

# *i-Ready Personalized Instruction* and Georgia 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 Georgia state assessment, the Georgia Milestones Assessment System (GMAS), Curriculum Associates evaluated GMAS scores and proficiency levels. Analyses included 79,573 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. In both reading and mathematics, students who used *i-Ready* PI with fidelity demonstrated higher state test scores and were more likely to be proficient in all grades.



### RESEARCH SAMPLE

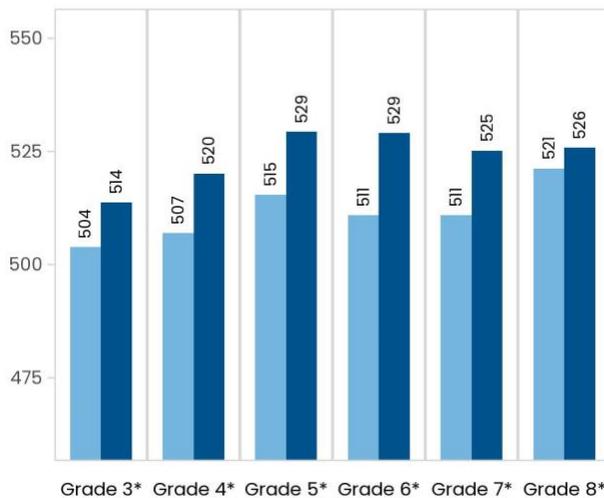
79,573 students  
224 schools  
10 districts

### FIDELITY USE

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

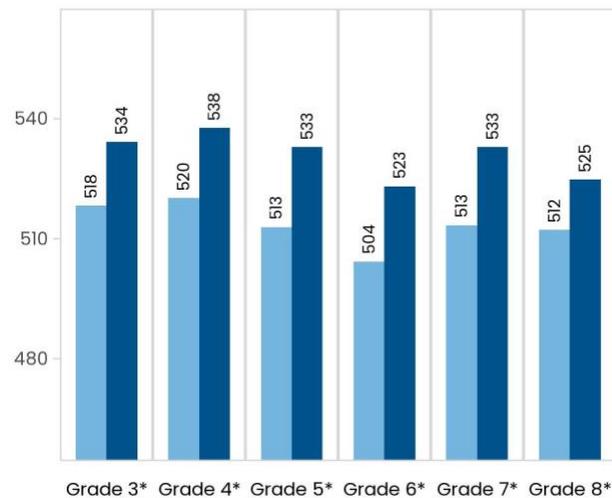
**GMAS Reading Scores by Fidelity Use**

■ Non-Fidelity ■ Fidelity



**GMAS Mathematics Scores by Fidelity Use**

■ Non-Fidelity ■ Fidelity



**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.