will remain on the Approved Vendor List for the 2024-25 school year.

Prior to the FY 25 Effectiveness Review, OSBE staff will work with Waterford and our database management staff to identify the reason so many students did not have 2022-23 IRI scores available for analysis in an effort to prevent this issue in the future.