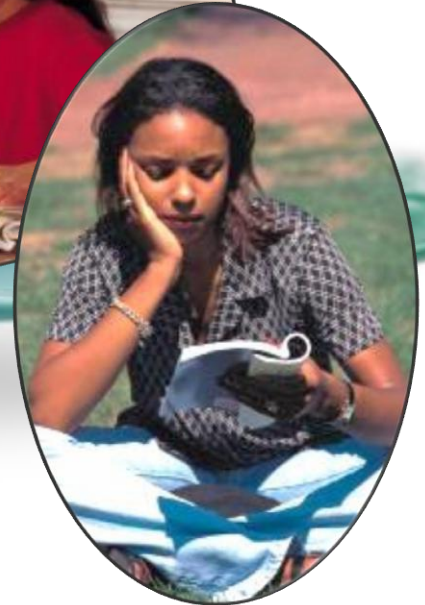


“I CARE” Research Report

Dr. Scott Elliot, SEG Measurement

Presentation Date: December 9, 2011





About SEG

- Independent Research Firm
- Located in New Hope, PA (between New York and Philadelphia)
- Providing Assessment and Research Services for 33 years
- Helping Schools, Educational Publishers and Educational Technology Providers



Does “I Care” Make a Difference?

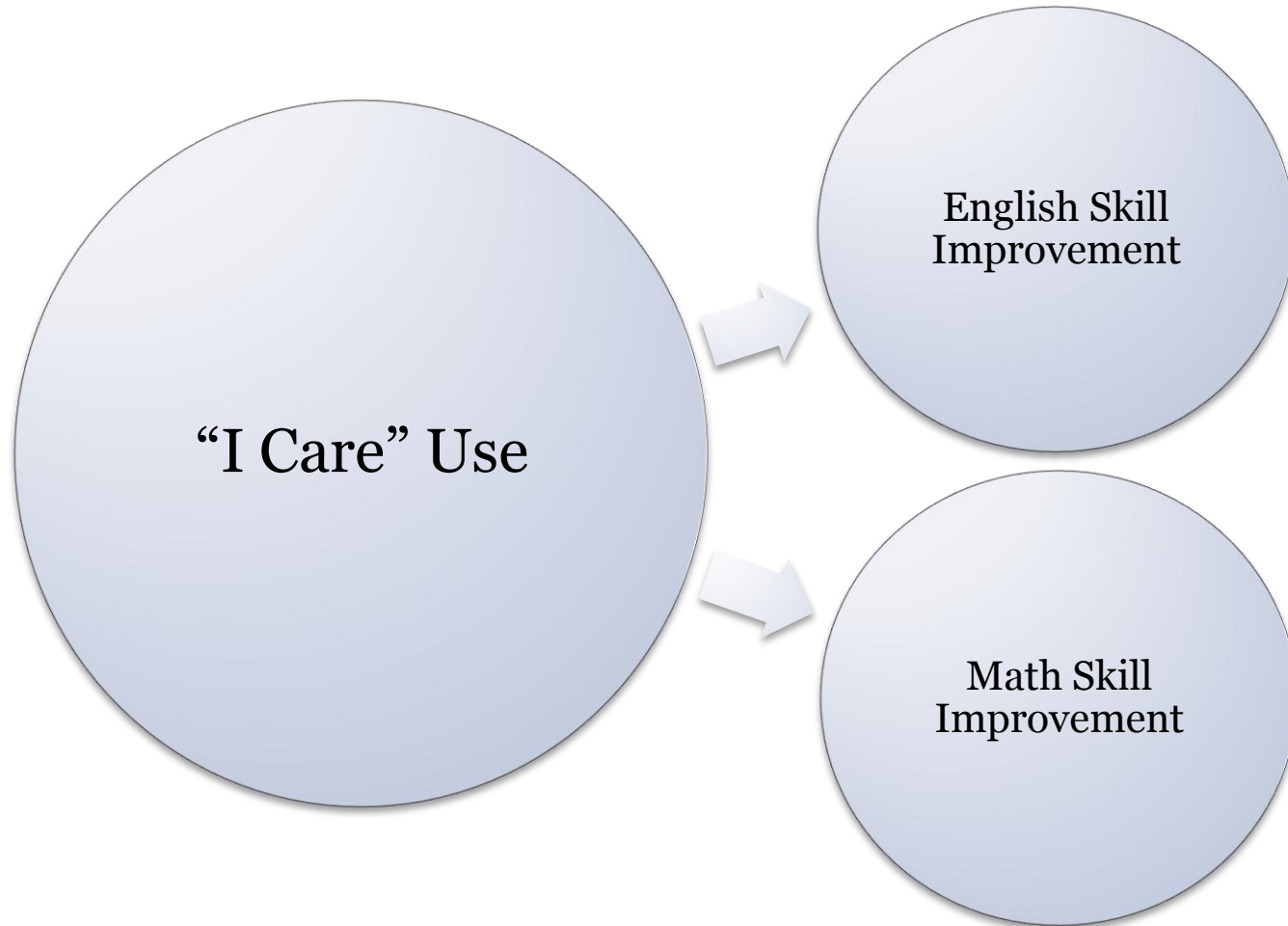
An investigation of the impact of “I Care” use on student mathematics and English skills

Research Overview

- “I Care” is well respected by administrators, teachers, parents and students.
- Find out if the belief in “I Care” is supported by the data
- Looked at about 70 students at a selected school over two years
- Grades 3 and 4 in Year 1; Grades 4/5 in Year 2



Research Design



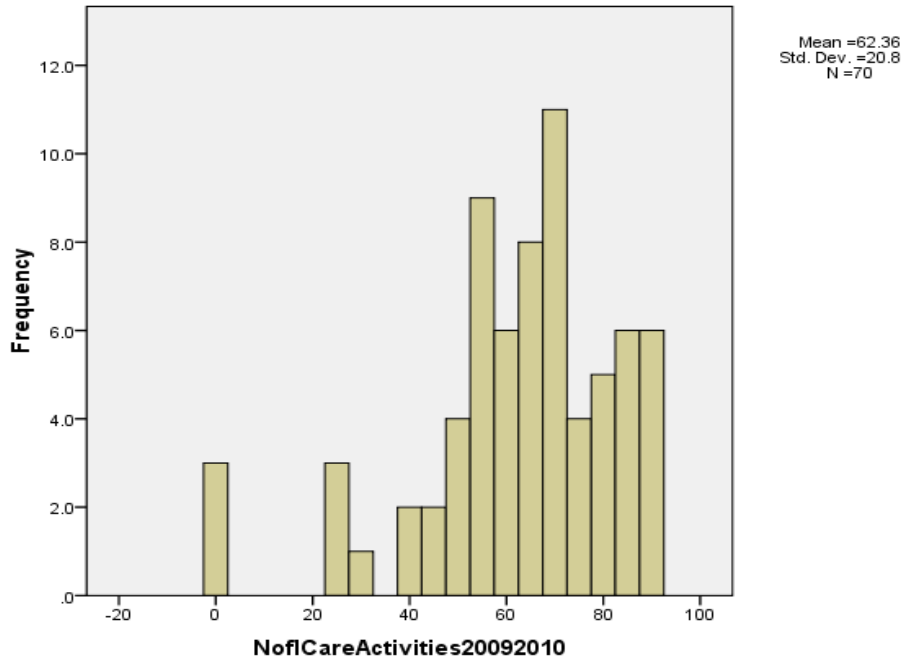


Who participated in the Study?

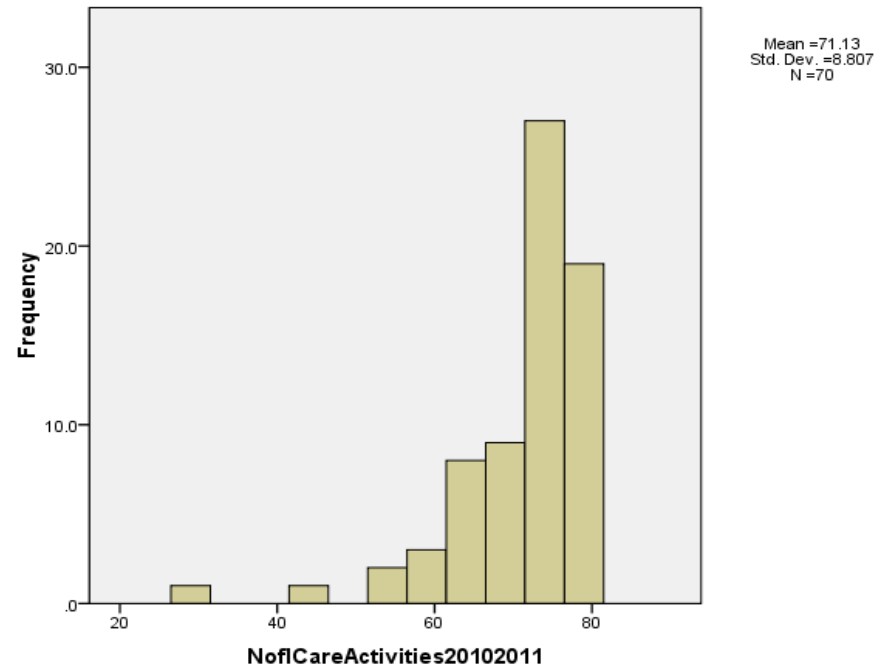
- Approximately 71 Students
 - 47% Female/53% Male
 - 9% Caucasian/90% African American/1% Asian
 - 96% provided with free or reduced lunch
 - 87% have IEPs/13% do not have an IEP
 - 62% Grade 3/38% Grade 4 (Grade 4 and 5 for Year 2)

“I Care” Usage

Mean 2009-2010: 62



Mean 2010-2011: 71



“I Care” Usage

Grouped Students Into Amount of
“I Care” Use Categories for Comparison

“I Care” Use	Number of Students In Group
Low (0 to 68 Uses)	20
Low Med (69-74 Uses)	18
High Med (75-77 Uses)	13
High (78 or more Uses)	13

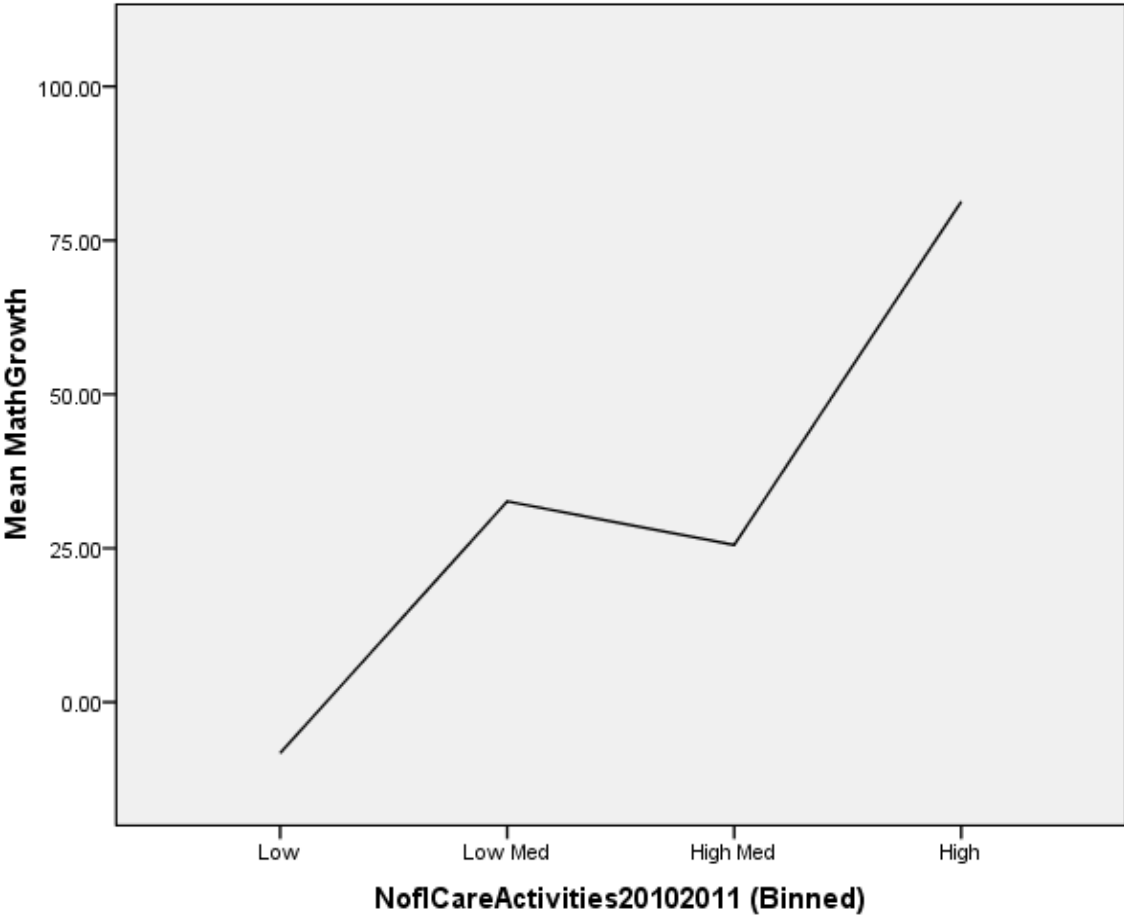
Growth in Math and English State Test Scores from 2009-2010 to 2010- 2011

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	EngGrowth	30479.219	3	10159.740	2.918	.041
	MathGrowth	63752.460	3	21250.820	4.298	.008
Intercept	EngGrowth	73791.149	1	73791.149	21.192	.000
	MathGrowth	66315.015	1	66315.015	13.413	.001
"I Care" Use	EngGrowth	30479.219	3	10159.740	2.918	.041
	MathGrowth	63752.460	3	21250.820	4.298	.008
Error	EngGrowth	208923.219	60	3482.054		
	MathGrowth	296648.478	60	4944.141		
Total	EngGrowth	302278.000	64			
	MathGrowth	411590.000	64			
Corrected Total	EngGrowth	239402.438	63			
	MathGrowth	360400.937	63			

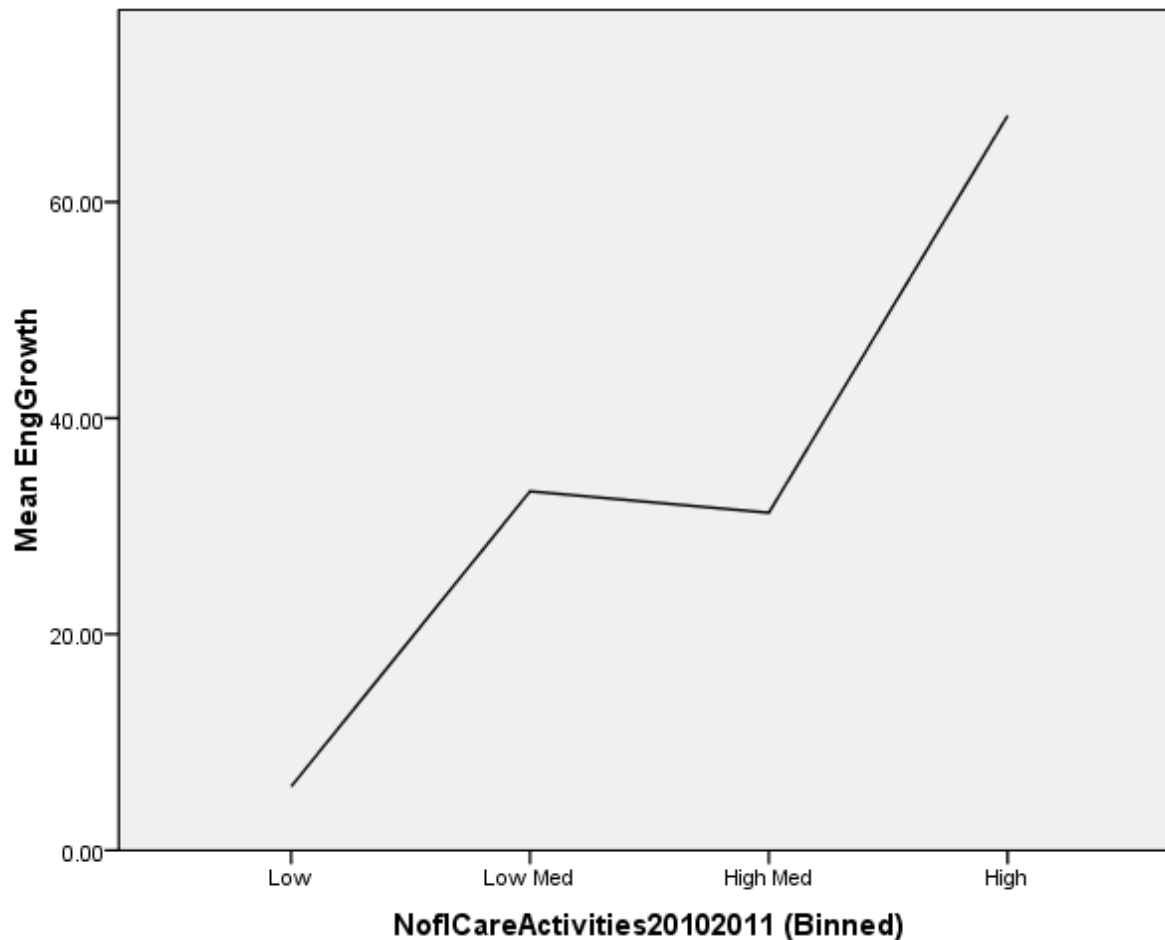
Growth in Math and English State Test Scores from 2009-2010 to 2010- 2011

	Amount of “I Care” Use	Mean Growth	Std. Error
EngGrowth (2009-2010 to 2010-2011)	Low	5.900	13.195
	Low Med	33.222	13.909
	High Med	31.231	16.366
	High	68.000	16.366
MathGrowth (2009-2010 to 2010-2011)	Low	-8.300	15.723
	Low Med	32.611	16.573
	High Med	25.538	19.502
	High	81.308	19.502

Growth in Math State Test Scores from 2009-2010 to 2010-2011 (High, Medium, and Low “I Care” Users)



Growth in English State Test Scores from 2009-2010 to 2010-2011 (High, Medium, and Low “I Care” Users)

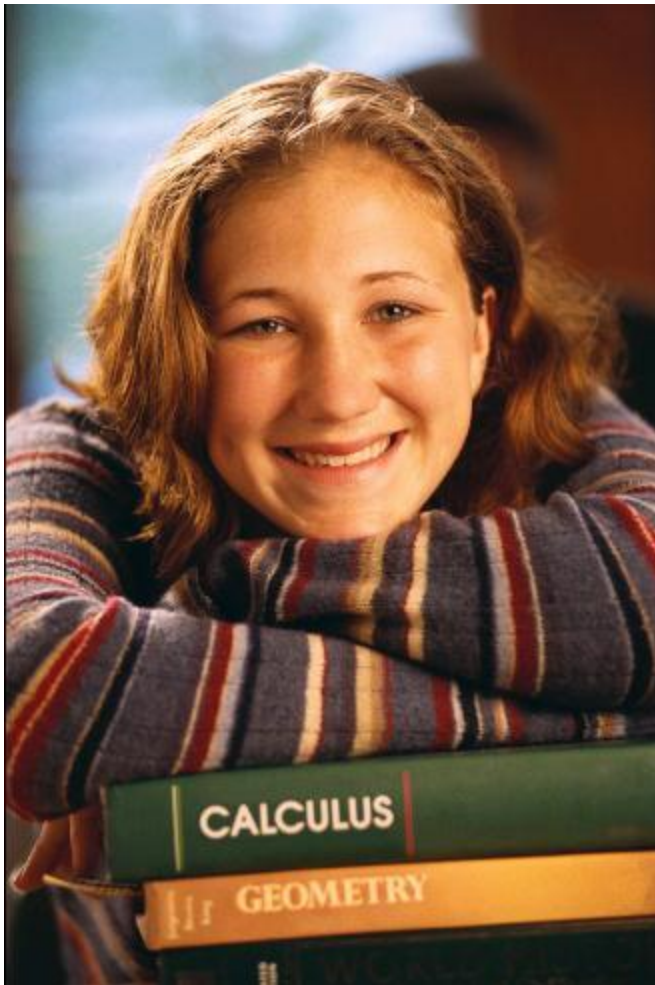




Cautions and Limitations

- Small Scale Study
- Fewer than 100 Students
- No Control Group

Conclusions



- Using “I Care” appears to make a difference in student learning.
- Students with high levels of “I Care” use show greater improvement in both Math and English skills—especially Math.
- Further research is needed to more fully understand the impact of “I Care” on students.



Thank you!

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