

Program Overview

i-Ready is an interactive online instructional program that is aligned with Florida English and Language Arts (ELA) and Mathematics standards. The program also offers an adaptive diagnostic assessment. During the 2019-20 school year, the i-Ready program was implemented in all elementary schools across the district for both reading and mathematics. All schools were required to utilize the diagnostic assessments, while the online instructional piece was optional for non-Extended Reading Time (ERT) and non-Achievement schools.

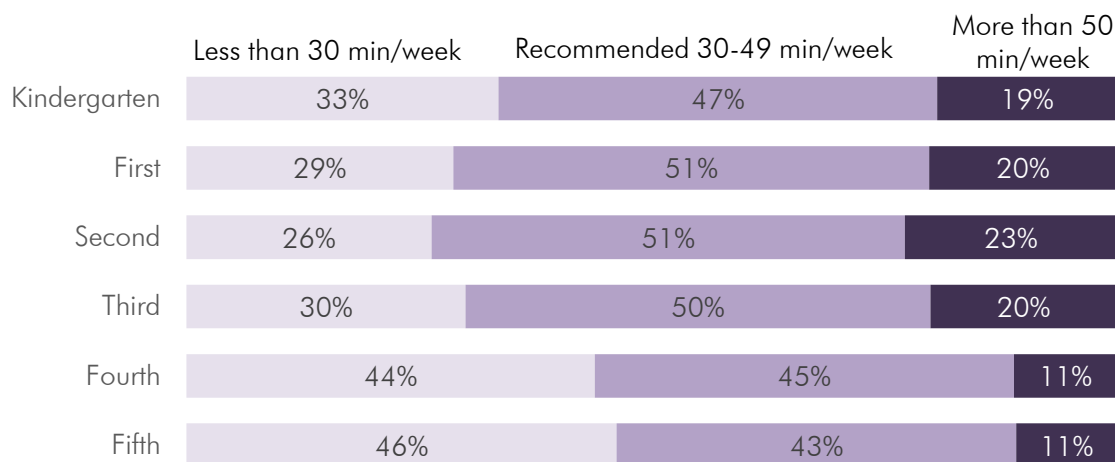
Student Level Usage and Achievement

This midyear report looks at both student level implementation and achievement from the beginning of the 2019-20 school year through February 2020.

Student Implementation

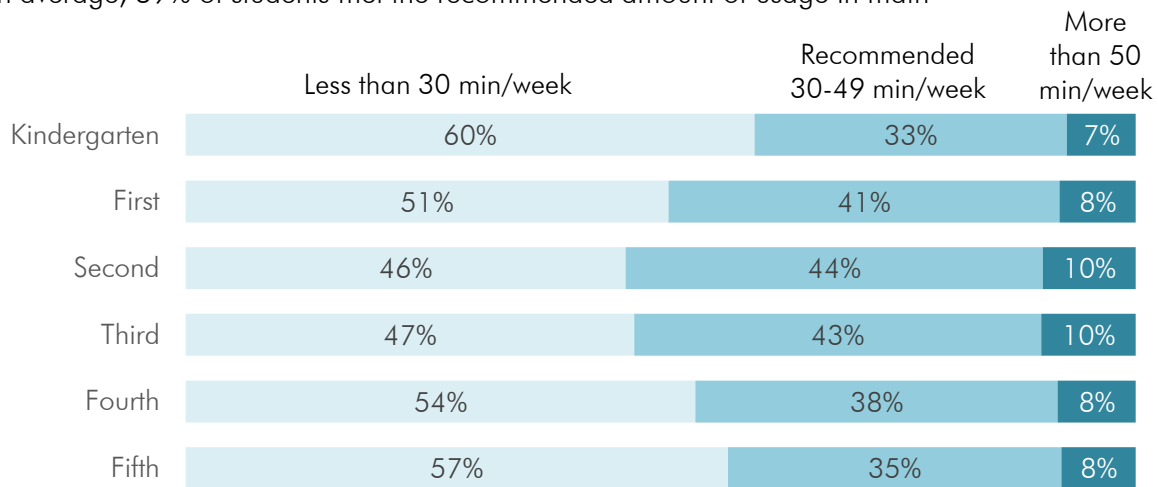
The recommended usage for students changed for the 2019-20 school year; instead of aiming for 45 minutes of online instruction per content area per week, Curriculum Associates recommended a wider range of time between 30 and 49 minutes per week. As online instruction is optional, not all students and schools utilized this piece of the program. Some schools implemented the online instruction across all students and others used it as a targeted intervention for groups of students. Less than one percent (N=782) of students spent zero time on the Reading online instruction, while 1% (N=927) of students did not use the math online instruction at all. Of the students who spent any time on the program throughout the year, 47% (N=42,995) of students met the recommended amount of time on the program for reading, and 39% (N=34,901) of students spent the recommended time in math.

On average, 47% of students met the recommended amount of usage in reading

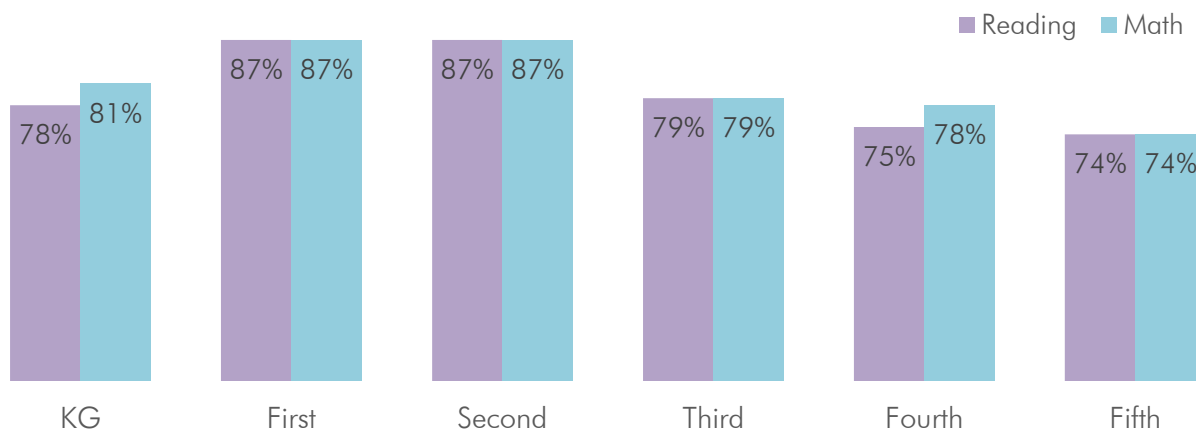


In reading, usage was highest in kindergarten through third grade, and lowest in fourth and fifth grades. Almost a quarter of second grade students spent more than the recommended time on the program, while almost half of students in fourth and fifth grade had less than the recommended usage. In math, usage was highest in second and third grades, and lowest in kindergarten. Forty-five to 60% of students in every grade level spent less than the recommended time on the program in math.

On average, 39% of students met the recommended amount of usage in math



First and second graders had the highest pass rate for lessons for both in i-Ready Reading and Math instruction. While pass rates for fourth and fifth graders were lower than at other grade levels, they are higher in Reading so far this year as compared to 2018-19, where only 64% of lessons were passed in those grades.



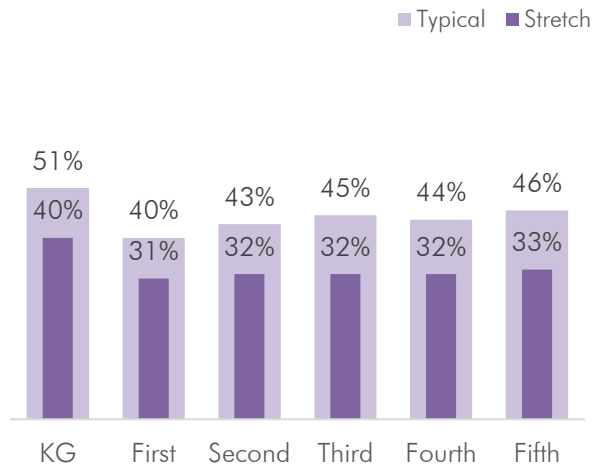
Typical and Stretch Growth

In 2018-19, i-Ready changed the way student growth throughout the year was measured. Instead of expecting all students in a grade level to grow the same amount, i-Ready acknowledged that growth over the year is often dependent on a student’s placement level. Typical growth is the average growth of students at a certain grade level and placement level. Stretch growth is a more ambitious level of annual growth recommended to put students scoring below grade level on a path to proficiency and students already scoring on grade level on a path of advancement.

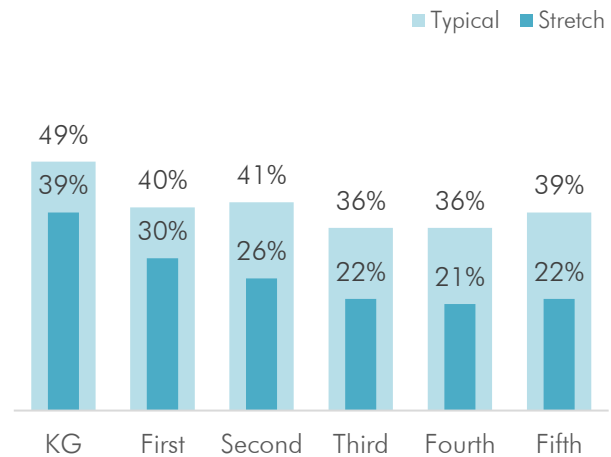
Only a small percentage of students had made their typical (25% reading, 14% math) or stretch (10% reading, 4% math) growth by the winter diagnostic assessment. However, assuming that the winter diagnostic is roughly the midpoint throughout the year, a reasonable goal would be that students would have made at least 50% of their growth expectations. Half of kindergarten students had met 50% their

typical growth goals in both content areas, and fewer students had met these goals in the other grade levels.

More kindergarten students made 50% of their typical and stretch growth targets in Reading.



Again, more kindergarten students made 50% of their typical and stretch growth targets in Math. Only just over a third of intermediate students (grades 3-5) made 50% of their typical growth targets by winter.



i-Ready Usage and Gains

To determine if time on the program had any influence on gains from the fall to the winter diagnostic assessments, students with low online instruction usage (less than 20 minutes per week on the program) were compared to students with recommended (30-49 minutes per week) and high (50 or more minutes per week) usage. As usage has increased during the 2019-20 school year, the control group of low usage had to be expanded to less than 20 minutes a week to find enough students for matching. Students were matched to ensure similar baseline characteristics using propensity score matching. Students were matched on their fall diagnostic assessment scale score, whether the student attended a Title I and/or Achievement school, and grade level. **An assumption for this analysis is that students in all groups received equal, quality core instruction throughout the year and i-Ready was used as a supplemental tool.**

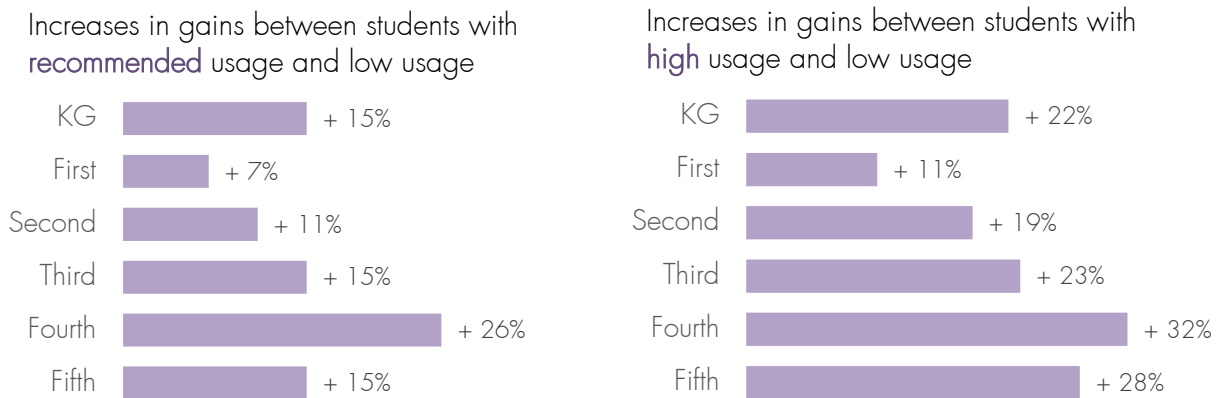
Significant increases in gains on the diagnostic assessment were found among all groups compared to matched students with low usage. While all the gains were significant, all had small effect sizes. To standardize the gains among all placement and grade levels, the **percent of typical gains** is shown below.

Students with both **recommended** (30-49 min/week) and **high** (50+ min/week) usage in i-Ready Reading showed increased i-Ready diagnostic gains compared to students with low usage (<20 min/week).

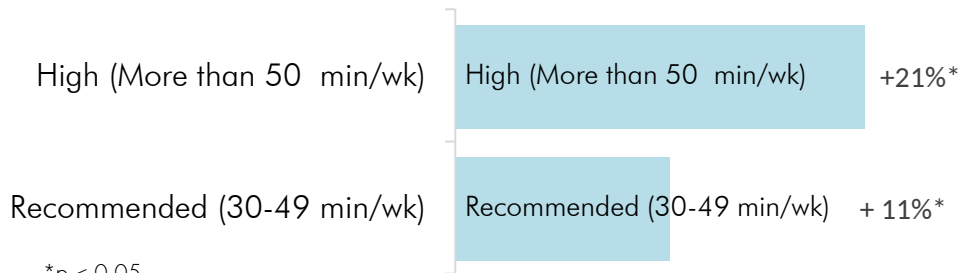


*p < 0.05

When disaggregated by grade level, fourth grade students with recommended or high usage on the reading program had the highest amount of gains compared to similar students with low usage.



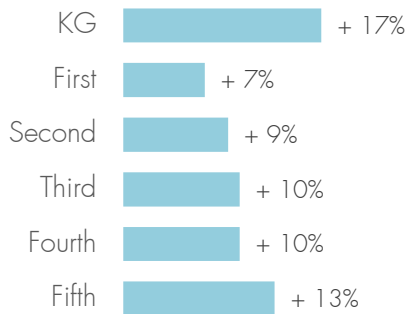
Students with both **recommended** (30-49 min/week) and **high** (50+ min/week) usage in i-Ready Math showed increased i-Ready diagnostic gains compared to students with low usage (<20 min/week).



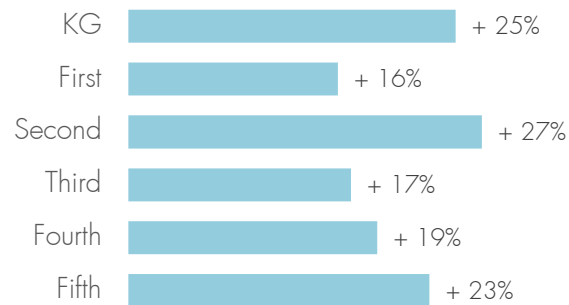
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Kindergarteners who met the recommended amount of usage on the i-Ready math program showed the largest amount of gains compared to students with low usage. For students who used the program more than the recommended amounts, highest gains were seen among second graders, kindergarteners, and fifth graders.

Increases in gains between students with **recommended** usage and low usage



Increases in gains between students with **high** usage and low usage



It should be noted that a limitation of this analysis is that time spent on the program beyond the recommended 30-49 minutes per week could be indicative of home usage. Students who use i-Ready online instruction at home may be different students than students with low usage in ways that cannot be captured in this analysis. Students using the program at home have access to technology including a computer and internet connection. Therefore, while there appear to be some benefits for greater usage of the program, **it is still recommended** that students receive the 30-49 minutes of instruction per week as a supplement to strong core instruction.

Conclusions

From the beginning of the 2019-20 school year through February 2020, almost half of students spent the recommended time on i-Ready reading, while 39% of students spent the recommended time on i-Ready math. Students who spent at least the recommended time on the i-Ready reading instruction had higher diagnostic gains compared to students with low usage. Students who spent at least the recommended amount of time on the i-Ready math instruction also had higher diagnostic gains compared to students with low usage. These analyses assume that all students are receiving quality core instruction, which in reality may vary and affect these results.

Recommendations

- **Ensure quality core instruction.** While students utilizing the online instruction showed more gains on the diagnostic assessments, comparisons were made with the assumption that all students received equal, quality reading and mathematics instruction. i-Ready is a supplementary program and cannot replace quality classroom instruction.
- **Implement online instruction with fidelity.** Curriculum Associates currently recommends 30-49 minutes of online instruction in each content area per week. Fewer than half of students met this metric in either content area. In addition to monitoring time on program, fidelity to the program should include monitoring of pass rates, ensuring that students are on the recommended lessons, and re-teaching concepts as needed.

