

i-Ready® Classroom Mathematics and New York State Assessment Performance

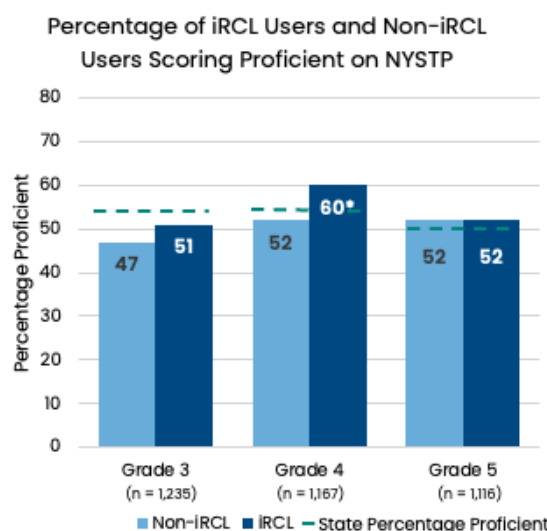
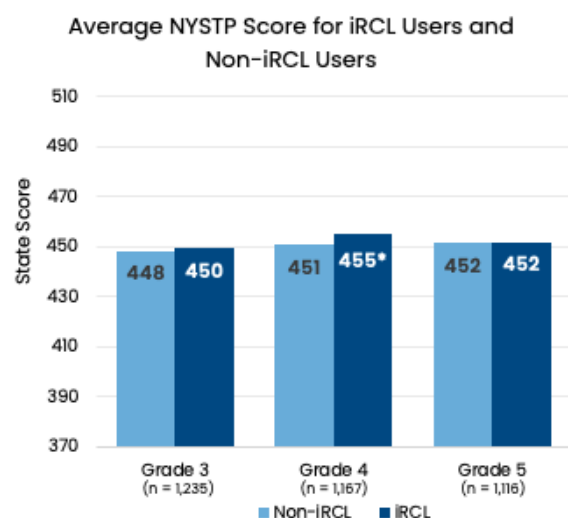
To understand the relationship between the use of *i-Ready Classroom Mathematics* (iRCL) core curriculum and performance on the New York State Testing Program (NYSTP) in mathematics, Curriculum Associates evaluated 2022–2023 NYSTP mathematics scores and proficiency levels for students with access to iRCL compared to students without access to iRCL. The study is based on more than 3,000 New York students in Grades 3–5. The results demonstrate positive differences for students attending schools with iRCL across state scores and proficiency compared to students attending schools that do not leverage iRCL. These differences were statistically significant for students in Grade 4 during the time of the study.

Key Takeaways:

- Students attending schools using iRCL **demonstrate higher state test scores** than comparable students in non-iRCL schools across Grades 3–5.
- In schools using iRCL, a **higher percentage of students score proficient on state tests** in Grades 3–5 compared to similar students in non-iRCL schools.
- The study design meets ESSA Level II criteria.

Table 1. iRCL, Non-iRCL, and State-Level Student Characteristics and Matching for Grades 3–5

iRCL Status	Student Count	Mean Fall Diagnostic Score	Economically Disadvantaged	Disability Status	English Language Learner	Female	Black	Hispanic	White
iRCL	1,895	441.39	54.04%	15.79%	12.28%	47.07%	8.19%	27.58%	47.07%
Non-iRCL	1,895	441.56	53.72%	14.70%	7.67%	49.66%	8.18%	27.55%	47.12%
State	538,632	–	58.44%	19.07%	11.21%	49.14%	15.27%	29.48%	40.45%



Notes: Results are significant for Grade 4 in NYSTP score and proficiency measures; State Mean Score and State Percentage Proficient measures include New York City districts. Matching was also done for each grade.

Methods: Mahalanobis distance matching allowed for the comparison of 3,790 Grades 3–5 students in New York State (i.e., does not include New York City students), matched on fall Diagnostic scores and demographics to help isolate the effect of iRCL on NYSTP. After matching, groups were appropriately balanced on the variables of interest (see Table 1), with standardized mean differences of <.25. Balancing groups allowed significance testing to be conducted to evaluate the differences in NYSTP scores and percentage proficient on the NYSTP between students with iRCL access and those without iRCL access.