


i-Ready Personalized Instruction and West Virginia 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 West Virginia state assessment, the West Virginia General Summative Assessment (WV GSA), Curriculum Associates evaluated WV GSA scores and proficiency levels. Analyses included 35,210 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. 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

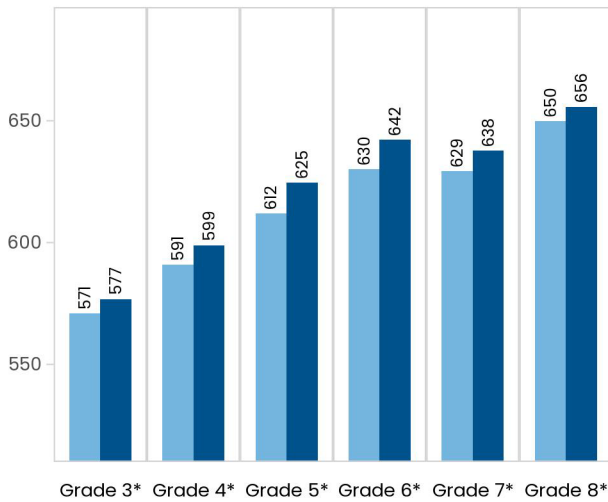
- 35,210** students
- 196** schools
- 23** districts

FIDELITY USE

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

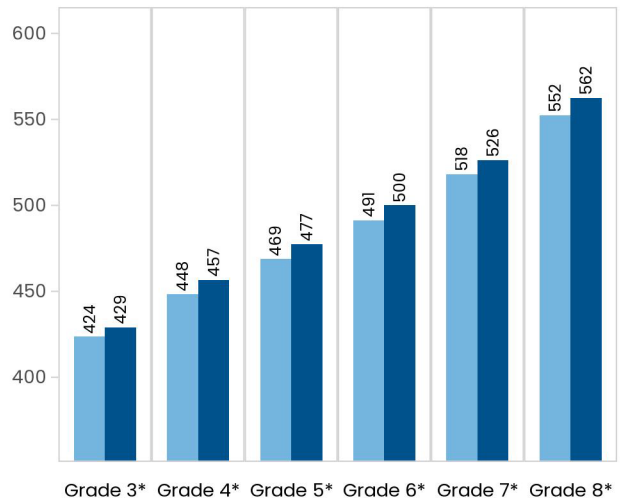
WV GSA Reading Scores by Fidelity Use

■ Non-Fidelity ■ Fidelity



WV GSA 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.