



Proposal

Virginia Growth Assessments: Alternative Assessment Submission



Virginia Department of Education



Submitted to:

Virginia Department of Education
James Monroe Building, 101 N 14th St
Richmond, VA 23219

Attn: Katie Carroll, Deputy Superintendent of
Student Performance and Support

Submitted by:

IXL Learning, Inc.
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Virginia Department of Education
Katie Carroll, Deputy Superintendent of Student Performance and Support
James Monroe Building, 101 N 14th St
Richmond, VA 23219
RE: Virginia Growth Assessments: Alternative Assessment Submission

Dear Ms. Carroll:

Thank you for the opportunity to respond to the Virginia Department of Education's request for Alternative Assessment Submissions. IXL Learning is pleased to submit the **IXL Real-Time Diagnostic** for consideration.

IXL is the premier end-to-end learning solution for the Virginia DOE that features:

- **The Real-Time Diagnostic**, which provides continuous and benchmark assessment of students' grade level proficiency. The Diagnostic helps teachers strategically group students for instruction and generates a personalized Action Plan for each learner.
- **A comprehensive PK-12 curriculum** of more than 7,600 scaffolded skills aligned to the Virginia Standards of Learning. IXL's **interactive skill plans** are custom-built to the scope and sequence of the state standards, popular textbooks, and state exams for seamless integration into teachers' daily instruction.
- **Personalized guidance** with real-time skill recommendations; 'Learn with an Example' sample solutions; tutorial videos; immediate feedback; and detailed explanations to support independent learning.
- **Actionable analytics** that empower teachers to efficiently differentiate instruction for the whole class, small groups, and individual students. IXL Analytics offers insightful reporting at multiple levels, from the district to the student.
- **Flexible professional development and implementation services.** IXL offers virtual, on-demand, and on-site options for flexible year-long PD and a wide range of integration capabilities for SIS, LMS, SSO, and rostering. IXL's dedicated partnership team provides timely collaboration and proactive support throughout the contract.
- **A research-based and research-proven solution.** IXL is grounded in learning science research and certified as a Research-Based Design Product. IXL is proven through extensive research to be effective in improving student achievement, and meets ESSA Tier 1 criteria for evidence-based interventions.

As the largest educational technology company in the country, IXL has been at the forefront of education innovation for over 25 years. IXL applies technology in creative and innovative ways to empower educators and students to achieve more, uncover immediately useful insights, and stay engaged and motivated.

Thank you for your consideration. IXL looks forward to working with the Virginia DOE throughout the application process.

Sincerely,

David Lee, Proposals Manager

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1. Virginia Growth Assessments: Alternative Assessment Submission Form



Virginia Growth Assessments: Alternative Assessment Submission Form Assessment Vendor Assurance of Alignment to the Standards of Learning

This form is to be completed by any assessment vendor wanting to provide school divisions with an alternative assessment to the Virginia Growth Assessment (VGA). [Senate Bill 345](#) and [House Bill 1076](#) of 2024 permit school boards to administer alternative assessments, aligned to the Standards of Learning (SOL), to the Virginia Growth Assessment during the 2024-2026 school years. The alternative assessment(s) will not replace the end-of-year, federally required SOL tests in grades 3-8.

Senate Bill 345:

§ 1. Notwithstanding subsection C of § 22.1-253.13:3 of the Code of Virginia, the Board of Education shall permit school boards to administer, during the 2024–2026 school years, assessments as alternatives to the through-year growth assessment system established by the Board of Education pursuant to such provision of law, provided that any such alternative assessment is aligned to the Standards of Learning.

Upon successful submission of all required assurances and documentation by the assessment vendor to the Virginia Department of Education (Department) indicating alignment to the SOL, the following will occur:

1. The Department will share with school divisions that the vendor has assured the alternative assessment is aligned to the SOL.
2. School boards may review assessment vendor submissions to determine if the school division will use an alternative assessment in lieu of the VGA.
3. The Department will extend no-cost contracts with assessment vendors that successfully submit assurances and documentation to support local procurement of such assessments.
4. School divisions will be required to submit to the Department separate documentation indicating which alternative assessment(s) the division will use and assurances that the alternative assessments will be administered at least at the beginning and middle of the school year.

I. Assessment Vendor Information

Assessment Vendor Name:

Name of Alternative Assessment(s):

Primary Contact:

Primary Contact Email:

Primary Contact Phone Number:

II. Alternative Assessment(s) Included in Submission

Select the Alternative Assessment(s) to the VGA to which this submission applies:

- | | | |
|---|---|---|
| <input checked="" type="checkbox"/> Grade 3 Mathematics | <input checked="" type="checkbox"/> Grade 4 Mathematics | <input checked="" type="checkbox"/> Grade 5 Mathematics |
| <input checked="" type="checkbox"/> Grade 6 Mathematics | <input checked="" type="checkbox"/> Grade 7 Mathematics | <input checked="" type="checkbox"/> Grade 8 Mathematics |
| <input checked="" type="checkbox"/> Grade 3 Reading | <input checked="" type="checkbox"/> Grade 4 Reading | <input checked="" type="checkbox"/> Grade 5 Reading |
| <input checked="" type="checkbox"/> Grade 6 Reading | <input checked="" type="checkbox"/> Grade 7 Reading | <input checked="" type="checkbox"/> Grade 8 Reading |

III. Assurances

The assessment vendor assures that:

- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the alternative assessment(s) are aligned to the Standards of Learning.
- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the alternative assessment(s) annually meet professional standards for validity and reliability.
- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the alternative assessment(s) include at least one beginning-of-year, one mid-year assessment, and one end-of-year assessment.
- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the assessment vendor will provide divisions with individual student growth scores over the course of the school year.
- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the alternative assessment(s) use computer adaptive technology, have a test blueprint, and have a sufficient item bank that will administer off-grade (above and below grade) and on-grade items.
- As required by the Code of Virginia [§ 22.1-253.13:3](#), subsection F, school divisions will be provided with a parent/family report that can be provided to parents with their students' results as soon as practicable after the assessment is administered.
- As required by [Senate Bill 345](#) and [House Bill 1076](#) of 2024, the assessment vendor has training for teachers and principals on how to interpret and use student growth data from such assessments to improve reading and mathematics instruction in grades three through eight throughout the school year.

IV. Documentation

The assessment vendor has provided the following regarding the alternative assessments:

- Robust documentation demonstrating alignment to the Standards of Learning.
- Technical report documenting validity and reliability of the alternative assessment.
- Documentation that that alternative assessment(s) includes at least one beginning-of-year

assessment, one mid-year assessment, and one end-of-year assessment.

- Technical report documenting the ability of the assessment to administer off-grade, on-grade, and above-grade items.
- Technical report documenting the ability to report individual student growth scores over the course of the school year.
- Example of the parent/family report and when it will be available to school divisions.
- List of training modules for teachers and principals on interpretation and use of student growth data.

V. Signatures

Authorized Assessment Vendor Representative (Signature):

Paul Mishkin

Authorized Assessment Vendor Representative (Print):

Paul Mishkin

Authorized Assessment Vendor Representative's Title:

Chief Executive Officer

For VDOE Use:

2. Documentation

IXL is pleased to offer **IXL's Real-Time Diagnostic** to the Virginia Department of Education as an Alternative Assessment to the Virginia Growth Assessment (VGA). In this section, IXL provides the Documentation required in the submission form.

2.A Robust documentation demonstrating alignment to the Standards of Learning.

IXL's comprehensive math and ELA curriculum is **custom-built to the Virginia Standards of Learning (VA SOL)** with IXL **skill plans** that allow teachers to seamlessly teach students based on the standards. Teachers can also create custom IXL **Quizzes** using only VA SOL aligned skills from the skill plans to understand students' **skill-level proficiency** based on the SOL.

Importantly, IXL's Real-Time Diagnostic assessment, detailed in [Section 2.D below](#), is also built to align to the objectives of the VA SOL so teachers can measure students' overall **grade-level proficiency** based on the SOL.

Custom VA SOL Skill Plans. IXL's adaptive PreK-12 math curriculum is composed of more than **7,600 adaptive skills aligned to the newly adopted Virginia SOLs in math and ELA**. IXL levels up lesson planning with skill plans specifically designed to match the scope and sequence of standards, textbooks, and state exams. Using skill plans teachers can readily:

- Identify IXL skills that support each standard or topic
- Assign skills directly from the skill plan for the whole class, groups of students or a single student
- Analyze students' progress on each assigned skill to inform instruction and remediation

Identify IXL skills that support each standard or topic. See **below** for a snapshot of example skill plans for the VA SOL sixth grade math¹ and third grade ELA². IXL unpacks each standard into highly targeted skills. By breaking standards down into their smallest parts, IXL not only helps teachers understand student knowledge of a standard as a whole, it also helps teachers find precise skills to target for remediation.

¹ IXL 2023 VA SOL Sixth Grade Skill Plan: www.ixl.com/math/skill-plans/virginia-standards-of-learning-2023-grade-6

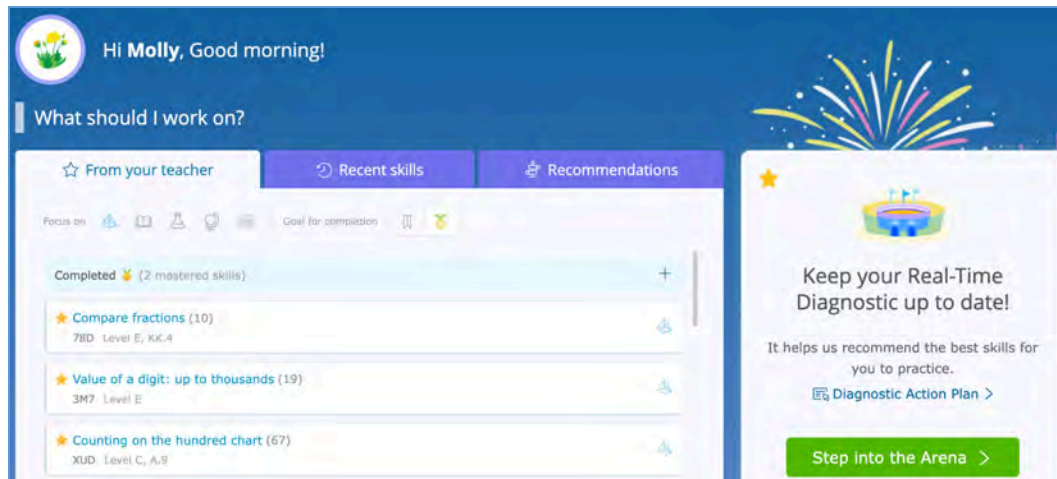
² IXL 2024 VA SOL Third Grade Skill Plan: www.ixl.com/ela/skill-plans/virginia-standards-of-learning-2024-grade-3

The image displays two screenshots of the Virginia Standards of Learning (2023) Grade 6 and (adopted in 2024) Grade 3 skill plans. The left screenshot shows the 6.NS (Number and Number Sense) standard with a skill preview for a percentage problem. The right screenshot shows the 3.FFR.3 (Foundations for Reading) standard with a skill preview for phonics and word recognition.

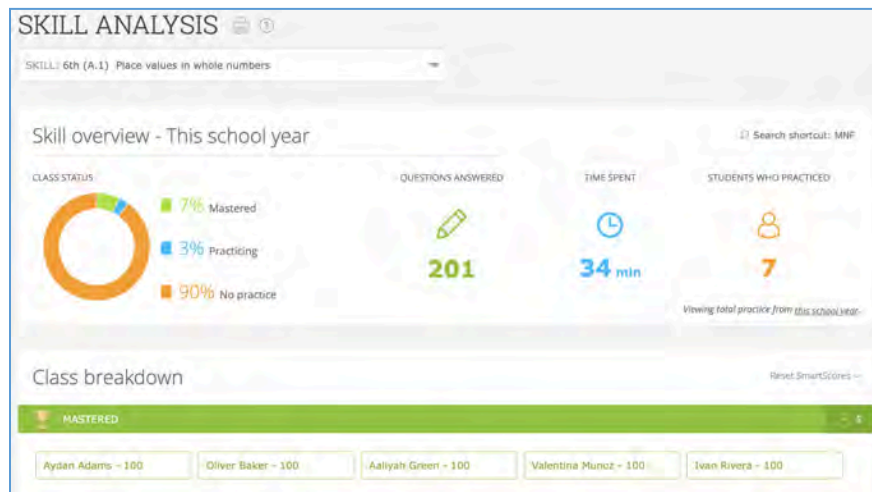
Assign skills directly from the skill plan. For example, teachers teaching standard *3.FFR.3.B Use knowledge of syllabification and syllable types to decode and encode words* in ELA Grade 3 will find seven IXL skills aligned to the standard. **Below** shows IXL's seamless functionality that allows teachers to instantly see a preview of the skill from the skill plan. Teachers may assign standards-aligned skills directly from a skill plan by hovering over the gray star next to each skill and clicking the desired assignment on the pop-up menu. Teachers may assign skills to all students, a specific class or groups of students, or an individual student.

The image shows a screenshot of the IXL skill plan for 3.FFR.3.B, "Use knowledge of syllabification and syllable types to decode and encode words." The skill plan lists several skills, including "Identify syllable types", "R-controlled vowels", "Spell words with r vowel patterns", "Consonant-l-e", "Spell consonant-l-e words", "Multisyllabic words", "Read multisyllabic words", "Compound words", "Form compound words with pictures", "Form compound words", "Form and use compound words", "Prefixes", "Determine the meaning of words with prefixes", "Use the prefixes pre-, re-, and sub-", and "Suffixes". A skill preview is shown for "Type the missing word", which includes a search shortcut of 870 and a visual representation of a house and a birdhouse.

From there, teachers can easily see which skills they have assigned and to which classes and students. In turn, students can refer to their personalized student dashboard for Recommendations to see a list of skills assigned to them by their teacher, as shown **below**.

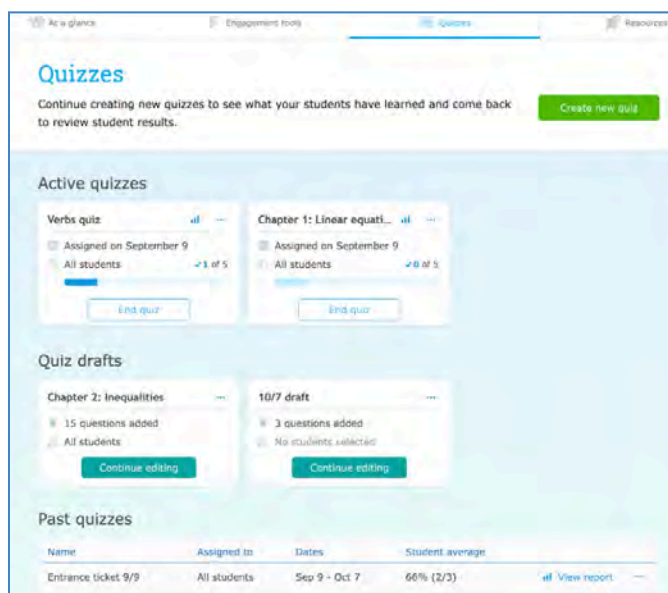


Analyze students' progress on each assigned skill. Teachers may then click on the bar graph icon next to a skill to review the Skill Analysis report, **below**, which provides a detailed view of student performance on the skill. Teachers are able to see the questions students have answered, how much time they spent, and their current mastery status. The report shows the progress students are making toward mastery and the concepts within each skill where they are struggling. Since IXL skills are scaffolded with multiple levels within each skill, the report also helps teachers identify students working at similar levels within the skill.



IXL Quizzes. IXL Quizzes, **see below screenshot**, enables educators to quickly and easily evaluate student learning with custom formative assessments. Teachers can create quizzes based on one or more IXL skills aligned to the VA SOL, giving them a new way to leverage IXL's comprehensive curriculum. These custom assessments offer a window into what students know, making them the perfect tool to assess and address skill gaps. By selecting a few key options, teachers can build a quiz to fit their classroom needs in minutes. Quizzes are flexible and can range from a quick three-question quiz to check for understanding after a lesson, or a more

comprehensive 40-question end-of-unit test, spanning multiple topics. Teachers have the ability to add specific questions from skills and subjects, control question difficulty, and choose how results are displayed to students.



Reports for Quizzes reveal shared trouble spots and help teachers create small groups for targeted instruction; **see below**. Students can also review their results and see the skill name of each question they answered, so they know exactly what skills to work on for questions they missed. Every quiz is an opportunity for students to spot and close knowledge gaps on their own.



2.B Technical report documenting validity and reliability of the alternative assessment.

Research on the IXL Real-Time Diagnostic shows that it is a well-constructed and reliable measure of student achievement in math and ELA, and that it is a strong predictor of student performance on state assessments. Correlations of the Diagnostic with external achievement measures are consistently in the high .70s, indicating the strands are measuring the same general domain (i.e., math and ELA, respectively). Moreover, Real-Time Diagnostic scores are highly reliable (omega = .96 for math, .96 for ELA). Importantly, IXL's Real-Time Diagnostic correctly identified 73-84% of students performing below grade level in math, while 73-88% of students in ELA. A key advantage of IXL's Real-Time Diagnostic, with always current data on student proficiency, is that it enables students to complete the Diagnostic multiple times throughout the school year, thus empowering teachers to identify students' learning needs and help students close gaps more quickly and earlier in the school year.

Research shows that using IXL's Diagnostic Snapshot improves student math achievement³. Grade cohorts that completed IXL's Diagnostic Snapshot performed better on their state math assessments than comparable IXL grade cohorts that did not complete IXL's Diagnostic Snapshot. Specifically, the proficiency rate was about three percentage points higher for Snapshot cohorts, relative to comparable IXL cohorts that did not complete the Snapshot.

Studies on the Real-Time Diagnostic used well-established standardized assessments as criterion (i.e., outcome) measures, including in Virginia. This study⁴ shows there are strong, positive correlations between the IXL Real-Time Diagnostic and the Virginia SOL scores (all $r_s > .70$), with a high degree of overlap in student proficiency classifications by the IXL Diagnostic and SOL. The study also showed high test-retest reliability of IXL's Diagnostic, based on scores from the beginning and the end of the school year ($r_s > .90$). **The complete study is included below.**

³ Boosting Student Achievement with IXL's Diagnostic Snapshot:
www.ixl.com/materials/us/research/Boosting_Student_Achievement_with_IXL_s_Diagnostic_Snapshot.pdf

⁴ Demonstrating Grade-Level Predictive Validity of the IXL Real-Time Diagnostic Using the Virginia SOL as Criterion:
[www.ixl.com/materials/us/research/IXL_Real-Time_Diagnostic_Grade-Level_Validation_Study_\(VA_SOL\).pdf](http://www.ixl.com/materials/us/research/IXL_Real-Time_Diagnostic_Grade-Level_Validation_Study_(VA_SOL).pdf)



RESEARCH REPORT

September 2021

Demonstrating Grade-Level Predictive Validity of the IXL Real-Time Diagnostic Using the Virginia SOL as Criterion

Christina Schonberg, Ph.D.

IXL LEARNING 777 Mariners Island Blvd., Suite 600, San Mateo, CA 94404
650-372-4040 | www.ixl.com

Peer Review: This study was peer-reviewed and presented at the 2022 annual meeting of the National Council on Measurement in Education in San Diego, CA.

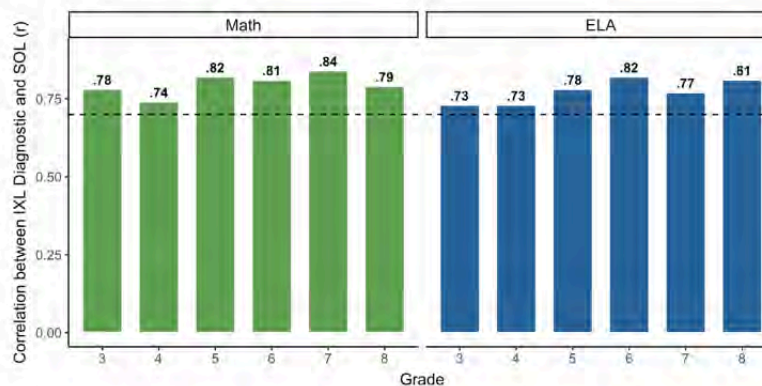
Executive Summary

IXL is a personalized learning platform for students in grades PreK-12 and covers content in core subjects including mathematics and English language arts (ELA). A core component of IXL is the IXL Real-Time Diagnostic, an interim assessment designed to provide students and educators with in-the-moment information about students' subject area knowledge. The diagnostic was designed by a team of educators and mathematicians and uses Item Response Theory (Lord, 1980) to automatically adjust question difficulty based on students' response patterns. Upon completing the diagnostic, students receive scores that correspond to their estimated grade-level proficiency as well as targeted recommendations for what skills to practice next to meet their learning goals.

IXL's Real-Time Diagnostic has been validated with other standardized assessments including the NWEA MAP Growth and ILEARN assessments (An, 2021; IXL Learning, 2020a, 2020b). The goals of this study were to assess the validity of IXL's Real-Time Diagnostic in both math and ELA using a new criterion measure—the Virginia state Standards of Learning, or SOL—at the grade level, and to examine the overall test-retest reliability of IXL's Diagnostic. We analyzed math and ELA data from students in grades 3-8 attending public schools in one Virginia district. Within each subject, we found:

- Strong, positive correlations between IXL's Diagnostic and SOL scores (all $r_s > .70$)
- A high degree of overlap in student proficiency classifications by the IXL Diagnostic and SOL
- High test-retest reliability of IXL's Diagnostic, based on scores from the beginning and the end of the school year ($r_s > .90$)

These results provide further evidence that IXL's Real-Time Diagnostic is a reliable and valid measure of student grade-level proficiency.



Demonstrating Grade-Level Predictive Validity of the IXL Real-Time Diagnostic Using the Virginia SOL as Criterion

Background

IXL is a powerful, flexible educational technology platform that provides personalized learning in subjects including mathematics and English language arts (ELA) for students in grades PreK-12; it is currently used by 1 in 5 students in the US and over 12 million students worldwide. A core component of IXL is the IXL Real-Time Diagnostic, an interim assessment that was developed by a collaborative team of educators and mathematicians and covers material aligned with the Common Core and other academic standards. The diagnostic allows students and educators to quickly identify current knowledge levels in key strands of math and ELA. Using Item Response Theory (Lord, 1980), the diagnostic analyzes student response patterns and provides personalized action plans that lay out clear next steps for students to reach their learning goals.

IXL's Diagnostic is especially valuable because it provides in-the-moment information about grade-level proficiency to students and educators. It is important, however, that the information provided by the diagnostic maps onto real-world outcomes such as performance on standardized assessments. As such, demonstrating the validity of the diagnostic is essential. Prior validity research correlating the IXL Real-Time Diagnostic with other assessments has yielded favorable results. For example, studies using the NWEA MAP Growth assessment as criterion have found high predictive validity for IXL's Diagnostic (An, 2021; IXL Learning, 2020a). Similarly, the IXL Diagnostic was shown to have high predictive validity with the Indiana Learning Evaluation Assessment Readiness Network (ILEARN) assessment (IXL Learning, 2020b). The primary goal of this study was to validate IXL's Diagnostic with a new external criterion measure: the Virginia state Standards of Learning (SOL).

Previous validity studies using other assessments have found strong, positive correlations between students' performance on IXL's Real-Time Diagnostic and subsequent standardized assessments (An, 2021; IXL Learning, 2020a, 2020b). These studies focused on overall predictive validity and construct validity (e.g., correlations by subject strand) but no research has yet examined the relationship between IXL's Diagnostic and standardized assessments by grade. This relationship is important to study as it may change across grades. Therefore, in addition to expanding the set of measures with which IXL's Diagnostic has been validated, this study also provides more precise validity evidence by examining correlations between IXL's Diagnostic and SOL assessments by grade.

In addition, many students in the district we studied had pinpointed diagnostic scores from several points throughout the school year. These data afforded us the opportunity to examine another important psychometric property of the diagnostic: test-retest reliability, or the correlation between students' scores at two different time points.

RESEARCH QUESTIONS

This study aimed to answer the following research questions for math and ELA:

1. How strong are the correlations between scores on the IXL Real-Time Diagnostic assessment and the Virginia SOL assessment in each grade from 3-8?
2. What is the degree of overlap in student grade-level proficiency classifications by IXL's Real-Time Diagnostic and the Virginia SOL? That is, to what extent do IXL's Diagnostic and the Virginia SOL identify the same students as being at or above (vs. below) grade level?
3. What is the test-retest reliability of IXL's Real-Time Diagnostic?

Study Design and Methodology

PARTICIPANTS

To be included in the math or ELA validity analyses, students needed to have both a pinpointed IXL Real-Time Diagnostic score in math or ELA and an SOL assessment score in the corresponding subject. Furthermore, we specifically focused on students in grades 3-8. Using these criteria, we included 2,095 students in the math analyses and 2,058 students in the ELA analyses. Descriptive statistics for student demographic characteristics and performance on IXL's Diagnostic as well as the SOL assessment can be found in Appendix A.

To be included in the math or ELA test-retest reliability analyses, students needed to have two pinpointed IXL Real-Time Diagnostic scores in the subject of interest—one from the end of the school year and one from the beginning of the school year (at least 180 days before the end-of-year diagnostic score). Applying this additional criterion resulted in a sample size of 1,505 students in the math analysis and 1,395 students in the ELA analysis.

DATA SOURCES

IXL Real-Time Diagnostic data were obtained from IXL's internal database. When a student completes a sufficient number of questions in a subject (math or ELA) in IXL's Diagnostic, they receive a pinpointed score that indicates their overall grade-level proficiency in that subject. For example, a score of 350 indicates that the student has acquired about 50% of third-grade material, whereas a score of 400 indicates that the student is ready to learn fourth-grade material. We obtained all of the available pinpointed diagnostic scores in math and ELA for students in this Virginia district across the 2020-2021 school year. Then, for the validity analyses, we selected each student's pinpointed end-of-year diagnostic score from the date closest to their SOL assessment date in each subject. For the test-retest reliability analyses, we also selected each student's earliest pinpointed diagnostic score within the school year, which had to be at least 180 days earlier than their end-of-year diagnostic.

Research Report

To validate the IXL Real-Time Diagnostic with the Virginia SOL assessments, we obtained Spring 2021 student-level assessment data from 14 schools in one Virginia school district. The SOL is Virginia's statewide standardized assessment, and the mathematics and ELA SOL assessments are administered to students in grades 3-8. These assessments are computer adaptive, meaning that they are customized for each student through the student's responses to test items. Based on their performance, students are classified into one of four achievement levels in each subject: pass/advanced, pass/proficient, fail/basic, and fail/below basic. Additional information about these assessments can be found at <https://www.doe.virginia.gov/testing/index.shtml>.

ANALYTIC APPROACH***Research Question 1: Correlations Between IXL's Real-Time Diagnostic and SOL Assessment Performance***

We analyzed data from 14 elementary and middle schools in one Virginia school district where students completed IXL's Real-Time Diagnostic in math or ELA and SOL assessments in math or ELA. IXL's Diagnostic uses a continuous vertical scale across grades PreK-12 ranging from 0 to 1300, indicating grade-level proficiency. By contrast, SOL scores range from 0 to 600 within each grade, with 400 being the proficiency cutoff.

Given this difference in scaling and range of scores, we used correlations (Pearson's r) to assess test-criterion relations within each grade separately. Correlation values can range from -1.00 to +1.00 and indicate the strength of a linear relationship between two variables; values above .70 are considered to indicate a strong, positive relationship (Ratner, 2009). Thus, r coefficients above .70 between students' IXL Real-Time Diagnostic scores and their SOL scores would indicate that the IXL Real-Time Diagnostic is a valid measure of grade-level proficiency for students in grades 3-8 in the state of Virginia.

Research Question 2: Alignment of Student Proficiency Classifications Across Measures

In addition to correlations between IXL Real-Time Diagnostic and SOL scores, we also examined alignment of student proficiency classifications across the two measures. Specifically, we conducted chi-square tests to investigate the degree to which students who performed at or above grade level on the IXL Real-Time Diagnostic also performed at or above grade level (i.e., passing) on the SOL (or, conversely, whether students' performance was below grade level on both measures). In addition, we conducted logistic regressions using IXL proficiency status (i.e., an IXL Real-Time Diagnostic score at or above grade level) to predict the likelihood of passing the SOL.

Research Question 3: Test-Retest Reliability

To examine the test-retest reliability of the IXL Real-Time Diagnostic, we correlated students' pinpointed diagnostic scores from the beginning of the school year with their pinpointed diagnostic scores from the end of the school year. Given the adaptive nature of the IXL Real-Time Diagnostic, high correlations between two sets of diagnostic scores over 180 days apart would be considered not only coefficients of stability but also coefficients of equivalence. In this context, coefficients greater than .9 would indicate reasonably high test-retest and alternate form reliability (Bandalos, 2018, Chapter 8). Because this analysis correlates the same measure with itself and is not expected to differ by grade, we report test-retest reliability overall for math and ELA, respectively.

Results

MATH

We found strong, statistically significant correlations between IXL Real-Time Diagnostic and SOL scores in each grade (smallest $r = .74$, all $ps < .001$). See Figure 1 for scatterplots of these correlations by grade.

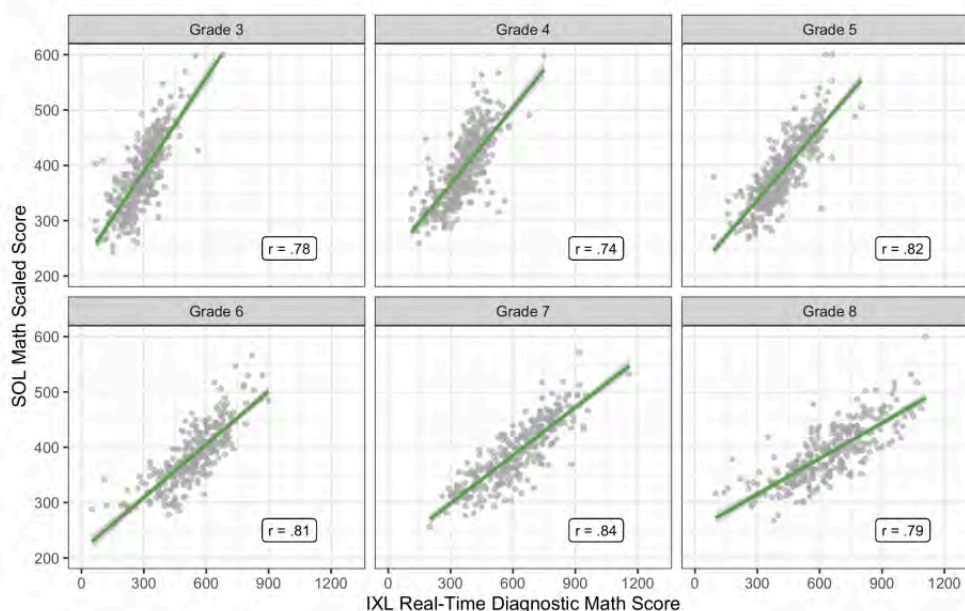


Figure 1. Correlations between IXL Real-Time Diagnostic and SOL scores in math. All correlations are statistically significant at $p < .001$.

Next, we examined the alignment of student proficiency classifications across the two measures. We found that IXL's Real-Time Diagnostic identified the majority of students performing at or above grade level (81%) as well as those below grade level (80%) based on SOL Math performance, $\chi^2(1) = 714.83$, $p < .001$ (Figure 2). In line with this finding, a logistic regression model predicting SOL proficiency status from IXL proficiency status showed that students who were classified as proficient by the IXL Real-Time Diagnostic were 17.09 times more likely to be proficient on the SOL than students who were not proficient based on IXL's Diagnostic (see Table B1).

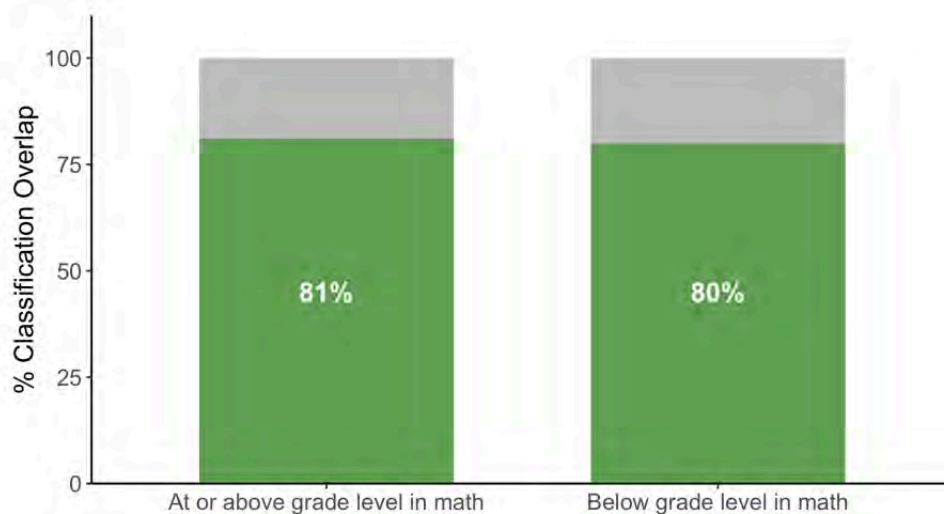


Figure 2. IXL Real-Time Diagnostic Math classification alignment using the SOL Math assessment as criterion.

Finally, we examined the test-retest reliability of IXL's Real-Time Diagnostic in math by correlating students' pinpointed diagnostic scores in math from the beginning of the school year with their pinpointed diagnostic scores in math from the end of the school year. The IXL Real-Time Diagnostic Math assessment exhibited a high coefficient of stability and equivalence between testing sessions, $r = .93, p < .001$.

ELA

As in math, we found strong, statistically significant correlations between IXL Real-Time Diagnostic and SOL scores in each grade for ELA (smallest $r = .73$, all $ps < .001$). See Figure 3 for scatterplots of these correlations by grade.

Research Report

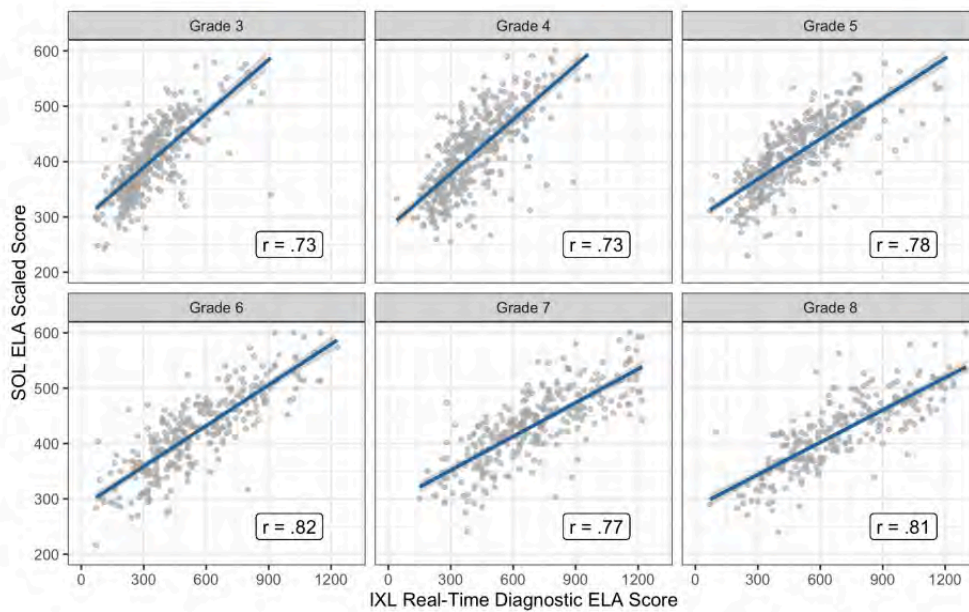


Figure 3. Correlations between IXL Real-Time Diagnostic and SOL scores in ELA.
All correlations are statistically significant at $p < .001$.

Next, we examined the alignment of student proficiency classifications across measures. As in math, the IXL Real-Time Diagnostic in ELA identified the majority of students performing at or above grade level on the SOL ELA (89%) as well as those below grade level (65%), $\chi^2(1) = 629.13$, $p < .001$ (Figure 4). In addition, a logistic regression model predicting SOL proficiency status from IXL Real-Time Diagnostic proficiency status found that students classified as proficient by IXL's Diagnostic were 15.33 times more likely to be proficient on the SOL, compared to students who were not classified as proficient by the IXL Diagnostic (see Table B2).

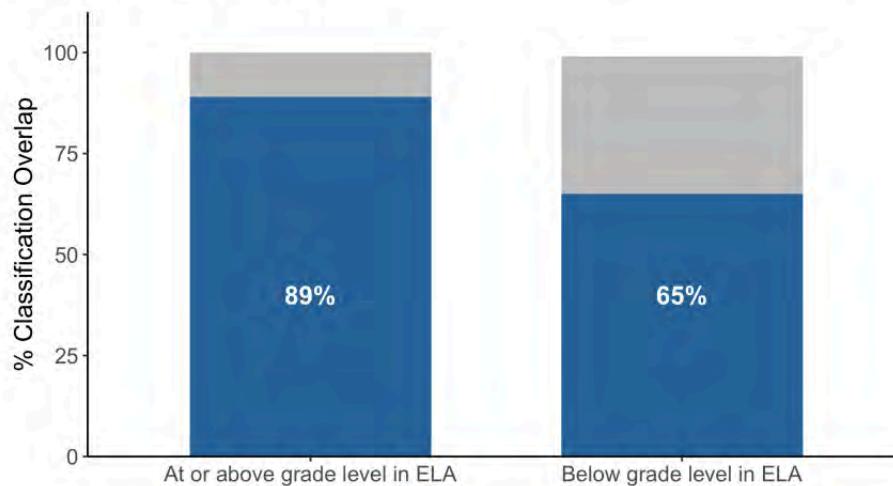


Figure 4. IXL Real-Time Diagnostic ELA classification alignment using the SOL ELA assessment as criterion.

Research Report

Finally, we examined the test-retest reliability of IXL's Real-Time Diagnostic for ELA by correlating students' pinpointed diagnostic scores in ELA from the beginning of the school year with their pinpointed diagnostic scores in ELA from the end of the school year. As with math, the IXL Real-Time Diagnostic ELA assessment exhibited a high coefficient of stability and equivalence between testing sessions, $r = .95$, $p < .001$.

Conclusion

In this study, we investigated the predictive validity of the IXL Real-Time Diagnostic with a novel set of state assessments, the Virginia SOL. We examined test-criterion relationships between the two assessments by grade, providing empirical evidence in each elementary and middle school grade level from grades 3 to 8. We found strong correlations between the IXL Real-Time Diagnostic and the Virginia SOL in each grade as well as a high degree of alignment in the two measures' classifications of student proficiency.

In addition, we found strong evidence of test-retest reliability for the IXL Real-Time Diagnostic, as measured by correlations between students' diagnostic scores across timepoints. One particular advantage of IXL's Diagnostic is that students answer different questions every time. This avoids the possibility of practice effects, which occur when students perform similarly or better on subsequent administrations of the same test because they have learned some of the answers for repeated items. Investigations of test-retest reliability are often critiqued due to the possibility of practice effects, because they may artificially inflate the correlation coefficients. Because students never answered the exact same questions across administrations of the diagnostic, we can be certain that the high test-retest reliability coefficients in this study indicate high degrees of measurement stability across time and equivalence across alternate forms of the assessment.

In sum, this study provides new evidence for the test-retest reliability of IXL's Real-Time Diagnostic, as well as the first evidence at the grade level that the diagnostic is a valid measure of students' proficiency in math and ELA. Coupled with prior studies of construct validity, internal consistency, and predictive validity (e.g., IXL Learning, 2020a, 2020b), our findings corroborate a strong program of reliability and validity for the IXL Real-Time Diagnostic.

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Appendix A: Descriptive Statistics of Student Demographics and Performance

Table A1. Student demographic characteristics

# of students (total)	Students with IXL Diagnostic and SOL math scores		Students with IXL Diagnostic and SOL ELA scores	
	2095		2058	
	N	%	N	%
Gender				
Female	1,075	51.31	1,049	50.97
Male	1,020	48.69	1,009	49.03
Ethnicity				
Hispanic	116	5.54	117	5.69
Non-Hispanic	1,979	94.46	1,941	94.31
Race				
Asian	41	1.96	43	2.09
Black	982	46.87	955	46.40
Other	228	10.88	220	10.69
White	844	40.29	840	40.82
Economically disadvantaged students	1,148	54.80	1,127	54.76
English language learners	35	1.67	36	1.75
Students with disabilities	351	16.75	356	17.30
Grade level				
Grade 3	366	17.47	364	17.69
Grade 4	416	19.86	420	20.41
Grade 5	399	19.04	398	19.34
Grade 6	309	14.75	306	14.87
Grade 7	300	14.32	309	15.01
Grade 8	305	14.56	261	12.68

Table A2. Means (standard deviations) for math assessments

	IXL Real-Time Diagnostic math assessment	SOL math assessment
Grade 3	291.01 (86.22)	384.21 (62.41)
Grade 4	354.71 (92.47)	390.94 (57.41)
Grade 5	414.74 (108.55)	386.58 (57.34)
Grade 6	532.59 (133.37)	383.64 (52.83)
Grade 7	616.87 (160.95)	390.24 (55.21)
Grade 8	644.49 (185.08)	389.03 (50.60)

Note. $N = 2,095$. IXL Real-Time Diagnostic scores represent scores from the end of the school year.

Table A3. Means (standard deviations) for ELA assessments

	IXL Real-Time Diagnostic ELA assessment	SOL ELA assessment
Grade 3	341.76 (142.43)	403.03 (62.97)
Grade 4	415.88 (157.62)	416.25 (70.07)
Grade 5	489.02 (197.87)	413.95 (61.73)
Grade 6	548.37 (238.55)	419.14 (72.19)
Grade 7	691.65 (247.07)	431.40 (64.91)
Grade 8	692.72 (270.84)	420.21 (65.16)

Note. $N = 2,058$. IXL Real-Time Diagnostic scores represent scores from the end of the school year.

Appendix B: Chi-Square and Logistic Regression Results

Table B1. 2x2 table, chi-square, and logistic regression for math

		SOL Math		χ^2	Odds ratio
		Below proficient	At or above proficient		
IXL Real-Time Diagnostic Math	Below grade level	1,126 (80%)	284 (20%)	714.83***	17.09***
	At or above grade level	129 (19%)	556 (81%)		

Note. $N = 2,095$.

*** $p < .001$.

Table B2. 2x2 table, chi-square, and logistic regression for ELA

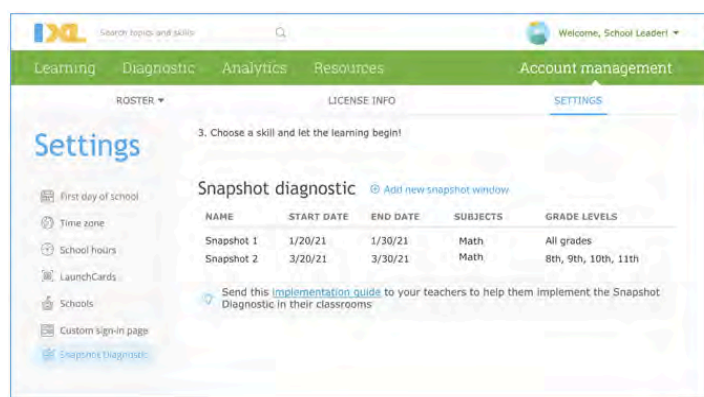
		SOL ELA		χ^2	Odds ratio
		Below proficient	At or above proficient		
IXL Real-Time Diagnostic ELA	Below grade level	722 (65%)	384 (35%)	629.13***	15.33***
	At or above grade level	104 (11%)	848 (89%)		

Note. $N = 2,058$.

*** $p < .001$.

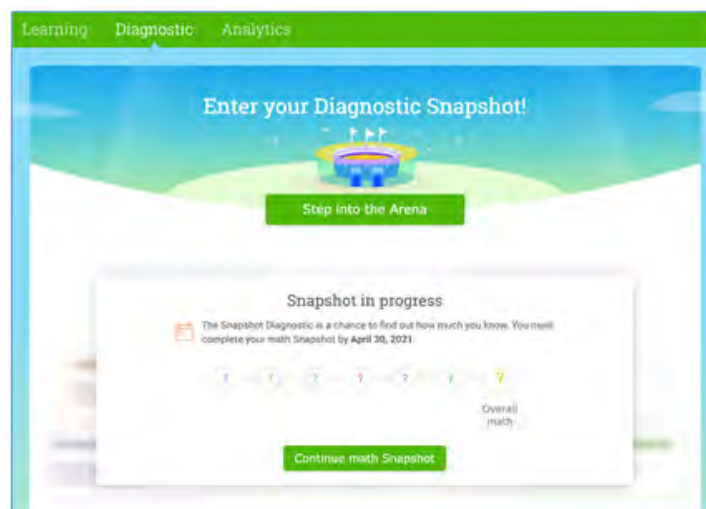
2.C Documentation that that alternative assessment(s) includes at least one beginning-of-year assessment, one mid-year assessment, and one end-of-year assessment.

IXL's **Diagnostic Snapshot** allows school and district administrators to get the benefits of a benchmark assessment in a flexible, lightweight format. With Snapshots, administrators can capture student knowledge levels at fixed points in time, up to multiple specific times during the year. For example, administrators can schedule diagnostic snapshots at the beginning, middle, and end of the year to track students' progress and growth throughout the year; see **below**. This benchmark data enables administrators to identify areas for improvement and hold data-driven conversations with stakeholders all year long.



The Diagnostic Snapshot pinpoints students' knowledge levels in as little as 45 minutes, allowing district and school leaders to get the insights they need without placing a large burden on teachers or students. **Insights from previous Snapshots are always available to enable tracking of student progress between each Snapshot.** For more information on how administrators can set up Snapshots as needed throughout the year, please see the following implementation guide www.ixl.com/materials/us/i_guides/Admin_Guide_IXL_for_Benchmark_Assessment.pdf or video on IXL's YouTube channel https://youtu.be/powzA_2D7UE?si=NC-r36d2Cjc2S2hD.

During a Snapshot window, students will see a notification when they sign in to IXL that directs them to complete their Snapshot by the specified date. As students answer questions, a progress indicator will show them how close they are to finishing, as shown **below**. A notification will let them know when their Snapshot is complete.



Snapshot Action Plan. After completing a Snapshot, IXL generates a Snapshot Action Plan for each student that includes diagnostic information about their overall math or ELA and reading level as well as how they scored on each key diagnostic strand. Just like with the Action Plan from the Real-Time Diagnostic, discussed in [Section 2.D below](#), the Snapshot Action plan links targeted IXL skill recommendations to help each student grow from where they are.

Administrators can use Snapshots at specific points in the year to supplement their ongoing usage of the Real-Time Diagnostic. School and district administrators can also view Snapshot data from the previous school year, allowing them to track student growth over multiple years. IXL recommends that educators use the Real-Time Diagnostic on a frequent basis throughout the year to get always-accurate data on student knowledge levels.

2.D Technical report documenting the ability of the assessment to administer off-grade, on-grade, and above-grade items.

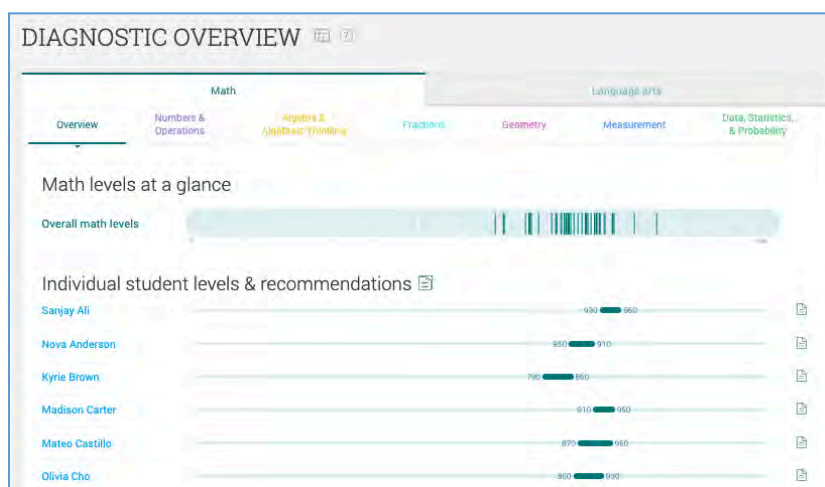
IXL's adaptive **Real-Time Diagnostic** administers assessment items to students that are off-grade, on-grade, and above-grade items, based on each student's individual performance. With a personalized **Action Plan** for each student based on their assessment results, IXL guides students to the specific skills they need to work on next to improve their scores. Importantly, IXL goes beyond the capabilities of an item bank. IXL's over 7,600 finely scaffolded skills in math and ELA grades K through 12 adapt with students as they work on the platform, so each student's learning needs are addressed individually, based on their performance. While IXL creates an Action Plan for students, even two students with the same diagnostic levels will have different, individualized action plans. Two students working on the same skill may see different questions as the platform continuously adapts to them. Within an IXL skill, there can be multiple levels of rigor that support students at their zone of proximal development, regardless of their enrolled grade level. While the DOE's application form only requests grades 3 through 8, IXL offers **open access to the complete PK-12 curriculum in math and ELA**, truly engaging students with the

content they need based on performance. For example, a third grade student with foundational gaps can work on second or first grade skills as needed. Likewise, an eighth grade student working at an accelerated pace can work on high school level skills to continue making progress.

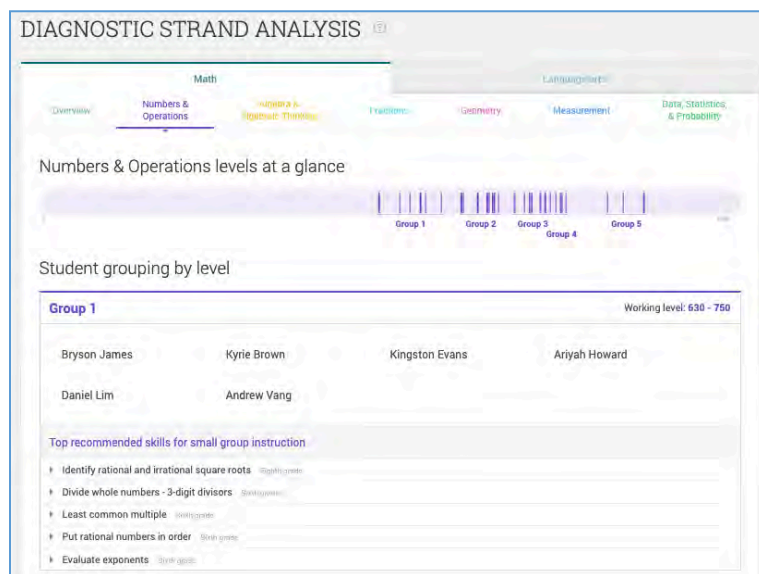
Built to align to the objectives of the Virginia Standards of Learning, the Real-Time Diagnostic pinpoints a student’s working grade level in math and ELA (both ELA overall and reading specifically), as well as in key diagnostic strands, offering continuous assessment of student proficiency so teachers can be confident they are always supporting students based on their current needs. For math, these include Algebra & Algebraic Thinking; Fractions; Geometry; Measurement; Numbers & Operations; and Data, Statistics, & Probability. For ELA, these include Reading Strategies; Vocabulary; Writing Strategies; and Grammar & Mechanics.

The Diagnostic takes into account a student’s grade level to generate initial questions and then adapts to the student based on performance. After answering 40-50 questions on each subject in the Diagnostic, which can be completed in multiple sessions, the student’s grade level proficiencies come into focus as diagnostic scores. IXL’s diagnostic scores correspond to grade levels for easy interpretation. For example, a score of 500 indicates student readiness to begin work on fifth grade skills, while a level of 550 shows the student has demonstrated knowledge of about half of the fifth grade curriculum. To maintain up-to-date diagnostic data, students only need to answer 10-15 diagnostic questions per week, which translates to only approximately two hours over the course of the entire school year.

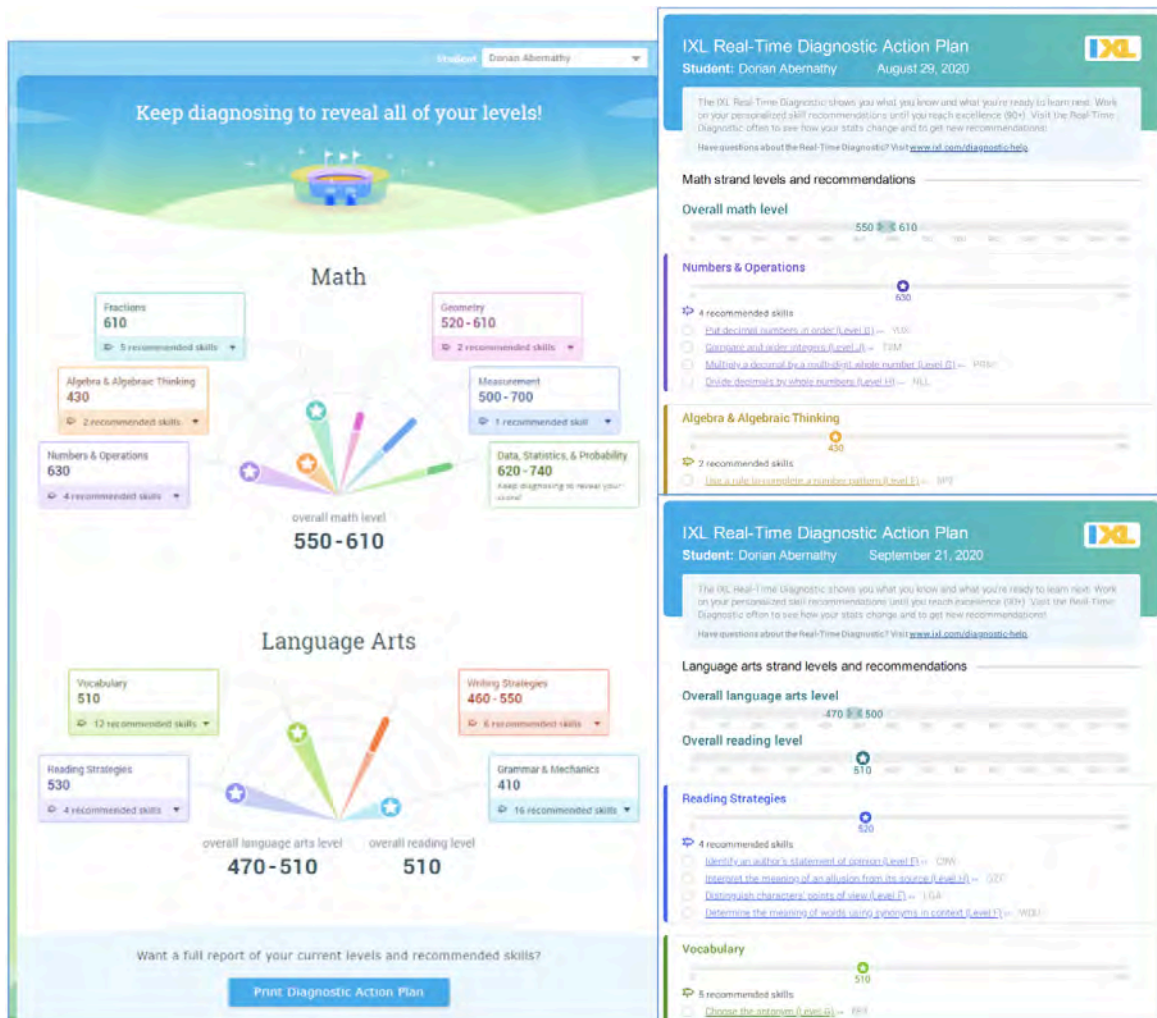
Below shows how the **Diagnostic Overview** helps teachers quickly understand students’ working level. The Diagnostic offers continuous assessment of student proficiency. Teachers can be confident they are always supporting students based on their current needs. To maintain up-to-date diagnostic data, students only need to answer 10-15 diagnostic questions per week, which translates to only approximately two hours over the course of the entire school year. **With the IXL Real-Time Diagnostic, teachers do not need to take away from valuable instructional time to administer formal assessments.**



While the Diagnostic Overview shows overall proficiency, the **Diagnostic Strand Analysis** provides teachers with insight on students' proficiency in essential diagnostic strands, as shown **below**. Teachers can see at a glance where students may be tracking behind, at, and above grade level. **Significantly, the Diagnostic does not only offer assessment – it also helps teachers strategically group students and recommends the specific skills that each group should work on to advance their learning.** These just-right IXL skills for each student group may be at, below, or even above grade level based on their performance.

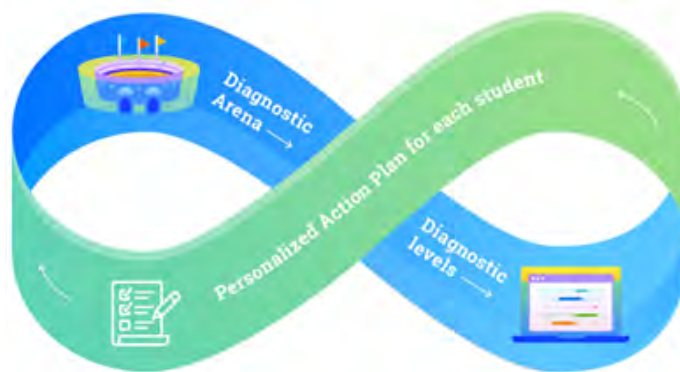


The Real-Time Diagnostic provides further insight at the student level. By selecting a student in the Diagnostic, teachers can see their diagnostic levels and a **personalized Action Plan** of targeted skills to help the student accelerate growth; see **below**. The Action Plan not only determines skills and standards students need to improve, but also gives specific steps to take to help students improve. IXL's Diagnostic Action Plans are immediately actionable, listing the skills students need to improve directly in the plan. For example, in the Action Plan below, a teacher can see that Dorian has an overall math working level of 550-610, or about the second half of fifth grade. A closer look reveals that Dorian is working below grade level, with a score of 430, on Algebra & Algebraic Thinking. His teacher can then focus on those concepts with the assistance of his individualized Action Plan, which provides specific skills Dorian can focus on to improve proficiency on that key strand. Likewise, in Language Arts, Dorian has an overall language arts level of 470-510, though his Grammar & Mechanics falls behind with a score of 410. His teacher can leverage his Action Plan to see what skills he needs to continue making progress on to close the gap.



The IXL Real-Time Diagnostic makes it easy to maintain up-to-date student assessments and is simple for teachers to structure group instruction and differentiate assignments. **Below** illustrates the integrated nature of the IXL Diagnostic and personalized learning that makes data-driven instruction easy for teachers to implement.

The IXL Real-Time Diagnostic makes it easy to maintain up-to-date student assessments and is simple for teachers to structure group instruction and differentiate assignments. Below illustrates the integrated nature of the IXL Diagnostic and personalized learning that makes data-driven instruction easy for teachers to implement.

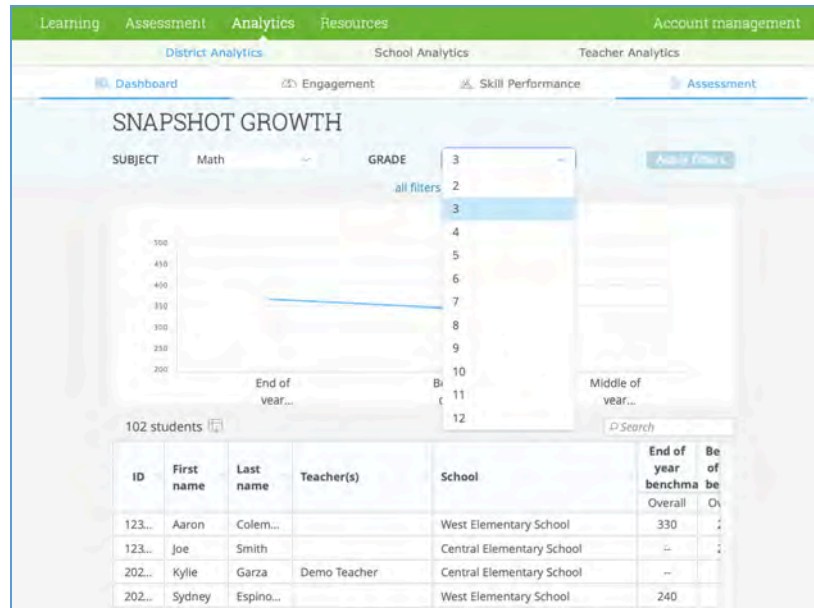


2.E Technical report documenting the ability to report individual student growth scores over the course of the school year.

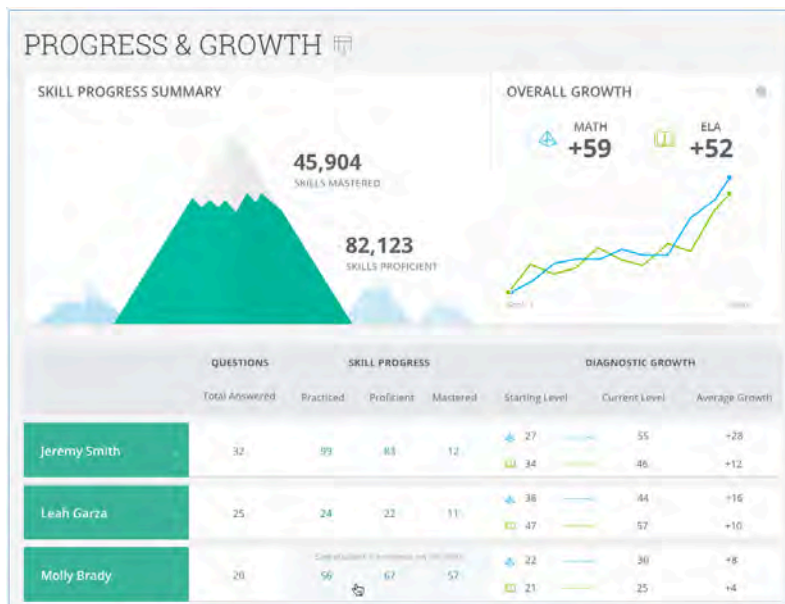
IXL provides insightful and actionable analytics with real-time data and flexible reporting at multiple levels, from the district to the individual learner. Administrators can quickly understand how well learners and teachers are engaging with the platform and whether students are meeting grade-level expectations. Teachers can get up-to-the-minute insights that help them support every student at the right level. IXL District and School Analytics allows administrators to assess student performance and teacher engagement on IXL at the district and school levels. With this insight, administrators can easily track progress, identify needs, and provide support if needed. Administrators may also zoom into classroom and student level data. IXL Teacher Analytics provides teachers with up-to-the-minute insights on students' grade and skill level proficiency. From illuminating student trouble spots and alerting teachers when students need help, to forming small groups for reteaching and monitoring progress and growth, IXL helps teachers make effective instructional decisions and provide differentiated instruction for the whole class, small groups, and each student.

IXL's robust offering of teacher and district analytics specifically help teachers and administrators understand students' progress and growth. For example, to track individual student growth scores over the course of the school year, administrators can leverage the **Snapshot Growth report, below**, which visualizes progress and tracks changes for every completed Diagnostic Snapshot in the school year. Comparing benchmark data points identifies strategies that successfully improved performance, as well as identifying efforts that need an extra push. The report shows a line chart that tracks progress between each completed Snapshot with detailed knowledge levels. The report allows for easy filtering by subject, grade, strand, and school.

School and district administrators can also view Snapshot data from the previous school year, allowing them to track student growth over multiple years.



As an additional example, the **Progress and Growth report, below**, allows teachers to see up-to-date student diagnostic growth for the school year and be alerted to areas where skills may be declining. In addition, teachers can quickly see the total number of questions answered and the number of skills practiced, proficient, and mastered. The report provides teachers with immediate insight into progress for the whole class and for individual learners.



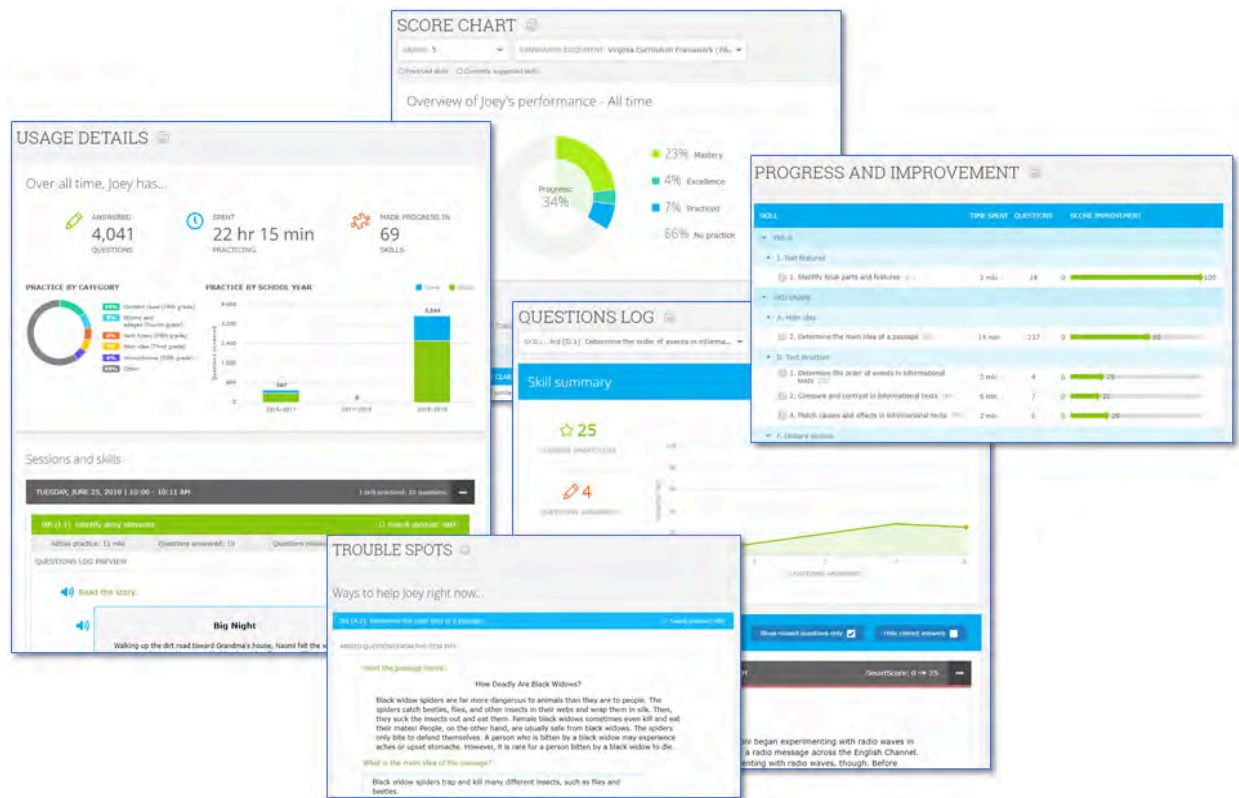
2.F Example of the parent/family report and when it will be available to school divisions.

IXL Analytics is included at all user levels, including the Student/Parent level. IXL reports are easy-to-interpret and IXL's user interface and intuitive dashboards share a similar view across user types, allowing for a shared experience between administrators, teachers, students, and parents. **District and School administrators have access to teacher level reports, where they can access data for each student to hold data-driven discussions with parents and families.**

IXL Student Analytics provides students with their own reports to help them recognize their achievement and growth, and to understand where they need to work on to improve. **Parents are encouraged to login to their child's account to understand their progress, and know where they are excelling as well as where they need more support.**

The screenshot **below** shows a collection of Student Analytics reports. Parents can engage with their children to understand where they are in their learning and what they may need additional intervention help with. As previously discussed students have their own personalized **Diagnostic Action Plan** that shows the skills they need to progress in their grade level knowledge of math and ELA. Students also have:

- **Usage Details**, which provides a snapshot of a student's work on IXL. Students see the number of questions they answered, how much time they spent, how much progress they made, and their level of IXL activity at school and at home.
- **Trouble Spots**, which shows questions students have missed so they understand where they have knowledge gaps.
- **Score Chart**, which provides students with up-to-data on their achievement, including skills practiced, proficient, and mastered. In addition to SmartScore, students can know how many questions they have answered and how much time they spent on the platform.
- **Questions Log**, which tracks each practice session and the questions answered. Students can see their answer alongside the correct answer to better understand where they made mistakes.
- **Progress and Improvement**, which shows students their growth over time, including questions answered and time spent on each IXL skill. Students can easily understand their improvement, or regression, over a desired period of time.

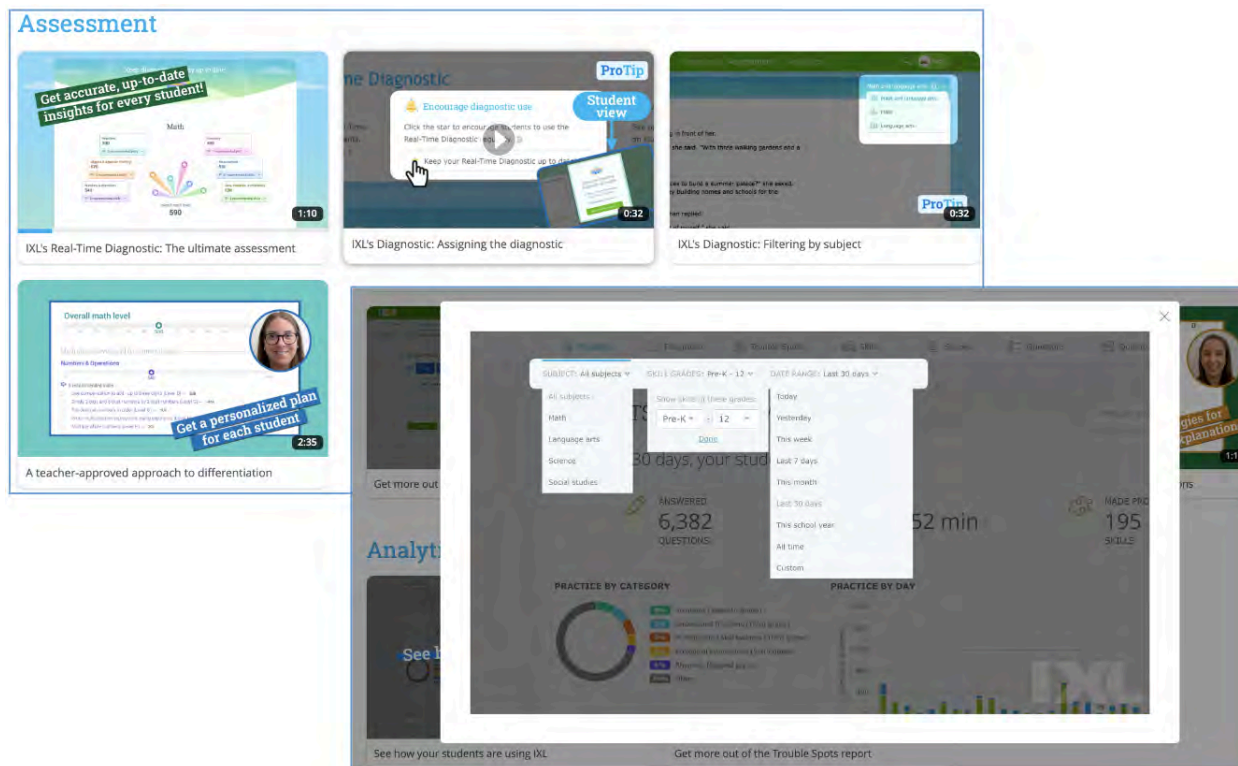


2.G List of training modules for teachers and principals on interpretation and use of student growth data.

IXL's analytics focused on student growth data are easy for teachers and principals to interpret and use to drive instruction. Recall from [Section 2.E](#), IXL's Snapshot Growth Report makes interpretation of students' growth at the district, school, and individual student level easy with diagnostic scores that correspond to grade levels. For example, a score of 300 indicates student readiness to begin work on third grade skills, while a level of 350 shows the student has demonstrated knowledge of about half of the third grade curriculum. Another key report discussed in [Section 2.C](#), IXL's Snapshot Action Plan also takes the guesswork out of next steps for each individual student based on their specific proficiency and growth.

With an annual IXL site license subscription, IXL's Professional Learning Group is also available to help teachers and principals better understand how to interpret and use the data collected by IXL Analytics. Additionally, IXL offers a number of embedded resources and training modules at no additional cost with an IXL site license subscription. Educators have on-demand information on how to best use IXL's Real-Time Diagnostic and Actionable Analytics to understand student growth data, drive instruction, and progress. **Please see below for examples.**

IXL Minis⁵ is a collection of quick, easy professional learning videos to launch teachers and administrators into learning about everything that's available on IXL's platform. These engaging bite-sized videos are packed with actionable insights to inspire classroom instruction, dive into student data, and engage classrooms. For example, teachers and administrators can dive into Minis about Assessment and Analytics as shown **below**.



IXL includes **complimentary webinars**⁶ that help teachers take IXL usage to the next level. These 30 minute sessions are hosted by IXL's Professional Learning team. Sessions are varied and informational so IXL encourages educators to check the upcoming schedule frequently; see below for a snapshot of upcoming sessions.

⁵ IXL Minis: <https://blog.ixl.com/2024/03/27/become-an-instant-ixl-expert-with-ixl-minis/>

⁶ IXL Complimentary Webinars: www.ixl.com/resources/webinar-schedule

Upcoming Webinars

This week

Friday
June 28
3:00 PM Eastern

Accelerate learning with personalized IXL Action Plans
Learn how to use the Real-Time Diagnostic to uncover students' current knowledge levels and get personalized action plans to accelerate student learning.

[Sign up](#)

Later

Monday
July 15
9:00 AM Eastern

IXL 101: Get started
New to IXL? Let us show you how to dive in and get started.

[Sign up](#)

Monday
July 15
3:00 PM Eastern

Lesson planning made easy with IXL
Discover how you can use IXL skill plans to save time on lesson planning and reinforce your daily instruction.

[Sign up](#)

Tuesday
July 16
12:00 PM Eastern

Tips for a highly engaged classroom
Find out how to use IXL's classroom engagement tools like Group Jam and Leaderboards to create fun collaborations and competitions, while easily measuring whole class understanding.

[Sign up](#)

Users also have on-demand access to IXL's **online help center**⁷ which provides helpful information including user guides and answers to frequently asked questions related to IXL features, as well as accounts, rostering, and licenses.

IXL's comprehensive online **Teacher Resources**⁸ offer useful guidance for effective implementation. Some of the key resources include **implementation guides** that outline simple and effective ways to utilize IXL, demonstrating the ease with which teachers can leverage IXL data for efficient instruction and **videos** with helpful tips to get the most out of IXL; see **below**.

Implementation guides

Discover simple, effective ways to use IXL in your classroom

IXL supports your teaching at every step

Lesson planning → Delivering instruction → Checking for understanding

Explore meaningful strategies for IXL implementation

Jump to: Daily Instruction | Core Curriculum | Diagnostic Assessment | Standards Prep | Personalized Practice | Whole-Class Instruction | Live Assessment | Standards Readiness | IEP Progress Monitoring | SAT and ACT Prep | Video Tutorials | NWEA MAP Growth Assessment

IXL for Daily Instruction

- Find an IXL skill that supports today's lesson
- Connect students' understanding through skill practice
- Get ideas for next steps using the Skill Analysis report

[View PDF](#) [Watch video](#)

IXL for Supporting Core Curriculum

- Build your lesson instantly with IXL's skill plans
- Assign relevant IXL skills for classwork or homework
- Uncover trouble spots and plan small-group instruction with IXL Analytics

[View PDF](#) [Watch video](#)

IXL for Diagnostic Assessment

- Uncover students' knowledge levels
- Get personalized next steps for every learner
- Access up-to-date insights when you need them

[View PDF](#) [Watch video](#)

Videos

Watch IXL in action and get tips for your classroom

These videos showcase tips and tricks to get the most out of your IXL experience and highlight success stories from schools that have effectively implemented IXL.

JUMP TO VIEW: [Quick tips](#) | [Analytics tips](#) | [Real-Time Diagnostic tips](#) | [Classroom spotlights](#) | [School spotlight: one year of IXL](#)

Quick tips

Skill plans (0:38)
See the IXL skills that perfectly match your textbooks, standards, and assessments.

Checkpoints (0:43)
Get insight into student proficiency on key standards with IXL Checkpoints!

Recommendations wall (0:38)
Learn how to use IXL's personalized skill suggestions to easily differentiate instruction.

IXL Diagnostic (0:43)
Using the IXL Diagnostic: Reveal what students know and next steps to help them grow with the IXL Diagnostic.

Assigning skills (0:40)
Use the Suggested Skills feature to "star" skills for your students or classes to work on!

Permanent skill IDs (0:36)
Using permanent skill IDs: These helpful search shortcuts allow you to easily find the skills you need.

⁷ IXL Online Help Center: www.ixl.com/help-center

⁸ IXL Teacher Resources: www.ixl.com/resources/welcome

IXL's **Administrator Resource Center**⁹ is also customized for administrators to support them with maximizing their use of Analytics, strategies for success with supporting teachers and parents, and access to online webinars and videos; see **below** for a snapshot.

The screenshot displays two main sections of the IXL Administrator Resource Center. The left section, titled "Strategies for success," features a grid of four cards: "Skill plans," "Study plans for test prep," "Diagnostic Snapshot," and "Real-Time Diagnostic." Each card includes a brief description and a "Check out the guide" link. The right section, titled "The IXL Effect," highlights research, case studies, and proven strategies, with a "See evidence" link. Below these sections, a banner states "IXL helps you meet goals for all learners" and lists five categories: RTI/MTSS, Blended learning, Assessments, Special Education, and ELL. The "Assessments" category is highlighted with a red border.

⁹ IXL Administrator Resource Center: www.ixl.com/resources/admin-resource-center

3. Terms of Service

IXL's Terms of Service and Privacy Policy apply to the IXL Service provided by IXL. Such terms and policies in effect as of the date of the District's order shall apply to the extent not inconsistent with the terms set forth in this RFP (as modified by any exceptions submitted by IXL). The Terms of Service and Privacy Policy are posted on the following webpages:

- IXL Learning Terms of Service: www.ixl.com/termsofservice
- IXL Learning Privacy Policy: www.ixl.com/privacypolicy/serviceprivacypolicy

IXL requests the maximum permissible exemption from disclosure under public records laws, including exemptions for confidential, proprietary, and trade secret information and information related to financial condition or computer security.

IXL

