i-Ready Personalized Instruction and Alaska 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 Alaska state assessment, the Alaska System of Academic Readiness (AKSTAR), Curriculum Associates evaluated AKSTAR scores and proficiency levels. Analyses included 24,985 students who used *i-Ready* PI during the 2022–2023 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 most grades and were more likely to be proficient in some grades. For mathematics, fidelity users showed higher state test scores and were more likely to be proficient in all grades.

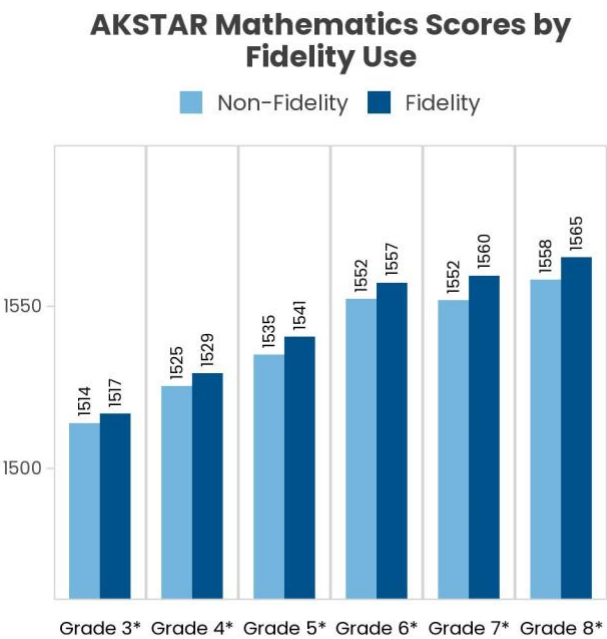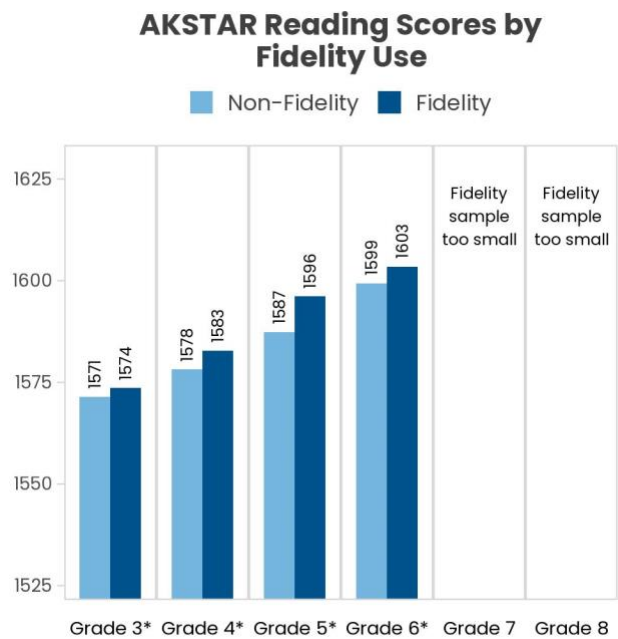**RESEARCH SAMPLE**
24,985 students
133 schools
4 districts

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

AKSTAR Reading Scores by Fidelity Use

Non-Fidelity ■ Fidelity

	Non-Fidelity	Fidelity
Grade 3*	1571	1574
Grade 4*	1578	1583
Grade 5*	1587	1596
Grade 6*	1599	1603
Grade 7	Fidelity sample too small	
Grade 8	Fidelity sample too small	

AKSTAR Mathematics Scores by Fidelity Use

Non-Fidelity ■ Fidelity

	Non-Fidelity	Fidelity
Grade 3*	1514	1517
Grade 4*	1525	1529
Grade 5*	1535	1541
Grade 6*	1552	1557
Grade 7*	1552	1560
Grade 8*	1558	1565

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.