

Measuring the Impact of Summer Learning Programs

Summer programs are usually short, and instructional time can be limited to as little as 40 hours.

Therefore, **it is critical to prioritize instruction over assessment* during this precious time to maximize student learning.** However, there is often a need to measure the impact of summer learning.

Here are some approaches to consider that can help measure impact while minimizing the time spent on assessment:

Performance and Progress in Online Lessons

Attendance

Proficiency or Improvement as Measured by *i-Ready Diagnostic*

Performance or Improvement in Select Standards as Measured by *i-Ready Standards Mastery*

Unless otherwise noted, the following measurement options assume that account rollover will take place after the conclusion of the summer program. Coordinate rollover dates with your Partner Success team.

*If you are interested in using formative assessments to inform your instruction during summer learning programs, use assessment options that are built into your instructional programs. These may include Comprehension Checks or Lesson Quizzes from *i-Ready Classroom Mathematics* or Weekly Assessments from *Magnetic Reading™ Foundations*.

Lesson	Data to Look At/Measure of Success	Considerations
Performance or Progress in Online Lessons		
<i>i-Ready Lessons</i>	<p>Maintain 30–49 minutes of Lesson Time-on-Task per subject per week with an average of 70% of lessons passed:</p> <ul style="list-style-type: none"> Consistent weekly Lesson Time-on-Task with high Percent of Lessons Passed is associated with learning gains. <p><i>(Note: Passing lessons means that a student is ready to move on with instruction but does not necessarily indicate proficiency on a given skill or standard.)</i></p> <ul style="list-style-type: none"> Our research-based recommendation is 30–49 minutes per week for Lesson Time-on-Task during the regular school year. 	<ul style="list-style-type: none"> The goal of 30–49 minutes per week can be modified based on the schedules, structures, and technology availability of individual summer programs. We recommend maintaining a minimum of 30 minutes of Lesson Time-on-Task per subject per week. If looking at the number of lessons passed, note that lesson length varies by subject, domain, and level. Students who spend the same amount of time in lessons will likely complete differing numbers of lessons.
<i>i-Ready Pro's Essential Lessons</i>	<p>Consider following our recommendation of 30–49 minutes of Lesson Time-on-Task per subject per week:</p> <ul style="list-style-type: none"> <i>i-Ready Pro's Essential Lessons</i> are designed to address the needs of older striving learners who need support with foundational reading or core numeracy skills. Support students in completing as many lessons as possible in their <i>i-Ready Pro</i> pathway by the end of the summer program. <p><i>(Note: The time for a student to complete the entire pathway depends on where they begin based on Diagnostic performance or progress in i-Ready Pro lessons during the school year.)</i></p>	<ul style="list-style-type: none"> For individual students who are working on their My Path lessons, based on recent Diagnostic results, you can compare their lesson level at the beginning of summer to their lesson level at the end of the summer program to get a sense of progress. Note that it is possible for students to pass multiple lessons without seeing a change in lesson level.

Data to Look At/Measure of Success	Considerations
Attendance	
Summer program daily attendance data: Consistent attendance in summer program	Although not a direct measure of impact, RAND® summer learning research* indicates attendance is one of the highest indicators of summer learning.
Proficiency or Improvement as Measured by <i>i-Ready Diagnostic</i>	
To gauge performance (i.e., proficiency)	
SY 2025–2026 Beginning-of-Year Results: Scale score or placement level	Look at overall and/or domain-specific scale scores or placement levels on the SY 2025–2026 beginning-of-year Diagnostic. Compare results to historical averages or placement level distributions. Students who are on par with or exceed historical averages or the district’s expectations can be said to have achieved their proficiency goals.
To gauge improvement (i.e., growth/progress)	
SY 2024–2025 End-of-Year Results Compared to End-of-Summer 2025 or SY 2025–2026 Beginning-of-Year Results: Average (i.e., mean or median) scale score gain between Diagnostics for program evaluation or Progress toward Stretch Growth® targets for individual students	<ul style="list-style-type: none"> • For program evaluation purposes: Look at average overall scale score gains between the SY 2024–2025 end-of-year Diagnostic and the SY 2025–2026 beginning-of-year Diagnostic. If needed, administer a Diagnostic at the end of the summer program, and compare average overall scale score gains from spring 2025 to summer 2025. For more precise details, contact your partner success manager. • For individual students: Aim to meet or exceed 100 percent progress to Stretch Growth, as set by the baseline Diagnostic from SY 2024–2025, by the end of the summer program. Making as much progress as possible toward Stretch Growth will move students closer to their proficiency goals. • For new <i>i-Ready</i> users or for newly enrolled students who do not have a baseline Diagnostic from SY 2024–2025: While not generally recommended due to the limited instructional time in most summer learning programs, <i>i-Ready</i> users who do not have a baseline Diagnostic from SY 2024–2025 can take a Diagnostic at the beginning and end of the summer program for comparison purposes. Note that students will still need to take a Diagnostic at the beginning of the 2025–2026 school year to serve as the baseline for growth during the regular school year. • For programs that require domain-level reporting, contact your partner success manager.

Important note: Be careful of summer growth interpretations. The *i-Ready* growth model is based on 25–30 weeks of the regular school year and at least 12 weeks of instruction between Diagnostic administrations to ensure accurate growth data.

*[Getting to Work on Summer Learning](#)

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Data to Look At/Measure of Success	Considerations
Performance or Improvement in Select Standards as Measured by <i>i-Ready Standards Mastery</i> Before the program begins, identify a small number of standards that are critical to the instruction being provided.	
To gauge performance (i.e., proficiency)	
Performance category at the end of the program	At the end of the summer program, administer Mastery Checks for the target standards (either Form A or Form B). Students who achieve a Proficient designation on the Mastery Check (indicated by the color green and representing greater than 66 percent of questions answered correctly) can be said to have achieved proficiency on the standard.
To gauge improvement (i.e., growth/progress)	
Increase in performance category (i.e., Beginning to Progressing or Progressing to Proficient) from the beginning to the end of summer instruction	Administer the Form A Mastery Checks at the beginning of the summer program and the Form B Mastery Checks at the end of the summer program and compare the results. Students who advance from one performance category to another (e.g., moving from Beginning to Progressing or Progressing to Proficient) from Form A to Form B of the same standard have shown progress or improvement on that standard. <i>(Note: Not advancing to another performance category does not necessarily mean that a student did not learn. If possible, consider tracking both students who maintained their original performance category and those who advanced as part of your summer metrics.)</i>

Important note if using Standards Mastery:

In Progress and Not Started Standards Mastery Checks as well as student-level reports will be unavailable after your account rolls over to the 2025–2026 school year. Speak with your partner success manager if your summer program extends through this date.