i-Ready Personalized Instruction and Virginia State Assessment Performance

Curriculum Associates Research | November 2024

Research Overview

To understand the association between the use of *i-Ready Personalized Instruction* (PI) and performance on the Virginia state assessment, the Standards of Learning (SOL), Curriculum Associates evaluated SOL scores and proficiency levels. Analyses included 16,919 students who used *i-Ready* PI during the 2021–2022 school year. These analyses examined the difference in state scores and proficiency rates between students who used *i-Ready* PI as intended and students using the program less consistently, accounting for fall performance. For reading, students who used *i-Ready* PI with fidelity demonstrated higher state test scores for all grades and were more likely to be proficient in most grades. For mathematics, fidelity users showed higher state test scores and were more likely to be proficient in all grades.

RESEARCH SAMPLE
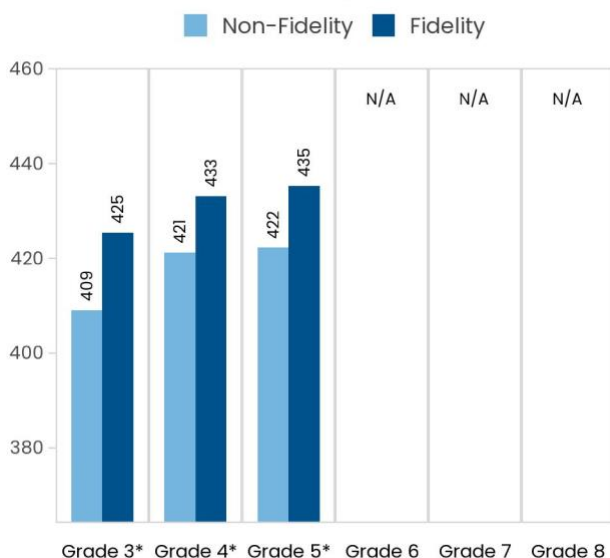**16,919** students
65 schools
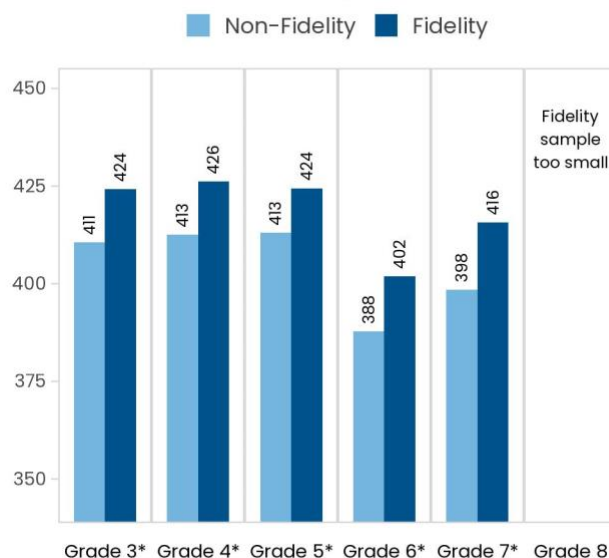**6** districts

FIDELITY USE
≥ 70% pass rate
≥ 18 weeks per year
≥ 30 minutes per week

SOL Reading Scores by Fidelity Use
Non-Fidelity / Fidelity

Grade 3*: 409 / 425
Grade 4*: 421 / 433
Grade 5*: 422 / 435
Grade 6: N/A
Grade 7: N/A
Grade 8: N/A

SOL Mathematics Scores by Fidelity Use
Non-Fidelity / Fidelity

Grade 3*: 411 / 424
Grade 4*: 413 / 426
Grade 5*: 413 / 424
Grade 6*: 388 / 402
Grade 7*: 398 / 416
Grade 8: Fidelity sample too small

Note: *p* < .05; State scores presented above reflect adjusted averages accounting for fall baseline performance. The non-fidelity group includes students whose *i-Ready* PI use was not sufficient to meet fidelity standards.

Methods: Researchers used statistical modeling to evaluate student performance (state test scores and proficiency rates) based on *i-Ready* PI usage. These models, graphed above, adjust for fall *i-Ready Diagnostic* scores to account for student performance at school entry. Reading and mathematics scores were modeled separately by grade level. All models removed outliers in *i-Ready* PI usage. All results are correlational, testing if *i-Ready* PI usage is associated with differences in state scores/proficiency.