

## Curriculum Associates® RESEARCH

# *i-Ready Personalized Instruction* for Reading Positively Impacts State Test Scores

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### Reading

Research Summary, December 2023

During the 2021–2022 school year, Curriculum Associates conducted research to examine the impact of *i-Ready Personalized Instruction* for Reading on a statewide comprehensive exam, the Massachusetts Comprehensive Assessment System English language arts (MCAS ELA) assessment. This study included students from Grades 4 and 5 in more than 30 different Massachusetts schools and evaluated the effect of using *i-Ready Personalized Instruction* for Reading in any amount and when used according to Curriculum Associates' guidance. Usage of *i-Ready Personalized Instruction* for Reading in any amount was associated with significantly higher MCAS ELA scores compared to similar students who did not use *i-Ready Personalized Instruction*. Usage of *i-Ready Personalized Instruction* for Reading according to Curriculum Associates' guidance resulted in even greater MCAS ELA scores in Grade 4 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 ELA exam than comparison students.*

- On average, students in Grades 4 and 5 who used any *i-Ready Personalized Instruction* scored 3 and 2 points higher, respectively, than comparison group students on the MCAS ELA, corresponding to standardized effect sizes of .14 and .12.
- Students who used *i-Ready Personalized Instruction* according to Curriculum Associates' guidance scored an average of 4 points higher in Grade 4. (Grade 5 results were not statistically significant for this portion of the analysis, possibly due to low sample size.)
- 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, up to an additional 8% of the comparison group in Grade 4 would have been proficient.

## Study Overview

The purpose of this study was to examine usage rates of *i-Ready Personalized Instruction* for Reading and its effectiveness on a statewide comprehensive ELA exam. To examine the effectiveness of different usage rates, we used propensity score matching to construct two different samples. The first sample consisted of any student who completed at least one *i-Ready Personalized Instruction* lesson and their comparison group counterpart. The analysis results for this sample provide evidence of the average effect of any amount of *i-Ready Personalized Instruction* usage. The second sample consisted of only students who used *i-Ready Personalized Instruction* according to Curriculum Associates' guidance and their matched comparison group counterparts. Students were considered to have used *i-Ready Personalized Instruction* according to Curriculum Associates' guidance if they 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. The analysis results for this sample provide evidence of the average effect of *i-Ready Personalized Instruction* when used according to Curriculum Associates' guidance.

After constructing the matched samples, we fit a separate multilevel model for each sample and each Grade 4 and 5. Each model nested students within schools and predicted students' spring MCAS ELA scores based on students' fall *i-Ready Diagnostic* scores and their demographic characteristics as reported by the school.

[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 English language arts scores in Grades 4 and 5.*  
<https://www.curriculumassociates.com/research-and-efficacy/mcas-ela-2021-2022>