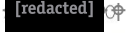




Back to all Product Analyses > [redacted]

Product Impact Analysis

Product Analyzed ----->



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\$ [redacted] per student / year

<-- Calculated \$/student

Summary of Results



Negligible Impact

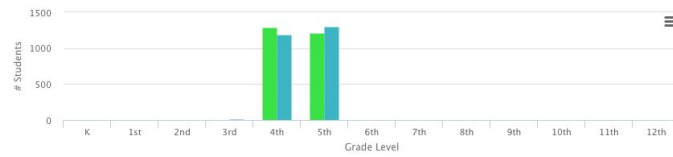
The analysis shows [redacted] had a negligible impact on EOG Lexile Score. There is [ENGAGEMENT CORRELATION] between Completed Modules and EOG Lexile Score. Achieve3000 had the strongest effect on [SAMPLE TYPE] in the [QUANTILE], as determined by baseline EOG Lexile Score. The analysis controlled for school level differences and inputs defined by Springfield School District and shows an effect size of 0.035 with a 95% confidence level.

Evaluation Period: January 1, 2016 - June 30, 2016

Population

Treatment Group  
2,500 Students

Control Group  
2,500 Students

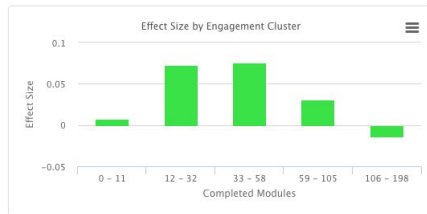
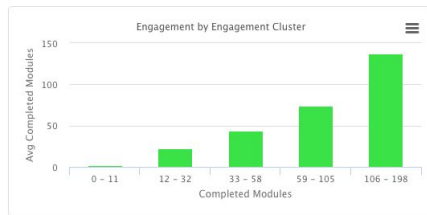
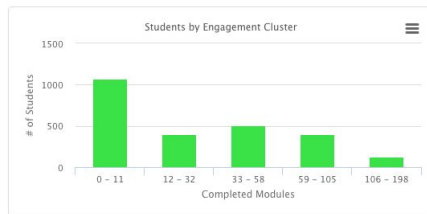


QUANTITATIVE ANALYSIS

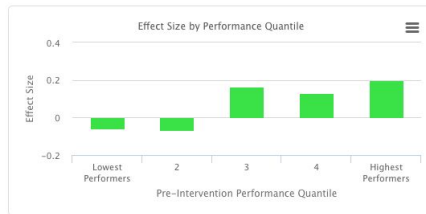
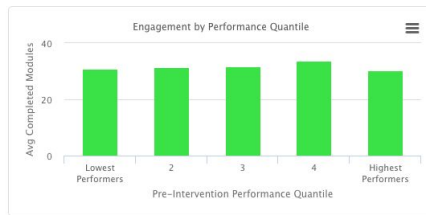
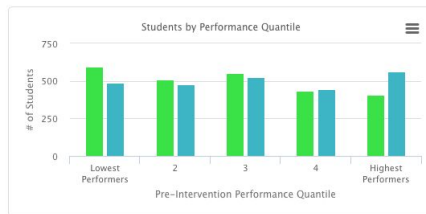
QUALITATIVE ANALYSIS

METHODOLOGY

Product Engagement Clusters



Pre-Intervention Performance Quantiles



Sample Only - Does Not Include Actual Data





Back to all Product Analyses [redacted]

Product Impact Analysis



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per student 1 year

Summary of Results



Negligible Impact

The analysis shows [redacted] had a negligible impact on EOG Lexile Score. There is [ENGAGEMENT CORRELATION] between Completed Module and Lexile Score. Achieve3000 had the strongest effect on [SAMPLE TYPE] in the [QUANTILE], as determined by baseline EOG Lexile Score. The analysis controlled for school level differences and inputs defined by Springfield School District and shows an effect size of 0.035 with a 95% confidence level.

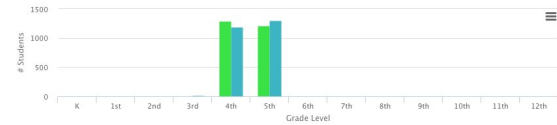
Evaluation Period: January 1, 2016 - June 30, 2016

Population



Treatment Group  
2,500 Students

Control Group  
2,500 Students



Educator Insights

Our Educators (14)

Lea(R)n Community (16)

	Our Educators (14)	Lea(R)n Community (16)
Ease of Use	B	B
Product Features	B	B
Product Content	B-	B-
Technical Merit	B-	B-
Learning Alignment	B-	B-
Student Impact	C+	C+
Teaching Impact	B-	B-
Recommend to Others	B-	B-



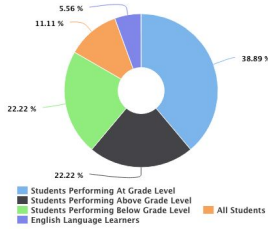
Our Educators



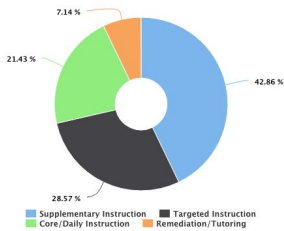
Lea(R)n Community

Use Details

Student Type



Purpose of Use



Our Educators (14) Lea(R)n Community (16)

Longevity of Use

Longevity of Use	Our Educators (14)	Lea(R)n Community (16)
Less than 1 day	1	0
Less than 1 week	1	2
Less than 1 month	3	4
3 - 6 months	4	5
6 - 12 months	3	3
1 - 2 years	1	1
More than 2 years	0	0

Frequency of Use

Frequency of Use	Our Educators (14)	Lea(R)n Community (16)
Daily	4	3
Weekly	8	8
Monthly	0	2
Quarterly	0	1
Semi-Annually	1	1
Annually	0	0

Types of Students

Types of Students	Our Educators (14)	Lea(R)n Community (16)
All Students	2	2
Students Performing Above Grade Level	4	5
Students Performing At Grade Level	7	7
Students Performing Below Grade Level	4	5
English Language Learners	1	1
Students with Special Mental or Physical Needs	0	1
Students with Diagnosed Learning Challenges	0	0
I don't use this tool with students	0	0

Purpose

Purpose	Our Educators (14)	Lea(R)n Community (16)
Core/Daily Instruction	3	1
Targeted Instruction	4	7
Supplementary Instruction	6	5
Remediation/Tutoring	1	0
Project Based Instruction	0	0
Homework/Flipped Classroom	0	0
Physical Skill Building	0	0
Learning Management	0	1
Communication Management	0	0
Incentive/Reward	0	0
Discipline	0	1
Classroom Management	0	0
Assessment	0	0

Comments



Educator  
11 months ago

Overall great product.



Educator  
over 1 year ago

Overall a good product.



Sample Only - Does Not Include Actual Data



SPRINGFIELD SCHOOL DISTRICT

1 District 5 Schools 9 Educators 3,818 Students

https://springfield.staging.learntrials.com/community

- Getting Started
- Dashboards
- Products
- Trials
- IMPACT**
- Procurement
- Members

Back to all Product Analyses > [redacted]

Product Impact Analysis



[redacted]

Provident ratione doloremque adipisci quo laboriosam. Aut officis molestias culpa ut odit perspiciatis. Sint inventore ab repudiandae iusto accusamus. Quae reiciendis eligendi sit veniam. Sit quam re...

\$ [redacted] per student / year

Summary of Results



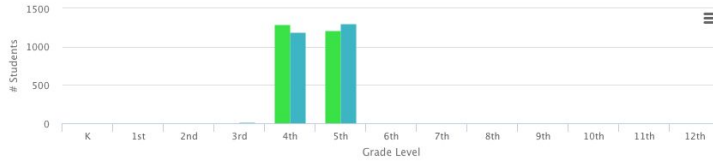
Negligible Impact

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Evaluation Period: January 1, 2016 - June 30, 2016

Population

- Treatment Group 2,500 Students
- Control Group 2,500 Students



- QUANTITATIVE ANALYSIS
- QUALITATIVE ANALYSIS
- METHODOLOGY**

LearnIMPACT supports a full range of research designs and methodologies that drive systematic investigations within a diverse array of educational contexts. These rigorous methods support valid and reliable inferences, and stakeholders can leverage these trusted insights to inform evidence-based decisions about the educational technologies used in their organizations.

Sample and Procedures

LearnIMPACT conducts analysis based on the sampling technique embedded in the research design. The platform enables a full range of sampling methods and techniques to collect a sample of units (e.g., students, schools) representative of the population of interest. Although random sampling, including random selection and random assignment, is often preferred, LearnIMPACT is capable of conducting analyses on convenience samples or purposive samples when required for practical purposes. LearnIMPACT is also capable of running analyses on more rigorous methods of probability sampling (e.g., simple or systematic random sampling, stratified random sampling, multi-stage sampling). Further, LearnIMPACT employs methods (e.g., statistical adjustments and inclusion of covariates) that maximize representativeness and generalizability while assuaging the deleterious effects of sampling error.

Measures

**Condition.** Condition is typically a dichotomous variable for identifying the control and treatment groups. If there are more than two conditions (e.g., Treatment A vs. Treatment B vs. Treatment C), then this variable can be polytomous in nature. The latter case may present itself when comparing multiple interventions to each other.

**Engagement.** Measurements for engagement typically consist of product usage metrics that are provided by the product company. Usage is typically operationalized as a metric indicating progress (e.g., lessons or modules passed), but other metrics may also be used (e.g., time on task, number of log-ins) depending on the data that are available and appropriate.

**Achievement.** Ideally, achievement criteria are specific education outcomes that the product is purported to influence. The specific criterion should be relevant, measurable, and malleable within the time constraints of the research design. Often the criterion of import consists of data on academic achievement. Other possible criteria could involve 21st century skills, social competence, or satisfaction. Ultimately, it is important to match the achievement criterion to the subject and level of specificity of the particular product.

**Covariates.** Covariates are variables that may account for variance in the outcome. Important covariates are identified for which we want to statistically control (or adjust) in a manner that allows basing the treatment and control groups, especially if the study design does not include random sampling. Typically, school-level variables (e.g., free- and reduced-priced lunch, school size) and student-level variables (e.g., grade level, free- and reduced-priced lunch, prior achievement) are included as covariates. Because data are naturally nested in educational contexts, it is possible to use a multi-level approach by including student-, class-, school-, district-, and state-level covariates depending on the extent of the research population.

Analysis Strategy

LearnIMPACT supports a full range of analytical approaches. In addition, LearnPlatform enables educators and researchers to conduct a plethora of sophisticated statistical techniques at the observed and latent levels, as well as single- and multi-level analyses. Further, LearnPlatform allows one to conduct meta-analyses across schools, districts, states, and other contexts to determine different contextual, situational, and conditional factors that impact product usage and efficacy.

**Descriptive statistics.** First, sample statistics are generated that include total sample size, sample sizes of the control group and treatment group, and a breakdown of sample sizes (e.g., total, control, and treatment) by grade level. Descriptive statistics may also be conducted that generate information on central tendency (e.g., arithmetic mean), dispersion (e.g., standard deviation), and information on the distribution and multivariate normality (e.g., skewness and kurtosis).

**Cluster analysis on engagement.** A k-means cluster analysis—method of vector quantization that aims to partition the sample into k clusters based on a given variable (e.g., product usage)—is conducted to identify three to seven engagement clusters for the treatment group based on the usage metric. In other words, given a set of n observations, where each observation is a d-dimensional real vector, k-means clustering aims to partition the n observations into sets S (2 < S < 8) so as to minimize the within-cluster sum of squares (WCSS). A standard algorithm and Euclidean distance metric are used to ease computational efficiency. The quality and veracity of the resulting clusters can be checked through a discriminant analysis. Following the cluster analysis, descriptive statistics are computed on each cluster. Most notably, mean levels of the achievement criterion are computed for each cluster to determine which engagement cluster demonstrated the highest level of attainment in the given outcome. Also computed are mean levels and ranges of usage for each cluster as well as number of students that fall into each cluster. Next an effect size (Hedge's g) is computed for each cluster to determine the effect of the treatment, which demonstrates how effective the intervention is based on different levels of engagement. Notably, the covariates are included in the computation of the effect sizes to statistically control for extraneous variables.

**Quantile analysis on pre-achievement.** The sample is partitioned into q-quantiles based on levels of pre-achievement. To examine matched samples, the full sample (treatment and control groups) are split into q-quantiles based on a pre-achievement metric. Next, growth in the achievement criterion is measured for both the treatment and control groups for each q-quantile, which allows one to compare the difference in growth between the treatment and control based on the q-quantile into which they fall. Then, a covariate-adjusted effect size (Hedge's g) is computed for each q-quantile to determine the effect of the treatment based on pre-achievement quantiles.

**Effect size for intervention.** In addition to the cluster-level analysis, a raw, observed-level change from pre- to post-intervention is computed for both the control group and the treatment group. This growth in the education outcome is compared to determine which condition demonstrated greater gains in the achievement criterion. Additionally, a covariate-adjusted effect size (i.e., Hedge's g) is computed for the intervention by controlling for student- and school-level covariates (e.g., pre-achievement, demographic variables, and school size).

Sample Only - Does Not Include Actual Data

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