

i-Ready Personalized Instruction Positively Impacts State Test Scores for Middle School Students

Mathematics and Reading
Research Summary, December 2023

During the 2021–2022 school year, Curriculum Associates conducted research to examine the impact of *i-Ready Personalized Instruction* on a statewide comprehensive exam, the Massachusetts Comprehensive Assessment System (MCAS) assessment. This study included students from Grades 6–8 in more than 25 different Massachusetts schools. The use of *i-Ready Personalized Instruction* according to Curriculum Associates' guidance was associated with significantly higher MCAS scores compared to similar students who did not use *i-Ready Personalized Instruction*. This study used a rigorous quasi-experimental design that meets the criteria for ESSA Level 2 evidence.

Key Findings

Students who used i-Ready Personalized Instruction achieved higher scores on a statewide comprehensive exam than comparison students.

- On average, students in Grades 6–8 who had used *i-Ready Personalized Instruction* for Reading scored 5 points higher on the MCAS English language arts (ELA) exam than similar comparison students, corresponding to a standardized effect size of .23.
- On average, students in Grades 6–8 who had used *i-Ready Personalized Instruction* for Mathematics scored 5 points higher on the MCAS mathematics exam than similar comparison students, corresponding to a standardized effect size of .25.
- If the comparison group had improved their MCAS scores by the amount attributed to the use of *i-Ready Personalized Instruction* according to Curriculum Associates' guidance, an additional 7% of comparison students would have been proficient in ELA and an additional 9% of comparison students would have been proficient in mathematics.

Study Overview

The purpose of this study was to examine usage rates of *i-Ready Personalized Instruction* and its impact on a statewide comprehensive exam. For each subject, the treatment group consisted of students who had used *i-Ready Personalized Instruction* in that subject according to Curriculum Associates' guidance, which was defined as having used the program for an average of 30–49 minutes per week during at least 18 weeks and passed at least 70% of the lessons. Nearest neighbor propensity score matching was used to select the comparison group.

After constructing the matched samples, we fit a separate multilevel model for each subject. Each model nested students within schools and predicted students' spring MCAS score in ELA or mathematics, controlling for students' fall *i-Ready Diagnostic* for Reading or for Mathematics scores, respectively. Students' demographic characteristics were also included in the model as covariates.

[Read the full research report to learn more.](#)

Full Report Reference

Duncan, M. K. & Holzman, M. A. (2023). *Impact of i-Ready Personalized Instruction on Massachusetts Comprehensive Assessment System scores in middle school.*

<https://www.curriculumassociates.com/research-and-efficacy/mcas-middle-school>