THE EDTECH COLLECTIVE
Instructure Partner Ecosystem

AMERICAN BOOK COMPANY (ABC)

ESSA Evidence Level IV Study

Andrew Scanlan, M.A., Senior Researcher
Elizabeth Allen Green, Ph.D., Researcher

INSTRUCTURE LEVEL 4 ESSA 2024

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EXECUTIVE SUMMARY

American Book Company (*ABC*) engaged Instructure, a third-party education research company, to develop a logic model for its program and materials. Instructure designed the logic model to satisfy Level IV requirements (Demonstrates a Rationale) according to the Every Student Succeeds Act (ESSA).[1]

Logic Model

A logic model provides a program roadmap, detailing program inputs, participants reached, program activities, outputs, and outcomes.

Study Design for *ABC* Evaluation

Informed by the *ABC* logic model, Instructure developed a research plan for a study to meet ESSA Level III requirements. The proposed research questions are as follows:

1) To what extent will students and educators use *ABC* during the 2024–25 school year?
    a) How many students and educators will access *ABC* materials?
    b) How much time (weeks, months) will students and educators spend interacting with *ABC* materials?
2) How will student and educator usage of *ABC* relate to improvements on standardized English language arts (ELA), math, science, and social studies scores?
3) How will student usage of *ABC* relate to improved feelings of confidence in practicing for and taking standardized tests?

Conclusions

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria:

✅ Detailed logic model informed by previous, high-quality research
✅ Study planning and design is currently underway for an ESSA Level III or higher study

[1] Level IV indicates that an intervention should include a "well-specified logic model that is informed by research or an evaluation that suggests how the intervention is likely to improve relevant outcomes; and an effort to study the effects of the intervention, that will happen as part of the intervention or is underway elsewhere…" (p. 9, U.S. Department of Education, 2016).

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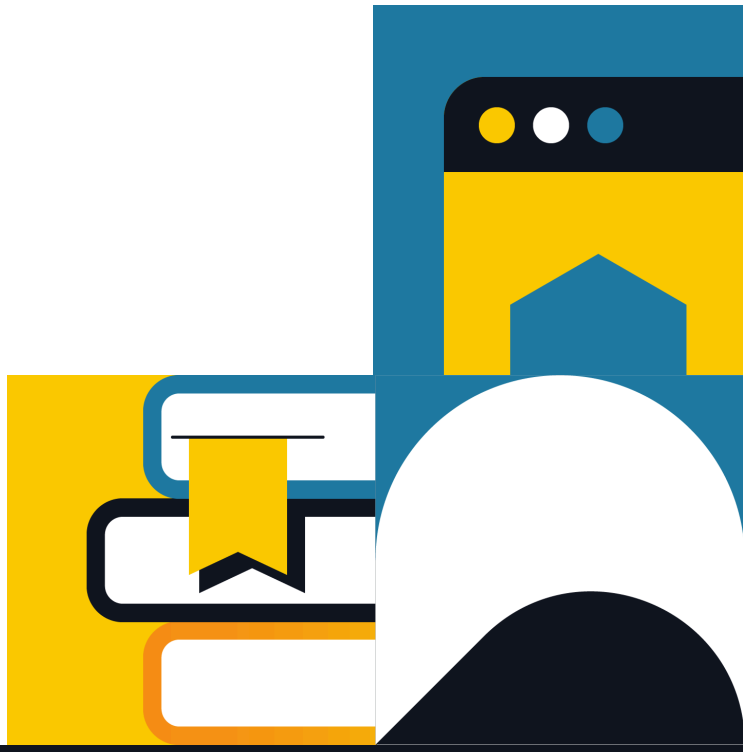

INTRODUCTION

American Book Company (*ABC*) engaged Instructure, a third-party education research company, to develop a logic model for *ABC*. Instructure designed the logic model to satisfy Level IV requirements (Demonstrates a Rationale) according to the Every Student Succeeds Act (ESSA).

ABC recognizes that many students struggle with meeting the requirements of state or national standards, including preparing for high-stakes assessments, while receiving instruction that does not meet their unique learning needs. *ABC* provides print and digital solutions with engaging math, English language arts (ELA), science, and social studies content that give educators tools to customize their lessons to the needs of their students, while improving students' testing confidence, without compromising on meeting state or national standards.

The study had the following objectives:

1. Define the *ABC* logic model;
2. Document ESSA Level II and III study designs; and
3. Define the foundational research base (see Annotated Bibliography section).

LOGIC MODEL

A logic model is a program or product roadmap. It identifies how a program aims to impact learners, translating inputs into measurable activities that lead to expected results. A logic model has five core components: inputs, participants, activities, outputs, and outcomes (see Table 1).

Table 1. Logic model core components

Component	Description	More information
Inputs	What *ABC* and districts invest	What resources are invested and/or required for the learning solution to function effectively in real schools?
Participants	Who *ABC* reaches	Who receives the learning solution or intervention? Who are the key users?
Activities	What participants do	What do participants do with the resources identified in Inputs? What are the core/essential components of the learning solution? What is being delivered to help students/teachers achieve the program outcomes identified?
Outputs	Products of activities	What are numeric indicators of activities? (e.g., key performance indicators; allows for examining program implementation)
Outcomes	Short-term, intermediate, long-term	Short-term outcomes are changes in awareness, knowledge, skills, attitudes, and aspirations. Intermediate outcomes are changes in behaviors or actions. Long-term outcomes are ultimate impacts or changes in social, economic, civil or environmental conditions.

Instructure reviewed *ABC* resources, artifacts, and program materials to develop a draft logic model. *ABC* reviewed the draft and provided revisions during virtual meetings. The final logic model depicted below (Figure 1) reflects these conversations and revisions.

American Book Company (ABC)

Logic Model

Problem Statement: Many students struggle with meeting the requirements of state or national standards, including preparing for high-stakes assessments, while receiving instruction that does not meet their unique learning needs. American Book Company (*ABC*) provides print and digital solutions with engaging math, English language arts (ELA), science, and social studies content that give educators tools to customize their lessons to the needs of their students, while improving students' testing confidence, without compromising on meeting state or national standards.

Inputs

What does ABC provide?

***ABC* PROVIDES:**
- State and national standards-aligned resources incl.
  - Digital materials (e.g., eBooks, pre- and post-test assessments that mimic state tests)[1]
  - Print materials (e.g., workbooks, teacher guides)[2]
  - Access to online testing via CourseWave digital platform[3] incl. formative and summative assessments, *ABC* chapters,[4] student analytics, and instant score reporting
- Easy sign-in features that connect to Google Classroom, Microsoft, Clever, or Classlink
- Implementation support including on-demand webinars

SCHOOLS AND DISTRICTS PROVIDE:
- Technology resources (e.g., online applications, physical devices, software)
- Human Resources (e.g., full/part time staff, volunteers)
- Material resources (e.g., office supplies, facilities, professional development)

Participants

Who uses ABC?

- K–12 students
- Educators (e.g., teachers, school staff)
- Administrators (e.g., district, school)

Activities

How are participants using ABC?

STUDENTS
- Access print and digital resources provided by educators
- Complete standards-aligned math, ELA, science, and social studies lessons and assessments using print and digital resources
- Complete formative quizzes on CourseWave to practice state test formats and assess understanding of key concepts

EDUCATORS
- Access print and digital resources incl. CourseWave
- Deliver standards-aligned lessons using print and digital resources
- Monitor student data, incl. student mastery of standards, using CourseWave
- Generate and export (to excel) progress/score reports via CourseWave that identify student data trends
- Provide feedback to students based on CourseWave data

ADMINISTRATORS
- Provide educators with access to *ABC* resources and CourseWave
- Access school-wide student data via CourseWave
- Monitor school-wide data trends via aggregated CourseWave progress reports

Outputs

What are the measurable results of implementing ABC?

STUDENTS
- Number of students who access materials
- Time (weeks, months) spent using materials
- Number and type of print and digital lessons, assessments, and materials accessed
- Number and type of print and digital lessons and assessments completed
- Number of state standards mastered over time
- Specific question scores over time
- Assessment scores over time

EDUCATORS
- Number and role of educators who access materials
- Time (weeks, months) spent using materials
- Number and type of print and digital lessons resources accessed
- Number and type of print and digital lessons delivered
- Number and type of student progress reports generated and exported (by student and class level)
- Frequency of student feedback based on student data

ADMINISTRATORS
- Number of educators or schools provided with access to *ABC* resources and CourseWave
- Number of student access codes redeemed and sold[5]
- Number and type of school-wide aggregated CourseWave progress reports generated

Outcomes

What are the expected changes or impacts of using ABC?

SHORT-TERM

Students
- Better understand their own progress and can adjust learning strategies based on feedback and scores
- Become familiar with state test structures, building confidence and preparedness for actual state assessments

Educators
- Are able to deliver individualized feedback to students, improving student understanding of key areas for growth
- Reduce the time and effort required to identify student learning needs by having access to student progress data through CourseWave
- Utilize data from CourseWave to help initiate targeted learning interventions.

Administrators
- Equip schools with standards-aligned resources to support student learning
- Ensure teachers receive the necessary training to effectively use *ABC* materials and platforms for improving instruction

INTERMEDIATE

Students
- Improve state test scores compared to the previous year's cohort
- Gain proficiency in state standards, which will help them succeed in other classroom courses and assessments
- Become more confident in taking high-stakes state tests over time as they engage in ongoing practice of aligned assessments

Educators
- Contribute to classroom and school growth in state testing results as instruction aligns more closely with identified learning gaps
- Grow professionally as they interact with high quality, standard-aligned materials
- Use data from CourseWave to inform and adjust instructional practices over time to better meet individual student needs.

Administrators
- Gain insights into school-wide or district-level performance trends, supporting decisions for instructional improvements

LONG-TERM

Students
- Are ready to apply to–and be successful in–post-secondary college and career opportunities
- Make long lasting improvements in their learning
- Demonstrate long lasting familiarity of, and confidence in, the test taking environment across grade levels over time
- Improve college and career outcomes through increased confidence and success in taking high-stakes tests

Educators
- Mitigate student learning gaps in their classroom and school
- Feel -professionally supported and more likely to stay in their role

Administrators
- Improve student learning, proficiency rates, and standardized test scores across all grades and over time within their district or state
- Mitigate student learning gaps across their state or district
- Can demonstrate school and district success in test scores to their wider community, building desirability and confidence in their school or district over time

[1] eBook content matches print workbooks exactly, ensuring a seamless experience for students whether they are in the classroom or at home.
[2] All *ABC* content maps directly to state blueprints. The questions on the full-length pre- and post-tests simulate state assessments, and are labeled with Depth of Knowledge (DOK) level and standard for easy concept identification. Teacher guides are not only the answer key for all tests and quizzes, but also offer additional reproducible assessments not included in the student workbook.
[3] All *ABC* orders include access to CourseWave, a digital platform containing all print materials (e.g., workbooks, teacher guides) and online testing capabilities. Built-in analytics and instant score reporting give teachers the data they need to identify learning gaps at the student or classroom level while students gain familiarity and confidence with online testing platforms in addition to the tested material.
[4] Every *ABC* chapter contains instructional content and practice via review questions, and a posttest is included to confirm mastery of all concepts.
[5] Student access codes show when teachers import their student rosters which is when they begin to assign content to their students.

Prepared for American Book Company (*ABC*), January 2025

ABC Logic Model Components

ABC invests several resources into its solution, including:

- State and national standards-aligned resources including:
    - Digital materials (e.g., eBooks, pre- and post-test assessments that mimic state tests),[2] and
    - Print materials (e.g., workbooks, teacher guides);[3]
- Access to online testing via CourseWave digital platform[4] incl. formative and summative assessments, *ABC* chapters,[5] student analytics, and instant score reporting;
- Easy sign-in features that connect to Google Classroom, Microsoft, Clever, or Classlink; and
- Implementation support including on-demand webinars.

Schools and districts would be expected to provide:

- Technology resources (e.g., online applications, physical devices, software);
- Human resources (e.g., full/part time staff, volunteers); and
- Material resources (e.g., office supplies, facilities, professional development).

Ultimately, *ABC* aims to reach K–12 students, educators (e.g., teachers, school staff) and administrators (e.g., district, school).

Using these program resources, the aforementioned participants can engage with *ABC* in the following activities:

Students:

- Access print and digital resources provided by educators;
- Complete standards-aligned math, ELA, science, and social studies lessons and assessments using print and digital resources; and
- Complete formative quizzes on CourseWave to practice state test formats and assess understanding of key concepts.

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[2] eBook content matches print workbooks exactly, ensuring a seamless experience for students whether they are in the classroom or at home.
[3] All *ABC* content maps directly to state blueprints. The questions on the full-length pre- and post-tests simulate state assessments, and are labeled with Depth of Knowledge (DOK) levels and standards for easy concept identification. Teacher guides are not only the answer key for all tests and quizzes, but also offer additional reproducible assessments not included in the student workbook.
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[5] Every *ABC* chapter contains instructional content and practice via review questions, and a posttest is included to confirm mastery of all concepts.

Educators:

- Access print and digital resources incl. CourseWave;
- Deliver standards-aligned lessons using print and digital resources;
- Monitor student data, incl. student mastery of standards, using CourseWave;
- Generate and export (to excel) progress/score reports via CourseWave that identify student data trends; and
- Provide feedback to students based on CourseWave data.

Administrators:

- Provide educators with access to *ABC* resources and CourseWave;
- Access school-wide student data via CourseWave; and
- Monitor school-wide data trends via aggregated CourseWave progress reports.

ABC can examine the extent to which core activities were delivered and participants were reached by examining the following quantifiable outputs:

Students:

- Number of students who access materials
- Time (weeks, months) spent using materials
- Number and type of print and digital lessons, assessments, and materials accessed
- Number and type of print and digital lessons and assessments completed
- Number of state standards mastered over time
- Specific question scores over time
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Educators:

- Number and role of educators who access materials
- Time (weeks, months) spent using materials
- Number and type of print and digital lessons resources accessed
- Number and type of print and digital lessons delivered
- Number and type of student progress reports generated and exported (by student and class level)
- Frequency of student feedback based on student data

Administrators:

- Number of student access codes redeemed and sold[6]
- Number of educators or schools provided with access to *ABC* resources and CourseWave
- Number and type of school-wide aggregated CourseWave progress reports generated

[6] Student access codes show when teachers import their student rosters which is when they begin to assign content to their students.

If implementation is successful, based on a review of program outputs, *ABC* can expect the following outcomes:

In the short term, students will better understand their own progress and can adjust learning strategies based on feedback and scores. They will become familiar with state test structures, building confidence and preparedness for actual state assessments. Educators will be able to deliver individualized feedback to students, improving student understanding of key areas for growth. They will reduce the time and effort required to identify student learning needs by having access to student progress data through CourseWave. They will also utilize data to help initiate targeted learning interventions. Administrators will equip schools with standards-aligned resources to support student learning and ensure teachers receive the necessary training to effectively use *ABC* materials and platforms for improving instruction.

In the intermediate term, students will improve state test scores compared to the previous year's cohort. They will also gain proficiency in state standards, which will help them succeed in other classroom courses and assessments. Students will also become more confident in taking high-stakes state tests over time as they engage in ongoing practice of aligned assessments. Educators will contribute to classroom and school growth in state testing results as instruction aligns more closely with identified learning gaps. They will grow professionally as they interact with high quality, standard-aligned materials. They will also use data from CourseWave to inform and adjust instructional practices over time to better meet individual student needs. Administrators will gain insights into school-wide or district-level performance trends, supporting decisions for instructional improvements.

Long term, students will be ready to apply to–and be successful in–post-secondary college and career opportunities. They will make long lasting improvements in their learning and demonstrate long lasting familiarity of, and confidence in, the test taking environment across grade levels over time. Finally, they will improve college and career outcomes through increased confidence and success in taking high-stakes tests. Educators will mitigate student learning gaps in their classroom and school and feel professionally supported and more likely to stay in their role. Administrators will improve student learning, proficiency rates, and standardized test scores across all grades and over time within their district or state. They will mitigate student learning gaps across their state or district. Finally, they will be able to demonstrate school and district success in test scores to their wider community, building desirability and confidence in their school or district to the wider community over time.

STUDY DESIGN FOR ABC EVALUATION

Informed by the *ABC* logic model, Instructure developed a research plan for a study to meet ESSA Level III requirements. The proposed research questions are as follows:

1) To what extent will students and educators use *ABC* during the 2024–25 school year?
    a) How many students and educators will access *ABC* materials?
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2) How will student and educator usage of *ABC* relate to improvements on standardized English language arts (ELA), math, science, and social studies scores?
3) How will student usage of *ABC* relate to improved feelings of confidence in practicing for and taking standardized tests?

CONCLUSIONS

This study satisfies ESSA evidence requirements for Level IV (*Demonstrates a Rationale*). Specifically, this study met the following criteria for Level IV:

✅ Detailed logic model informed by previous, high-quality research
✅ Study planning and design is currently underway for an ESSA Level III or higher study

ANNOTATED BIBLIOGRAPHY

The following annotated bibliography demonstrates the research underlying the *ABC* program, including how *ABC* leveraged this research to come to design decisions about their program.

ABC is designed to support standards-aligned instruction aligned to state and local tests

Citation	Citation type	Information about sample and theoretical framework	Design decisions driven by the Research	How did the team leverage the citation to come to this design decision
Boser, U., & Jimenez, L. (2021). *The way forward for state standardized tests*. Center for American Progress.	Theoretical research	No sample included. This report examines the state of standardized testing in a widely applicable US context.	Federal law mandates that all public school students in grades three to eight undergo annual assessments in reading and math, with an additional assessment required during high school.	*ABC* includes well-designed assessments that can offer crucial insights into student learning, guiding educators in instructional design and informing administrators about necessary supports for student success.
Crocker, L. (2005). Teaching for the test: How and why test preparation is appropriate. In R. P. Phelps (Ed.), *Defending standardized testing* (pp. 159–174). Psychology Press.	Book Chapter	Sample not included. Explores how standardized test preparation can be an appropriate and necessary means of ensuring that students meet district- and state-level standards.	Proper test preparation can close achievement gaps. Integrated test preparation strategies into literacy and math programs can support achievement on standardized tests.	This research helped guide the inclusion of preparatory resources in *ABC* print and digital materials to help students meet grade-level standards and be successful in required state tests.

National Assessment of Educational Progress (NAEP). (2023). *NAEP Long-Term Trend Assessment Results: Reading and Mathematics.*	Empirical research	Results are based on a nationally representative sample of approximately 8,700 students in reading and math in 9th to 12th grade. The research highlights trends in student performance on national assessments over time, showing an increase in achievement gaps, particularly in literacy and math.	There is a need to focus curriculum development on core literacy and math standards to address nationwide achievement gaps.	NAEP data informed the decision by *ABC* to provide materials that examine essential standards in literacy and math to help mitigate nationwide achievement gaps.
National Governors Association Center for Best Practices (NGA) & Council of Chief State School Officers (CCSO). (2010). *Common Core State Standards for English language arts and literacy in history/social studies, science, and technical subjects*. National Governors Association Center for Best Practices, Council of Chief State School Officers.	Standards document	Discusses the development and implementation of the Common Core State Standards (CCSS), which aim to hold students accountable to consistent educational standards across districts and states, improving content area literacy instruction.	It's important to ensure alignment of curricula with Common Core standards to meet state accountability requirements.	*ABC* ensures all of its resources are aligned to state and local standards and assessments.

Roediger, H. L. III, Putnam, A. L., & Smith, M. A. (2011). Ten benefits of testing and their applications to educational practice. *Psychology of Learning and Motivation, 55*, 1–36. Elsevier.	Literature review	No sample included. The review emphasizes the role of retrieval practice in enhancing retention, organization of knowledge, and metacognitive awareness among students.	The research highlights the multiple advantages of incorporating frequent testing and quizzes in educational settings.	*ABC* integrates low-stakes assessments like quizzes into its content and resources to foster better retention of information, help students identify knowledge gaps, and encourage self-regulated learning. By adopting a model that emphasizes retrieval practice, *ABC* can enhance both student engagement and learning outcomes.
TNTP. (2018). *The opportunity myth: What students can show us about how school is letting them down—and how to fix it.* TNTP.	Report	No sample included. Examines how schools are failing to meet students' learning needs, particularly in underserved communities. The report provides strategies for improving instructional quality and engagement.	Increased focus on quality instruction and ensuring students are exposed to grade-level content and opportunities.	*ABC* designed engaging materials that emphasize how students should not merely pass through grades but must truly master essential content.
Wiggins, G. P., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Association for Supervision and Curriculum Development.	Book	No sample included. This book discusses backward design and aligning curriculum to desired learning outcomes.	When planning lessons, first start by figuring out what students want to learn, should learn, and how to know if they've learned it, then plan the lessons to make that happen.	*ABC* emphasizes standards-based instructional materials. By aligning resources with state standards, *ABC* aims to ensure relevance and rigor in its materials.

ABC is designed to address students' lack of confidence in test-taking

Citation	Citation type	Information about sample and theoretical framework	Design decisions driven by the Research	How did the team leverage the citation to come to this design decision
Harkin, B., & Kessler, K. (2009). How checking breeds doubt: Reduced performance in a simple working memory task. *Behaviour Research and Therapy, 47*(6), 504–512.	Empircal study	Across two experiments (*n*=80 university students, *n*=40 per experiment) at the University of Glasgow, United Kingdom, using a working memory task, the study found that induced checking, especially in participants with high checking tendencies, negatively impacted memory accuracy.	The findings inform the decision to minimize redundant or excessive review of information in testing preparations.	*ABC* limits unnecessary repeated tasks in the design of study materials, reducing the risk of undermining students' confidence through overchecking.
Segool, N., Carlson, J., Goforth, A., von der Embse, N., & Barterian, J. (2013). Heightened test anxiety among young children. *Psychology in the Schools, 50(5)*, 489–499.	Empirical study	This study examined test anxiety in 335 elementary students (3rd–5th grade) during high-stakes (No Child Left Behind) and low-stakes (classroom) testing, finding significantly higher overall, cognitive, and physiological test anxiety associated with high-stakes testing.	This research supported the decision to create differentiated test scenarios that mirror both low-stakes and high-stakes testing environments for students to practice in.	*ABC* includes practice tests under conditions that vary in stakes, allowing students to adapt and build confidence progressively.

Stankov, L., Lee, J., Luo, W., & Hogan, D. (2012). Confidence: A better predictor of academic achievement than self-efficacy, self-concept and anxiety? *Learning and Individual Differences, 22*, 747–758.	Empirical study	This study examined confidence, self-efficacy, self-concept, and anxiety in Singaporean 15-year-olds (*n*=1,863 across math and English domains), finding confidence to be a robust predictor of achievement, related to both cognitive and self-belief measures.	The research supports the importance of including interventions aimed at building students' confidence as part of the test preparation process.	*ABC* incorporates confidence-building strategies (e.g., practice tests) to enhance students' overall performance in high-stakes tests.

ABC is designed to provide ongoing formative and summative assessment practice

Citation	Citation type	Information about sample and theoretical framework	Design decisions driven by the Research	How did the team leverage the citation to come to this design decision
Black, P. J., & Wiliam, D. (1998). Inside the Black Box: Raising standards through classroom assessment. *Phi Delta Kappan, 80, 139–148.*	Theoretical research	No sample included. This theoretical article explores formative assessments as a means of improving student outcomes. It emphasizes the value of ongoing feedback during instruction for adjusting teaching practices and enhancing learning and has wide applications across education.	Formative assessment is an essential component of classroom work and can raise student achievement.	*ABC* used this research to support development of formative assessments in print and digital materials that provide opportunities for students to demonstrate progress over time and for educators to make targeted and timely interventions. .
Brookhart, S. M. (2015). *How to make decisions with different kinds of student assessment data.* ASCD.	Book	The book provides guidance to teachers and administrators on using different types of student assessment data (formative, summative, and benchmark assessments) to inform instructional improvements at the school or district level.	Teachers can improve learning outcomes by sharing specific, actionable feedback based on assessment data.	

Ericsson, K. A., Krampe, R. T., & Tesch-Römer, C. (1993). The role of deliberate practice in the acquisition of expert performance. *Psychological Review*, *100*(3), 363–406.	Empirical study	40 music students in higher education in Germany.	This research emphasizes designing training and skill development programs around deliberate practice, long-term commitment, individualized training, and focusing on skill development over innate talent.	
Hattie, J. A. (2009). *Visible learning: A synthesis of 800+ meta-analyses on achievement.* Routledge.	Meta-analysis	Synthesizes over 800 meta-analyses to show the significant role that formative assessments play in improving student learning outcomes, highlighting assessment feedback as a major factor in academic success.	Highlighted feedback as a core feature of assessment tools.	
Heritage, M. (2007). Formative assessment: What do teachers need to know and do? *Phi Delta Kappan, 89*(2), 140–145.	Theoretical research	The article emphasizes the importance of teacher attitudes towards formative assessment in shaping their effectiveness in the classroom. It argues that knowledge and skills alone are insufficient unless teachers view formative assessment as a valuable and integral part of the teaching and learning process.	Educators should be trained to view students as active participants in the assessment process. This could involve designing activities where students monitor their own learning, set goals, and provide peer feedback. Creating a culture that promotes student agency in assessment will enhance the effectiveness of formative practices.	

McManus, S. (2008). *Attributes of effective formative assessment.* Council for Chief State School Officers.	Theoretical research	No sample included. The paper highlights the collaborative effort among researchers and state leaders to define formative assessment and identify its effective attributes based on current literature.	Structured formative assessments to include frequent, timely feedback aligned to specific goals.	