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Research Report | September 2025

i-Ready®

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Summary

This report evaluates the impact of *i-Ready Personalized Instruction* on student achievement in mathematics and reading/language arts (RLA), as measured by the Texas State Assessment of Academic Readiness (STAAR), within the context of the Texas Education Agency's Learning Acceleration Support Opportunities (LASO) program. Using a large, matched sample of Texas students from the 2023–2025 school years, the study employs rigorous propensity score matching and hierarchical linear modeling to compare STAAR outcomes between students who used *i-Ready Personalized Instruction* with fidelity and those who did not. Results indicate that students who engaged with *i-Ready Personalized Instruction* as recommended consistently outperformed non-users on STAAR metrics across Grades 4–8.

i-Ready

Introduction

In the most recent release of the National Assessment of Education Progress, only slightly more than three out of 10 (i.e., 35%) Grade 12 students performed proficient on the National Assessment of Education Progress (NAEP)'s (NAEP, 2025) reading assessment. Mathematics proficiency is worse; less than a quarter (i.e., 22%) of Grade 12 students performed proficient on NAEP's mathematics assessment. The 2025 NAEP scores show that achievement gains of those prior decades have been fully erased. The United States has seen a consistent decline in academic achievement starting as far back as 2013, accelerating from 2020 through 2025. These declines have long-term implications for students and society, with an estimated $900 billion erased from the global economy through the loss of lifetime earnings of students currently enrolled in American public schools (Doty et al., 2022).

A multitude of studies have highlighted the continued trends in student learning showing that students continue to grow but are not maintaining the same level of growth and achievement as students prior to the pandemic (Lewis & Kuhfeld, 2023; Young & Young, 2024). High-quality digital and blended interventions have been shown to address the growth gap, or even close achievement gaps, when implemented with fidelity and accompanied by teacher professional learning as well as data-driven instructional planning (Instructure, 2023; Darling-Aduana & Capers, 2024).

One possible pathway to expand the reach of these interventions is incorporating more instructional support tools that provide individualized instruction and differentiation for students connected to their current learning. Academic support tools are not a new concept. In the 2022–2023 academic year, districts used approximately 2,591 different learning-related educational technology tools (Instructure, 2023). These tools can provide access to learning at any time, allow for teacher insight into student progress, and are often based on assessment protocols that help match instructional material to student knowledge (Darling-Aduana & Capers, 2024).

Digital personalized instruction platforms, such as *i-Ready Personalized Instruction* (PI or *i-Ready PI*), have emerged as scalable solutions to supplement or extend the reach of traditional interventions. These platforms use adaptive diagnostics to tailor lesson pathways to individual student needs, providing differentiated content, formative feedback, and progress monitoring (Darling-Aduana & Capers, 2024). Several studies have demonstrated strong correlations between performance on adaptive diagnostics and state summative assessments, including the Texas STAAR (Curriculum Associates, 2023).

However, literature has also shown the effectiveness of digital personalized instruction is highly contingent on implementation fidelity. Implementation fidelity is defined as the degree to which students engage with the recommended dosage, pass rates, and duration of use (Pane et al., 2017). Studies have found that when digital programs are used inconsistently or without teacher support, their impact is negligible or even negative (Lewis & Kuhfeld, 2023). Conversely, when used

with fidelity, digital personalized instruction can produce gains comparable to those of in-person interventions, especially in mathematics and reading (Young & Young, 2024).

In response to the urgent need for learning recovery, the Texas Education Agency (TEA) launched the Learning Acceleration Support Opportunities (LASO) program—a consolidated, multiyear grant initiative designed to support districts in implementing evidence-based acceleration strategies. LASO is anchored in five pillars: Strategic Planning, High-Quality Instructional Materials, Teacher Pipelines, More Time (including expanded instructional time and targeted tutoring), and Innovative School Models. The program provides funding and technical assistance to districts for adopting and scaling interventions that are aligned with the Texas Essential Knowledge and Skills (TEKS) and that demonstrate measurable impact on student outcomes.

LASO grants have supported the adoption of rigorous instructional materials, the expansion of summer and after-school learning, and the implementation of innovative school models that integrate digital personalized instruction with teacher-led supports. The LASO framework explicitly encourages the use of adaptive digital platforms, such as *i-Ready PI*, as part of a comprehensive acceleration strategy. The current study is directly aligned with the LASO program's goals and provides empirical evidence on the effectiveness of *i-Ready PI* when used with fidelity in improving STAAR outcomes across diverse student populations.

Purpose Statement and Research Questions

The purpose of this study is to evaluate the association between Curriculum Associates' *i-Ready Personalized Instruction* and student performance on the STAAR in Mathematics and English Language Arts. This research is conducted within the context of the TEA's LASO program, which aims to accelerate learning recovery through the strategic adoption of high-quality instructional materials, expanded learning time, and innovative school models.

Through partnership with the TEA, this study leverages a large sample of Texas students and employs a rigorous matching technique and statistical approach to provide evidence around the use of *i-Ready Personalized Instruction* and STAAR scores. Specifically, the study addresses the following questions:

1. Does use of *i-Ready Personalized Instruction* with fidelity result in higher STAAR scores and proficiency rates compared to non-users, after accounting for prior achievement and demographics?
2. Are the effects of *i-Ready Personalized Instruction* fidelity consistent across key subgroups prioritized by LASO, including socioeconomically disadvantaged students, English Learners, and students receiving special education services?

Methodology

All analyses used R version 4.4.0 (R Core Team, 2024). Matching and multilevel modeling used several elements of the tidyverse version 2.0.0, lmerTest version 3.1.3, lme4 version 1.1.36, and matchit version 4.7.2 packages.

i-Ready Personalized Instruction

i-Ready Personalized Instruction is a program that supports Grades K–8 students by creating personalized instruction plans based on each student's performance on the *i-Ready Diagnostic* assessment. Once a student completes the *i-Ready Diagnostic*, *i-Ready* builds a tailored lesson plan with a differentiated starting point for every learner based on their overall and domain-level placement. *i-Ready* allows teachers to add lessons and/or adjust the lesson sequence provided to individuals or groups of students. *i-Ready* is aligned to college- and career-readiness standards and embeds multimedia instruction and progress monitoring into every online lesson. Lessons provide explicit instruction and extensive practice, offer supportive feedback, and build conceptual understanding for learners of all levels.

STAAR

STAAR is the Texas state summative testing program. The STAAR is designed to measure student achievement and readiness in core academic students, specifically RLA and mathematics. The STAAR is administered annually to students starting in Grade 3 and continuing through Grade 8. STAAR tests are also given for specific high school courses, however that is not the focus of this study. The STAAR is aligned with the TEKS curriculum standards. The assessment provides information on student performance and is reported in scale scores, percentile ranking, and performance levels. The performance levels on STAAR range from Does Not Meet, Approaches, Meets, and Masters. The STAAR plays a key role in Texas's school accountability system and is a benchmark for the state in evaluating the effectiveness of academic interventions, including the programs addressed in this study. The STAAR is an important measure by which TEA programs, such as LASO, determine the impact of efforts to improve student learning across the state.

Data

The research leveraged Texas STAAR datafiles and Curriculum Associates' *i-Ready PI* usage information. All data are from the 2023–2024 and 2024–2025 school years. The main state-specific variables used in this study included prior-year, and most recent year, student-level scaled scores and grades as well as demographic variables available from the STAAR data files, such as socioeconomic disadvantage, English Learners, special education status, and a student's race/ethnicity. Students' STAAR mathematics and RLA scores are the respective outcome variables for this study. Proficiency ratings are split between four categories ranging from "Does Not Meet," "Approaches," "Meets," and "Masters." Tables 1 and 2 outline the range of these cut scores for mathematics and RLA.

Table 1. STAAR Placement Scores for Mathematics

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Does Not Meet	910–1450	1000–1502	1070–1603	1150–1702	1240–1749
Approaches	1462–1554	1515–1631	1616–1732	1703–1790	1754–1847
Meets	1557–1673	1634–1768	1745–1876	1793–1951	1859–2003
Masters	1690–2130	1776–2200	1889–2350	1965–2400	2009–2470

Table 2. STAAR Placement Scores for RLA

	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
Does Not Meet	820–1402	830–1474	880–1528	890–1555	980–1584
Approaches	1414–1543	1475–1579	1535–1633	1564–1664	1592–1696
Meets	1552–1654	1592–1696	1634–1741	1669–1766	1698–1796
Masters	1663–2210	1700–2220	1749–2280	1771–2290	1803–2360

i-Ready PI lesson data is merged with TX STAAR data. *i-Ready PI* data contains lesson-level data by student, including lesson completion information, length of time on the lesson for completion, and lesson passing indicators. To determine PI usage fidelity, a set of summary variables is aggregated to reflect overall use throughout the academic year. These variables included the number of completed lessons, summed to get a total number of lessons completed in one year. The total number of unique lessons completed in a year, or the number of lessons excluding repeated lessons, is aggregated. The average time spent on lessons per week to get a weekly average of time using PI is also computed. Finally, the number of unique weeks across a school during which PI is used is included to measure usage consistency.

Students who used PI as recommended are identified by creating a fidelity usage variable. Specifically, fidelity use is defined as meeting three criteria: 1) completed PI lessons with at least a 70% pass rate; 2) used PI for 18 or more weeks across the academic year; and 3) used PI for at least 30 minutes per week. Students who met all criteria were coded as fidelity users (1), whereas all other students were coded as non-fidelity users (-1), and students without PI are considered our control group (0). For the purposes of these analyses, only PI with fidelity users (1) and non-PI users (0) are included.

Fidelity use is considered an important condition for validity in studying any treatment effect and in understanding the association of an intervention with student outcomes (van Dijk et al., 2023). Despite its importance and contribution in understanding whether an intervention works, fewer than 50% of studies include fidelity measures (Gage et al., 2020). Part of the reason fidelity is often not included is because of the difficulty in its measuring and the reduction in sample it may create. It is common that including a fidelity requirement means any sample is decreased to only those students who use the intervention tool as intended, giving researchers far fewer students on whom to understand the

treatment effects of an intervention (Korbin et al., 2022). Indeed, this bears out in this study. A smaller sample of students use *i-Ready PI* as intended. Importantly, approximately 98% of the mathematics and reading *i-Ready PI* with fidelity sample were able to be matched with comparison data.

Data Preparation

To create the data necessary for this analysis, we matched students in the Texas STAAR dataset to their corresponding *i-Ready PI* usage data by student, subject (i.e., reading or mathematics), and academic year (i.e., 2024–2025). Students in schools that used *i-Ready PI* but did not provide Curriculum Associates with any state ID variable were filtered out of the data. This ensured that schools using PI were not included in the comparison sample. Students in schools where fewer than six students in a grade used PI were also filtered out, though this removed less than .1% of the overall sample. This helped maintain the deidentified nature of the data. Prior-year placement levels were calculated using student's prior grade. In order to include the maximum number of students in the sample and maintain the deidentified nature of the data, students in schools, grades, and subjects where fewer than six students identified as a similar race were aggregated into a separate race category with the race/ethnicity masked for the analysis. To preserve STAAR variables to the extent possible, the "No Information Provided" ethnicity STAAR variable is included alongside the generated masked ethnicity variable. This masked variable is labeled as "Unknown" Finally, prior grades and STAAR scaled scores were required for the analyses. This meant that the most recent cohort of Grade 3 students, who do not have a prior STAAR score, were not included in the analyses. Our final set of data included students who had STAAR test and proficiency data and PI usage variables within grade and subject ranges. Tables 3 and 4 represent the final *i-Ready* and STAAR datasets for RLA and mathematics prior to matching.

Table 3: Mathematics Raw Sample

	Student Group	Number of Students	Mean STAAR Scaled Score	Median Percentile Rank
Grade 4	Not Meeting Fidelity Usage	25,079	1,525	42
	Never Used	308,116	1,567	52
	PI Fidelity Use	24,948	1,604	61
Grade 5	Not Meeting Fidelity Usage	31,333	1,603	46
	Never Used	312,216	1,643	52
	PI Fidelity Use	17,418	1,688	64
Grade 6	Not Meeting Fidelity Usage	25,987	1,702	50
	Never Used	337,369	1,722	53
	PI Fidelity Use	2,603	1,864	83
Grade 7	Not Meeting Fidelity Usage	16,589	1,726	49
	Never Used	257,425	1,751	53
	PI Fidelity Use	675	1,775	53
Grade 8	Not Meeting Fidelity Usage	15,906	1,810	49
	Never Used	225,867	1,820	52
	PI Fidelity Use	612	1,836	55

Table 4: RLA Raw Sample

	Student Group	Number of Students	Mean STAAR Scaled Score	Median Percentile Rank
Grade 4	Not Meeting Fidelity Usage	29,329	1,552	52
	Never Used	311,517	1,556	52
	PI Fidelity Use	8,397	1,567	49
Grade 5	Not Meeting Fidelity Usage	31,456	1,593	47
	Never Used	319,035	1,612	50
	PI Fidelity Use	7,270	1,680	77
Grade 6	Not Meeting Fidelity Usage	27,506	1,643	48
	Never Used	344,576	1,654	53
	PI Fidelity Use	2,760	1,811	85
Grade 7	Not Meeting Fidelity Usage	25,252	1,660	48
	Never Used	349,111	1,672	53
	PI Fidelity Use	1,906	1,803	82
Grade 8	Not Meeting Fidelity Usage	25,865	1,715	48
	Never Used	348,965	1,725	51
	PI Fidelity Use	1,131	1,808	72

Matching

Matching procedures are essential in quasi-experimental designs to reduce bias and improve the validity of treatment effect estimates (Scher et al. , 2015) In this study, matching ensures that students who used *i-Ready PI* with fidelity could be fairly compared to similar students who did not. Without random assignment, the pre-matching data show that treatment and control groups differ in ways that confound the relationship between *i-Ready PI* usage and STAAR outcomes. To address this, a rigorous propensity score matching framework that aligns with best practices recommended by What Works Clearinghouse and Evidence for ESSA is implemented (Evidence for ESSA, 2023; What Works Clearinghouse, 2022; Rubin, 1974).

For each grade level, a one-to-one nearest-neighbor matching algorithm without replacement, using a caliper of .20 times the standard deviation of the logit of the propensity score, is fitted. The propensity score model included prior STAAR scale scores, socioeconomic disadvantage status, English Learner status, special education status, and race/ethnicity. To ensure stable and interpretable estimates, ethnicity categories with fewer than 100 students per grade were excluded prior to matching. Matching was performed separately by grade, and only students with complete

data on all covariates were retained. The final matched samples included only pairs with weights equal to 1, ensuring that all analyses were conducted on fully matched units.

Balance diagnostics were conducted before and after matching to assess the quality of the matches. These included standardized mean differences (SMDs) for each covariate, demographic balance tables by grade, and Love plots to visualize covariate balance. The matching procedure successfully reduced baseline differences between treatment and control groups, particularly on prior STAAR performance, which served as the pretest measure. By minimizing pre-existing differences and ensuring demographic comparability, the matching framework strengthens the validity of the study and supports more credible estimation of the impact of *i-Ready PI* fidelity on STAAR outcomes. Table 5 shows the overall post-match sample upon which we conduct additional analyses. Additional tables with matching by grade are available in the Appendix.

Following propensity-score matching, researchers analyzed attrition for STAAR scaled scores and STAAR percentile rankings. Attrition was defined as missing any posttest outcome data among students in the matched sample. In this case, there were no students in the matched sample missing STAAR scaled scores or percentile rankings. Consequently, attrition was 0% overall and 0 percentage points differential between treatment and comparison groups. Attrition in this sample is unrelated to the treatment condition of receiving PI with fidelity and both treatment and comparison groups in Mathematics and Reading contain complete samples of students.

Table 5: Mathematics and Reading Post Match Sample

	Mathematics			Reading		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	45,167	45,167		21,055	21,055	
School Count	916	5326		721	5188	
Mean Prior STAAR Scaled Score	1534.34	1534.26	0	1592.89	1592.91	0
Percentage Socioeconomically Disadvantaged	67.8	67.8	0	59.4	59.5	0
Percentage English Learners	5.2	5.2	-.002	5.6	5.6	.008
Percentage Special Education	23.7	23.8	0	26	26	0
Percentage Asian	4.1	4.1	.003	6.9	6.9	-.001
Percentage Black	9.2	9.2	-.001	7.2	7.2	.002
Percentage Hispanic	63.8	63.9	0	58.6	58.6	0
Percentage No Information Provided	.2	.2	.008	.3	.3	-.087
Percentage Two or More Races	1.1	1	-.005	1.6	1.6	-.008
Percentage White	16.9	16.9	.001	21.4	21.4	-.001

	Mathematics			Reading		
Percentage Unknown	4.7	4.7	.001	4	4	.001

Analysis:

A hierarchical linear model (HLM) is used to model the effect of the recommended usage of *i-Ready PI* on STAAR. An HLM accounts for the nested structure of the data, students clustered within campuses, and is consistent with common practices for data with this type of structure (Raudenbush & Bryk, 2002). These models are widely used in quasi-experimental studies to address the impact of campuses on the overall outcomes, thereby improving the overall estimate and trustworthiness of the results. Prior to fitting the full model, an unconditional random-intercepts-only model for each grade and outcome is calculated to ascertain the need for this modeling approach. The results of this initial model provide the intraclass correlation coefficient (ICC), which shows the proportion of the variance in STAAR scores can be attributed to differences between campuses in the data. The ICC statistics in these models ranged from .14 to .40 for mathematics data and .12 to .24 for RLA data., high enough to confirm the appropriateness of a multilevel modeling approach.

With this confirmation, HLMs were fit for each grade and outcome (i.e., STAAR scale score and percentile). The final model specification is outlined in Equation 1.

Equation 1:

$$Y_{ij} = \beta_{0j} + \beta_{1j} \cdot \text{PI}_{ij} + \beta_{2j} \cdot \text{Baseline}_{ij} + \beta_{3j} \cdot \text{Ethnicity}_{ij} + \beta_{4j} \cdot \text{Disadv}_{ij} + \beta_{5j} \cdot \text{SpEd}_{ij} + \beta_{6j} \cdot \text{EL}_{ij} + e_{ij}$$

$$\beta_{0j} = \gamma_{00} + u_{0j}$$

$$\beta_{1j} = \gamma_{10}$$

$$\beta_{2j} = \gamma_{20}$$

$$\beta_{3j} = \gamma_{30}$$

$$\beta_{4j} = \gamma_{40}$$

$$\beta_{5j} = \gamma_{50}$$

$$\beta_{6j} = \gamma_{60}$$

Where Y_{ij} is the STAAR outcome (i.e., scale score or percentile) for student i in campus j

PI_{ij} is a binary indicator for *i-Ready PI* fidelity usage,

$Baseline_{ij}$ is the centered prior STAAR score,

$Ethnicity_{ij}$, $Disadv_{ij}$, $SpEd_{ij}$, and EL_{ij} are student-level demographic indicators,

$u_{0j} \sim N(0, \tau 2)$ is the random effect for campus $_{jj}$,

$e_{ij} \sim N(0, \sigma 2)$ is the residual error.

Model diagnostics confirmed that assumptions of normality and homoscedasticity were met. ICC values, variance components, and R^2 statistics (marginal and conditional) were computed for each model to assess model fit and the proportion of variance explained by fixed and random effects.

Additional Analyses

Additional analyses provide deeper insight beyond the overall grade-level models. For instance, a separate HLM fits the data for each key demographic population of interest to the TX LASO program. These demographic population models are the same specification as the overall model, with the exception that the data are filtered to focus only on the specific demographic population and lack any other covariates. These models include only the prior-STAAR score and the treatment variable, nested within a school.

Multiple effect sizes were computed to ensure agreement between Cohen's D, Hedge's G, and Glass's Delta. Glass's Delta is the primary effect size reported. Glass's Delta is calculated by dividing the covariate-adjusted mean difference in STAAR outcomes by the standard deviation of the outcome in the matched control group. The metric is widely accepted in education research and is the preferred effect size for Evidence for ESSA.

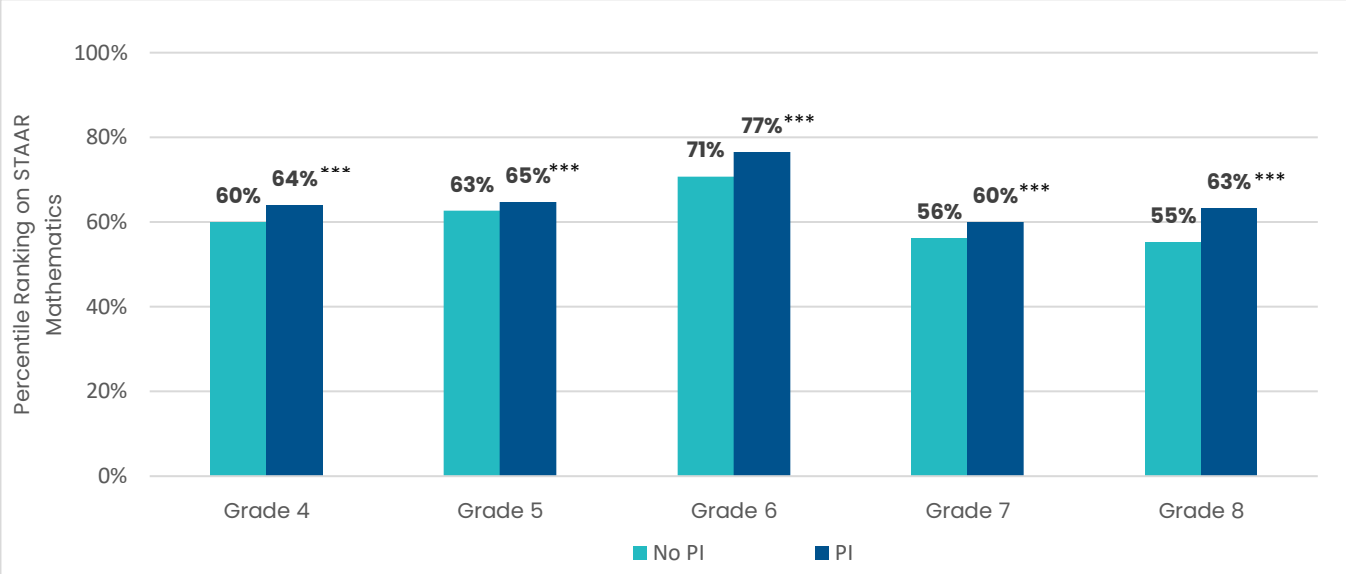
Results

Students who used *i-Ready PI* with fidelity consistently and often statistically significantly outperformed students without any access to *i-Ready PI* on STAAR outcomes across both mathematics and RLA. In mathematics, *i-Ready PI* fidelity users demonstrated higher rates of proficiency, scaled scores, and percentile increases across Grades 4–8. Effect sizes of significant differences between the *i-Ready PI* with fidelity group and non-users ranges from small to large, demonstrating meaningful differences in the group receiving *i-Ready PI* with fidelity (Kraft, 2020). Even in areas where the sample group started with higher achievement scores, *i-Ready PI* users outgained a non-user with the same starting achievement. For example, mathematics scores for Grade 6 saw a percentile increase of 5.7 points between users and non-users resulting in an effect size of .2. Likewise, students closer to the 50th percentile, such as students in Grade 8, saw an eight-percentile difference on spring STAAR scores between students using *i-Ready PI* with fidelity and non-users leading to an effect size of .28.

i-Ready PI for Reading replicates a similar pattern as mathematics scores. Students using *i-Ready PI* with fidelity showed higher STAAR performance across all grades. The *i-Ready PI* for Reading

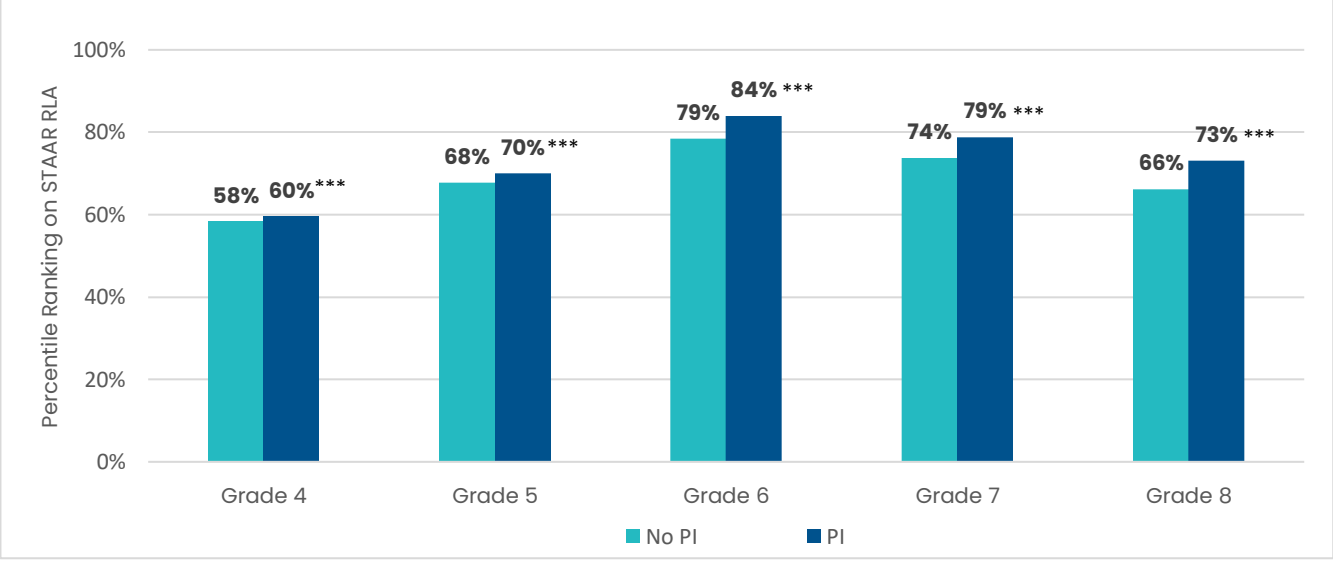
fidelity students in Grades 6–8 showed a percentile difference between five and seven points higher on STAAR compared to students who started at a similar score but did not have access to *i-Ready PI*. Effect sizes in reading were positive throughout and ranged from .23 to .29 in the middle grades. The graphs and tables highlight the percentile differences for mathematics and RLA as well as provide the effect size of the differences.

Figure 1: Percentile Ranking for STAAR Mathematics *i-Ready PI* with Fidelity Users Versus Matched Sample of Non-Users



Note. *p>=.05, **p>=.01, ***p>=.001

Figure 2: Percentile Ranking for STAAR RLA *i-Ready PI* with Fidelity Users Versus Matched Sample of Non-Users



Note. *p>=.05, **p>=.01, ***p>=.001

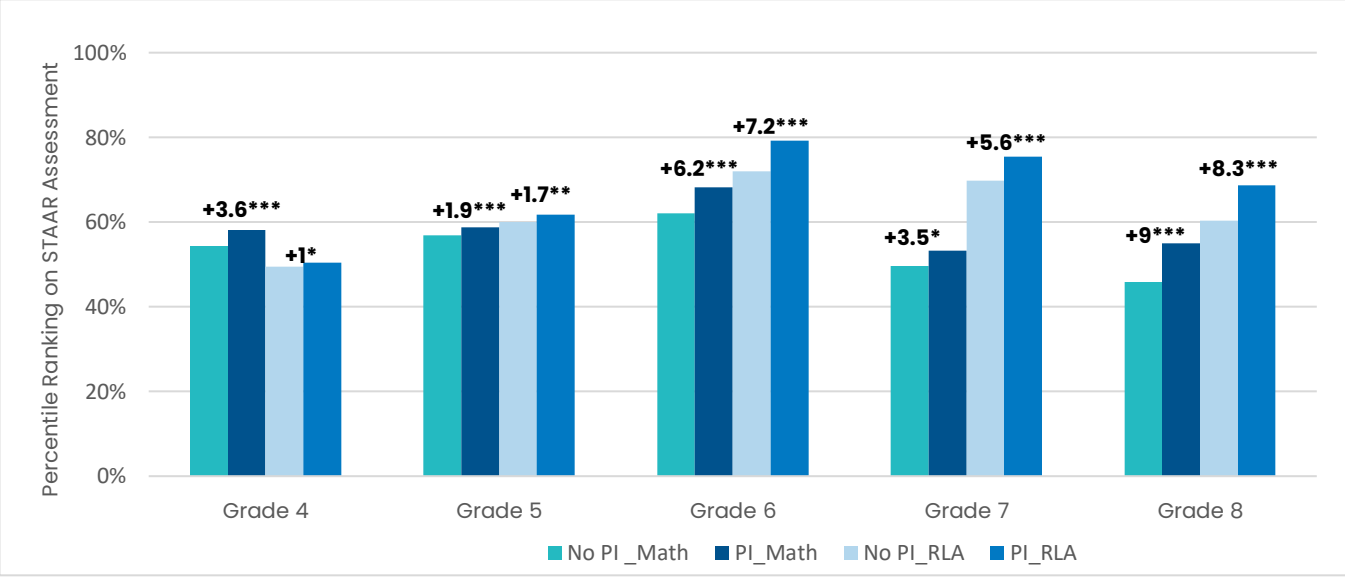
Table 6. Coefficients and Effect Sizes for STAAR Mathematics and RLA *i-Ready PI* with Fidelity Users

Mathematics					RLA				
Grade Level	Scale Score Change	Scale Score Effect Size	Percentile Change	Percentile Effect Size	Grade Level	Scale Score Change	Scale Score Effect Size	Percentile Change	Percentile Effect size
Grade 4	22.51***	.13	3.55***	.13	Grade 4	11.44***	.06	1.38***	.05
Grade 5	14.25***	.08	2.09***	.07	Grade 5	13.08***	.07	2.29***	.08
Grade 6	52.81***	.27	5.65***	.20	Grade 6	28.95***	.22	5.43***	.25
Grade 7	31.29***	.19	3.85***	.13	Grade 7	28.36***	.21	5.06***	.23
Grade 8	41.23***	.3	8.01***	.28	Grade 8	33.89***	.27	6.93***	.29

Note. *p>=.05, **p>=.01, ***p>=.001

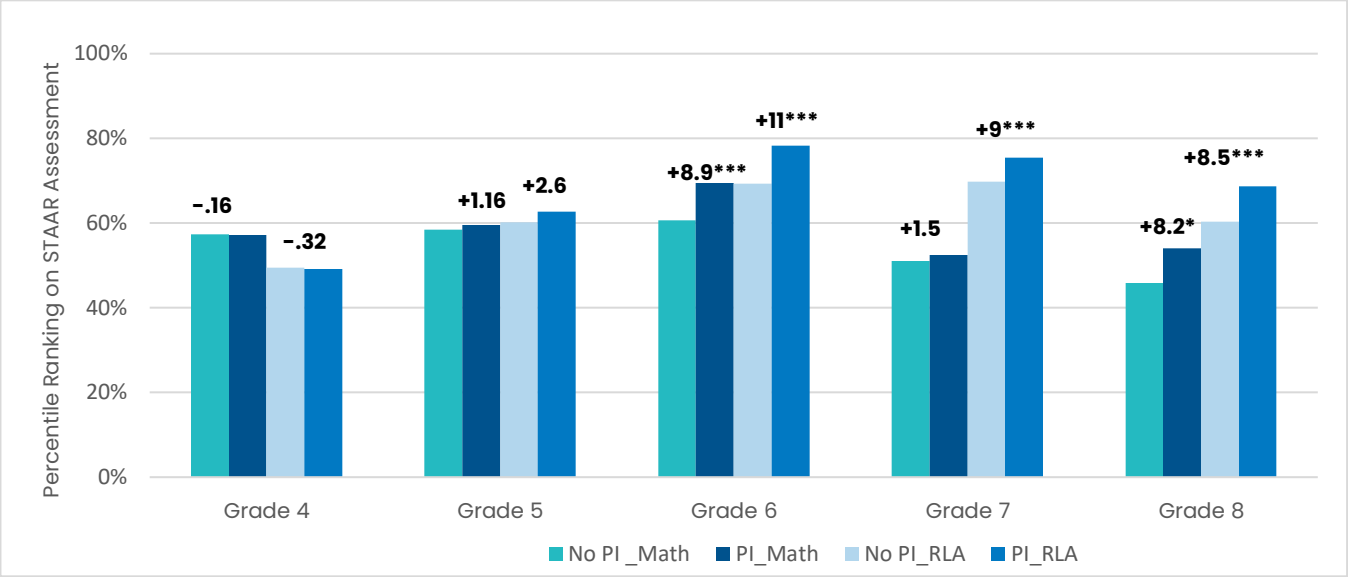
An analysis of demographic groups demonstrated that the impact of *i-Ready PI* with fidelity is particularly strong for middle school students in both mathematics and reading. Students identified as socioeconomically disadvantaged, English Learners, and students identified as receiving special education (which includes students tagged as academically talented) using *i-Ready PI* with fidelity saw significant gains in middle school compared to their non-*i-Ready PI*-using peers. For example, students in Grade 6 identified as English Learners differed by 11 percentile points on STAAR—an effect size of .41. Students in Grades 7 and 8 also saw significant increases, with effect sizes of .33 and .29, demonstrating further consistency in these results.

Figure 3: Percentile Ranking for Students Identified as Socioeconomically Disadvantaged on STAAR Mathematics and RLA; *i-Ready PI* with Fidelity Users Versus Matched Sample of Non-Users



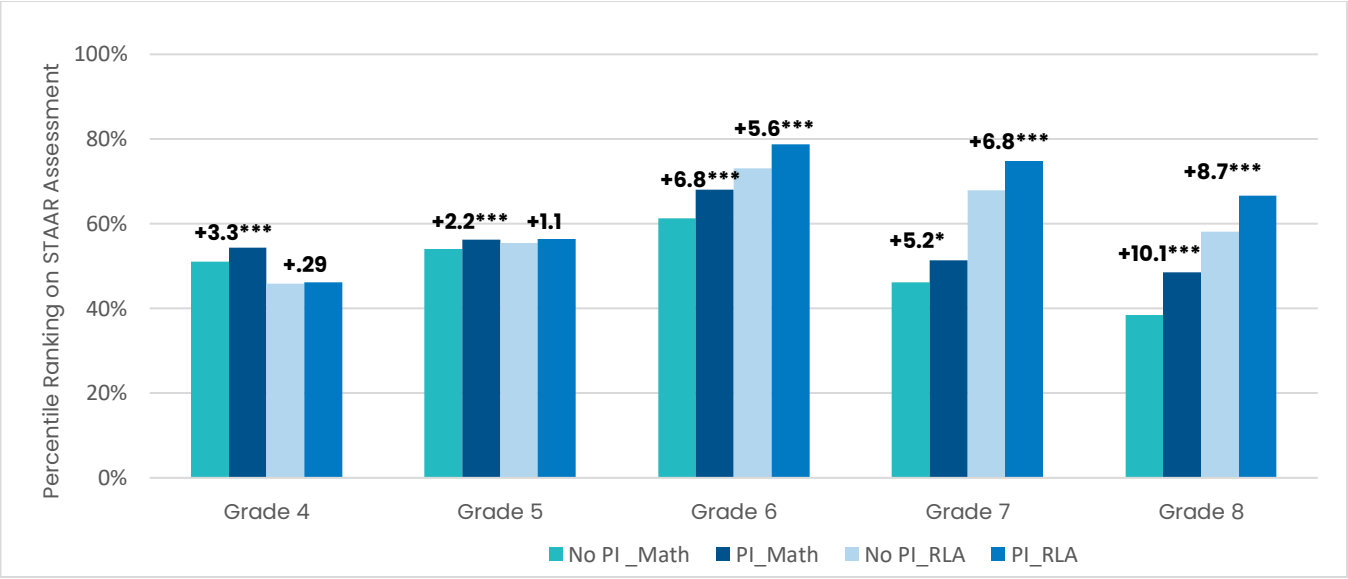
Note. *p>=.05, **p>=.01, ***p>=.001

Figure 4: Percentile Ranking for Students Identified as English Learners on STAAR Mathematics and RLA; *i-Ready PI* with Fidelity Users Versus Matched Sample of Non-Users



Note. *p>=.05, **p>=.01, ***p>=.001

Figure 5: Percentile Ranking for Students Identified for Special Education on STAAR Mathematics and RLA; *i-Ready PI* with Fidelity Users Versus Matched Sample of Non-Users



Note. *p>=.05, **p>=.01, ***p>=.001

Table 7. Coefficients and Effect Sizes for Selected Demographic Groups on STAAR Mathematics and RLA for *i-Ready PI* with Fidelity Users

Mathematics					
Demographic Group	**Grade Level**	**Scale Score Change**	**Scale Score Effect Size**	**Percentile Change**	**Percentile Effect Size**
Economic Disadvantage	Grade 4	21.52***	0.13	3.63***	0.13
	Grade 5	13.11***	0.07	1.91***	0.07
	Grade 6	41.7***	0.25	6.19***	0.22
	Grade 7	27.41***	0.18	3.53*	0.12
	Grade 8	43.45***	0.35	9.04***	0.3
Emergent Bilingual	Grade 4	0.74	0	-0.16	-0.01
	Grade 5	7.54	0.04	1.16	0.04
	Grade 6	49.74***	0.35	8.88***	0.33
	Grade 7	11.07	0.09	1.47	0.05
	Grade 8	36.68*	0.3	8.18*	0.3
Special Education	Grade 4	18.98***	0.12	3.29***	0.12
	Grade 5	13.18***	0.08	2.18***	0.08
	Grade 6	44.15***	0.26	6.84***	0.23
	Grade 7	23.16*	0.19	5.2*	0.19
	Grade 8	43.68***	0.3	10.14***	0.37

Table 8. Coefficients and Effect Sizes for Selected Demographic Groups on STAAR RLA for *i-Ready PI* with Fidelity Users

RLA					
Demographic Group	**Grade Level**	**Scale Score Change**	**Scale Score Effect Size**	**Percentile Change**	**Percentile Effect Size**
Economic Disadvantage	Grade 4	7.68***	0.05	0.97*	0.03
	Grade 5	9.13***	0.05	1.68***	0.05
	Grade 6	36.36***	0.28	7.2***	0.31
	Grade 7	30.34***	0.22	5.61***	0.23
	Grade 8	38.37***	0.3	8.27***	0.33
Emergent Bilingual	Grade 4	-0.28	0	-0.31	-0.01
	Grade 5	16.34	0.09	2.55	0.08
	Grade 6	55.05***	0.38	11***	0.41
	Grade 7	46.21***	0.33	9***	0.34
	Grade 8	40.47***	0.28	8.48***	0.32
Special Education	Grade 4	1.59	0.01	0.29	0.01
	Grade 5	5.26	0.03	1.05	0.04
	Grade 6	26.07***	0.18	5.6***	0.21
	Grade 7	35.3***	0.24	6.82***	0.24
	Grade 8	45.75***	0.33	8.65***	0.32

Note. *p>=.05, **p>=.01, ***p>=.001

A secondary analysis demonstrated the overall change in placement definitions from the prior-year STAAR compared to the most recent STAAR assessment. Students using *i-Ready PI* with fidelity experienced increases in placement above those students who did not use *i-Ready PI*. 22.4% of the reading sample of *i-Ready PI* with fidelity students moved up a placement level, compared to 18.7% of students in the comparison. This is a 700-student difference between the groups. 5.5%, or 2,400, more students using *i-Ready PI* with fidelity moved up a placement level in mathematics compared to the comparison group. Importantly, in both mathematics and RLA, the students in the *i-Ready PI* fidelity group also saw fewer students, proportionally, move down a placement level than the comparison group. In fact, for RLA, fewer than 9% of students in the *i-Ready PI* fidelity sample moved

down a placement level. 91% of the RLA students using *i-Ready PI* with fidelity maintained or moved up a placement level.

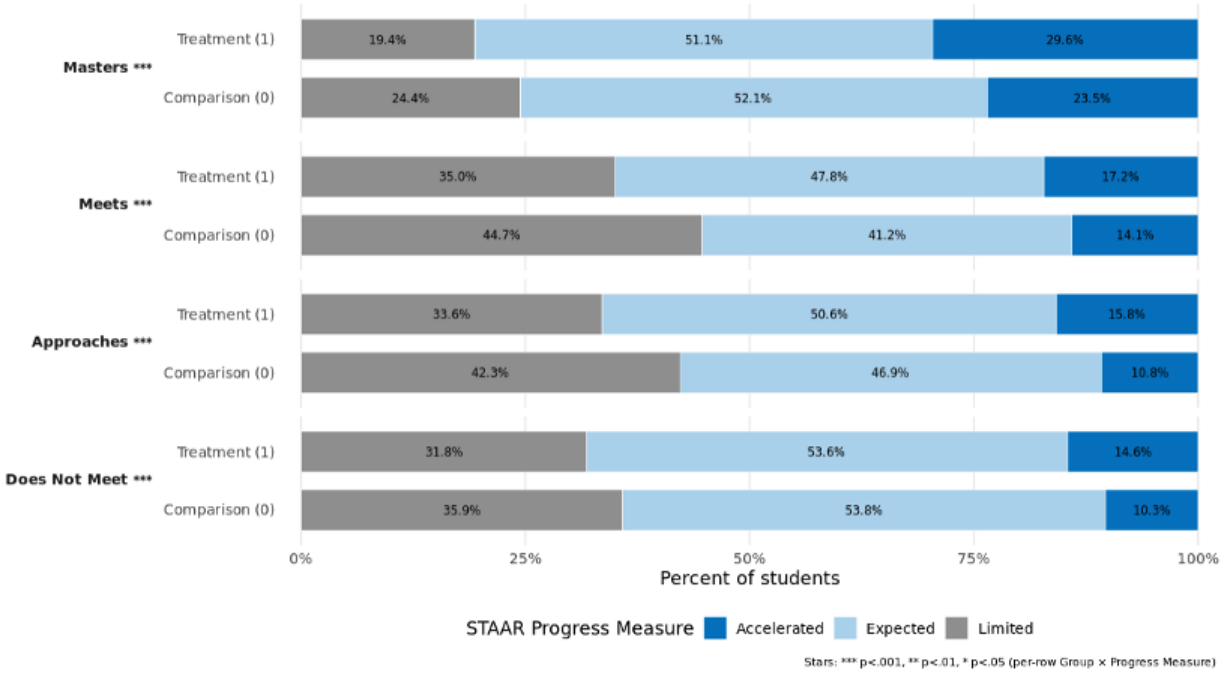
Table 9. Placement Changes on STAAR from Spring STAAR 2024 to Spring STAAR 2025 for Mathematics and RLA

Mathematics				RLA			
Group	**Placement Movement**	**Count**	**Percentage of Group**	**Group**	**Placement Movement**	**Count**	**Percentage of Group**
No PI	Moved Down	8,446	18.7	No PI	Moved Down	2,823	13.4
	Stayed Same	26,204	58.0		Stayed Same	14,300	67.9
	Moved Up	10,517	23.3		Moved Up	3,932	18.7
PI with Fidelity	Moved Down	6,101	13.5	PI with Fidelity	Moved Down	1,834	8.7
	Stayed Same	26,149	57.9		Stayed Same	14,509	68.9
	Moved Up	12,917	28.6		Moved Up	4,712	22.4

Finally, the research analyzed student performance as measured by the STAAR Progress Measure. STAAR Progress Measure provides information about student growth between prior and current year STAAR assessments. The Progress Measure classifies growth into one of three categories: Limited, Expected, or Accelerated. This study analyzed student movement based on student starting placement category. The stacked bar graphs in Figures 6 through 9 compare the distribution of progress measure categories between students using PI with fidelity and their matched non-PI peers. The descriptive results highlight that students using *i-Ready PI* with fidelity consistently showed positive Expected and Accelerated academic growth, beyond that of non-*i-Ready PI* using peers. The results remain positive across all prior-achievement levels, especially in Grades 4 through 8 in mathematics and middle school for reading.

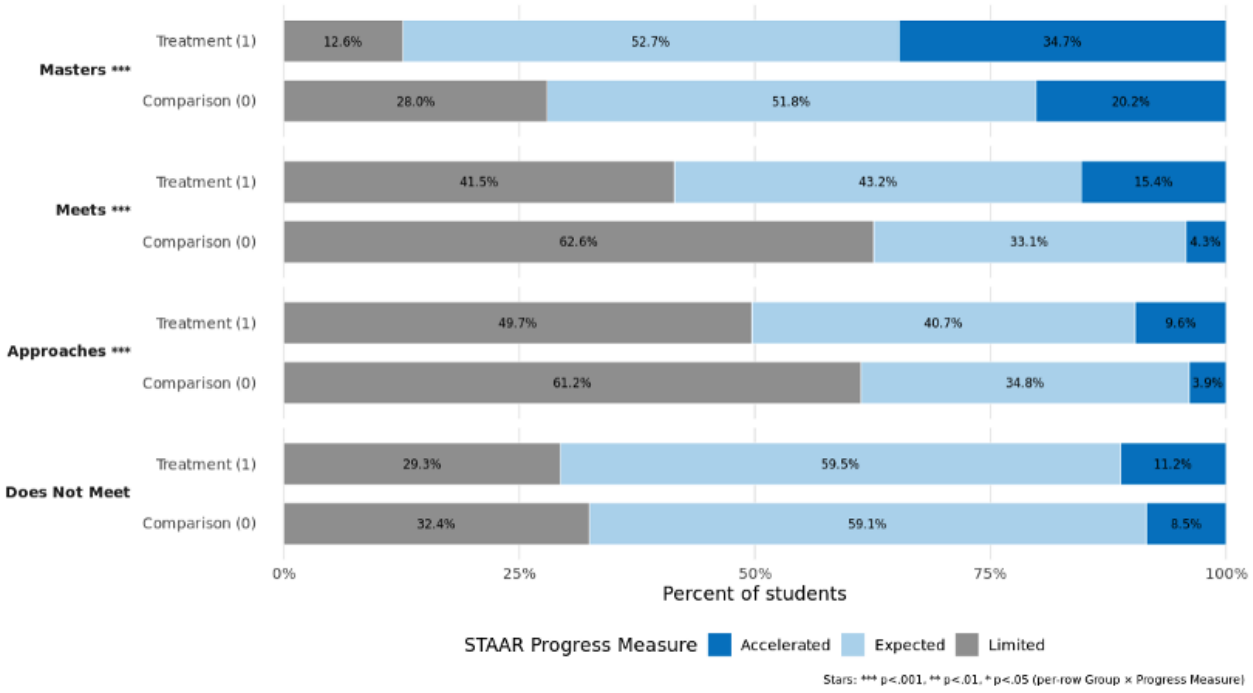
To extend these results, researchers applied a logistic model to measure the likelihood of *i-Ready PI* users meeting Expected or better and Accelerated STAAR Progress Measures The results show that fidelity users of *i-Ready PI* were more likely to achieve growth consistent with, or better than, the Texas growth expectations. Since Progress Measure is designed to reflect student's gain score (current score minus prior-year score) and whether the difference meets or exceeds the expected growth threshold, the findings present strong evidence that *i-Ready PI* users are 6% to 15% more likely to achieve Expected or better progress on STAAR in mathematics and 5% to 14% more likely to achieve Expected or better progress in reading.

Figure 6: STAAR Progress Measure Category by Prior-Year Placement for Grades 4 and 5 Mathematics



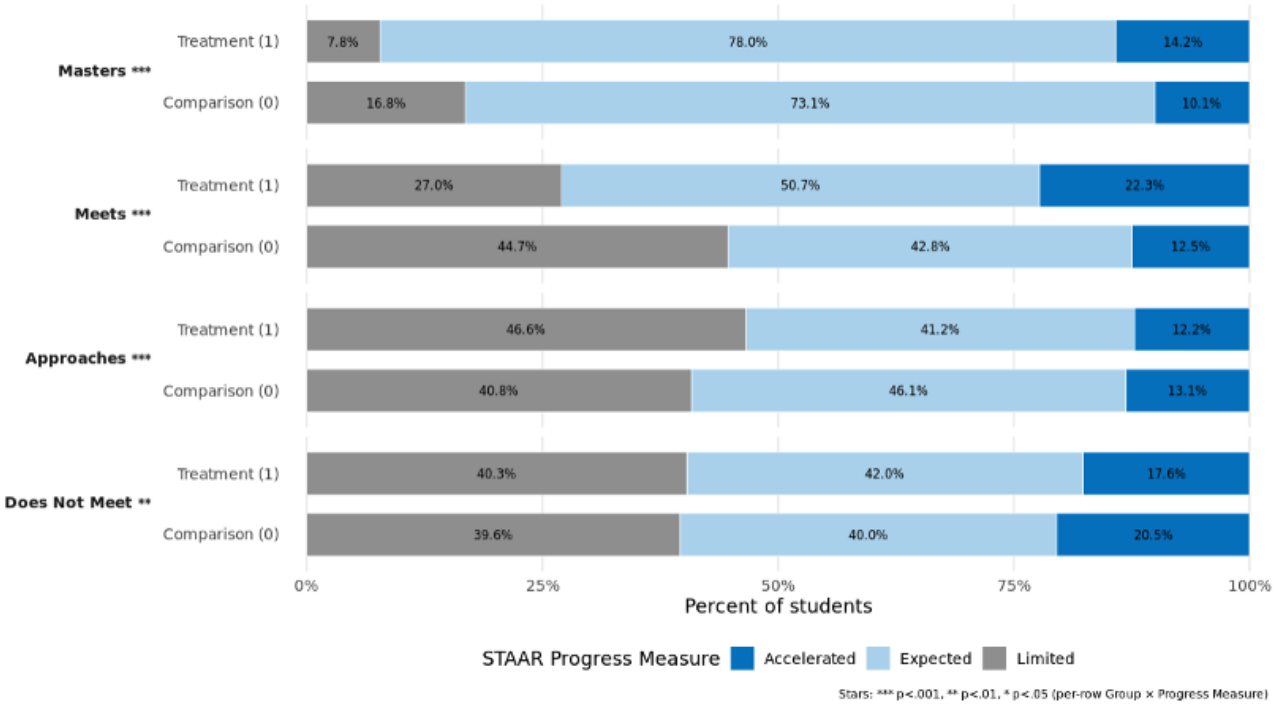
Note. *p>=.05, **p>=.01, ***p>=.001

Figure 7: STAAR Progress Measure Category by Prior-Year Placement for Grades 6 through 8 Mathematics



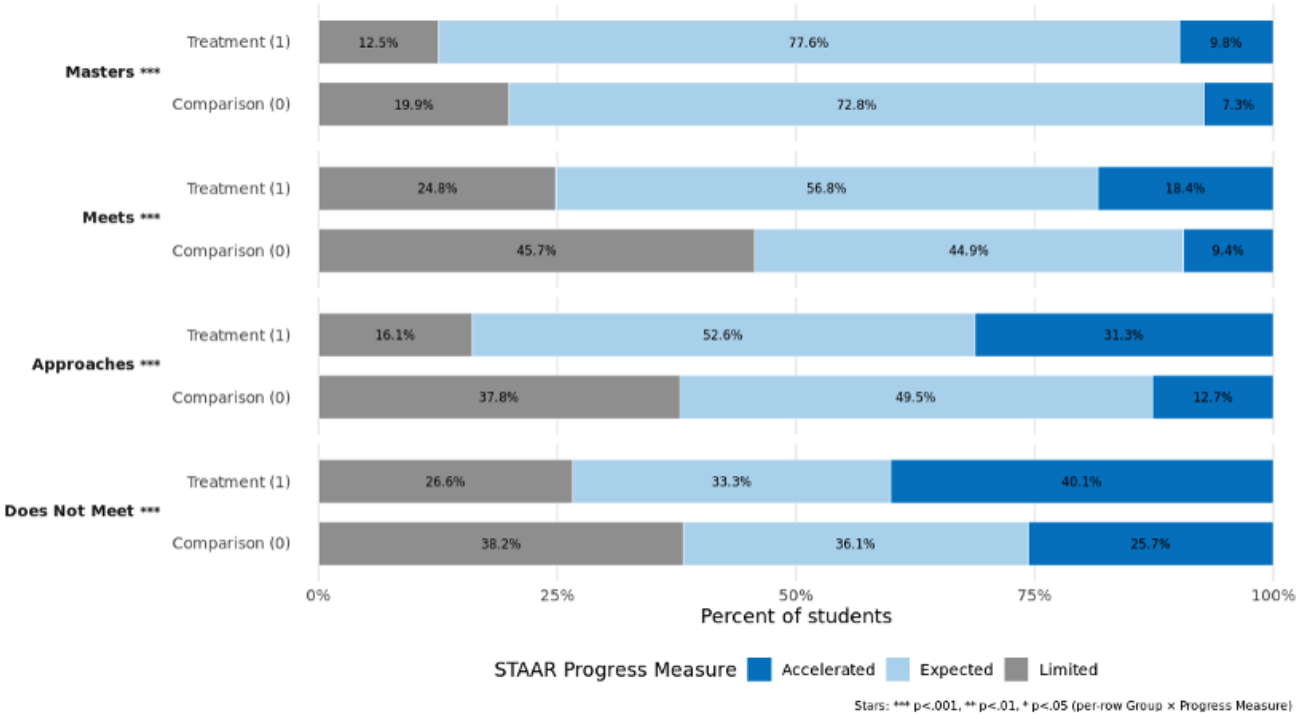
Note. *p>=.05, **p>=.01, ***p>=.001

Figure 8: STAAR Progress Measure Category by Prior-Year Placement for Grades 4 and 5 Reading



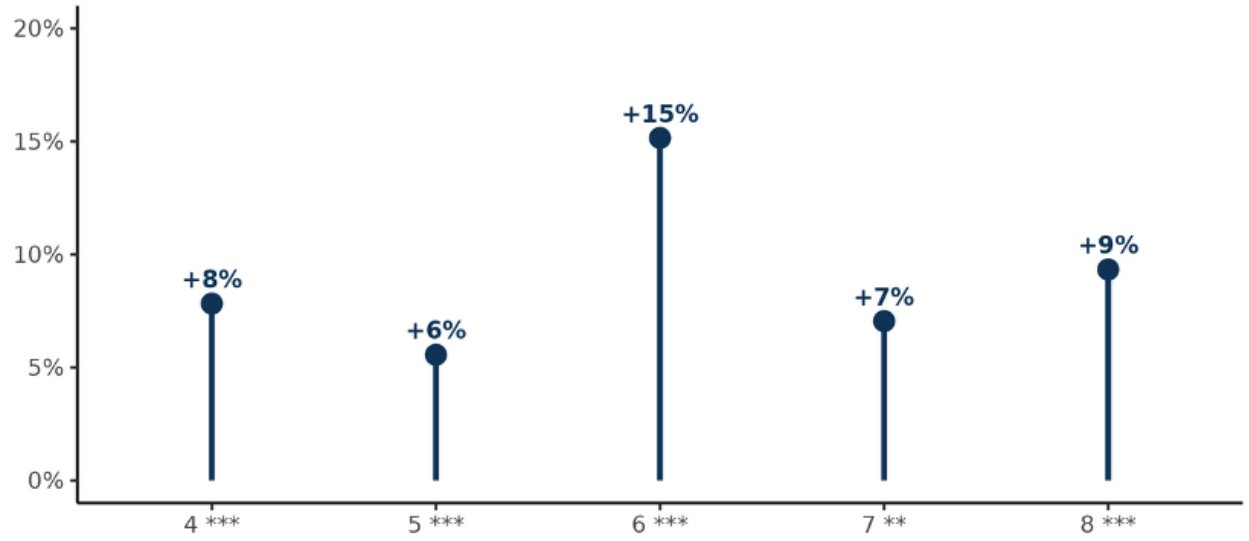
Note. *p>=.05, **p>=.01, ***p>=.001

Figure 9: STAAR Progress Measure Category by Prior-Year Placement for Grades 6 through 8 Reading



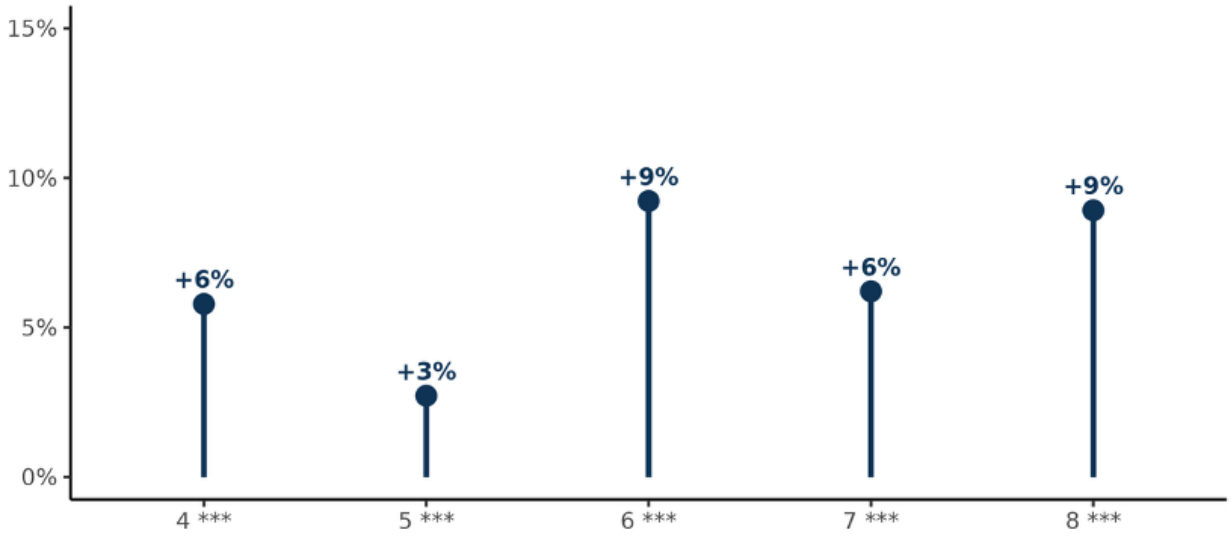
Note. *p>=.05, **p>=.01, ***p>=.001

Figure 10: Probability of Expected-or-Better Progress for *i-Ready PI* Fidelity Users above Peers in Mathematics



Note. *p>=.05, **p>=.01, ***p>=.001

Figure 11: Probability of Expected-or-Better Progress for *i-Ready PI* Fidelity Users above Peers in Reading



Note. *p>=.05, **p>=.01, ***p>=.001

Discussion

The results of this study demonstrate using *i-Ready PI* with fidelity is positively associated with improved STAAR performance in both Mathematics and RLA. The consistent gains across grades, subjects, and demographic groups suggest *i-Ready PI* is a scalable and equitable academic

acceleration strategy. The observed effect sizes, ranging from moderate to large, are comparable to those of large-scale tutoring programs and reinforce the value of computer-assisted personalized instruction models, especially when those tools are implemented with fidelity.

Demographic analyses highlight the potential of using *i-Ready PI* with fidelity among a wide array of students from different backgrounds. Students who are socioeconomically disadvantaged, English Learners, or receiving special education services all benefited from *i-Ready PI* usage, often with larger effect sizes than the overall sample, especially in middle school for RLA. These findings highlight the ability of *i-Ready PI* to deliver differentiated instruction tailored to individual needs.

The movement analyses provide further evidence of impact, showing that *i-Ready PI* fidelity users advanced in STAAR performance levels. The upward mobility is particularly important in the context of post-pandemic learning recovery, where many students have experienced academic setbacks. By helping students move from "Approaches" to "Meets" or from "Meets" to "Masters," *i-Ready PI* fidelity use contributes not only to proficiency rates but also to improving long-term academic trajectories.

These findings underscore the importance of implementation quality. The benefits of *i-Ready PI* are contingent on meeting usage thresholds, such as lesson completion, pass rates, and consistency. Districts should continue to prioritize fidelity monitoring and provide teachers with the tools and training needed to support students in using these tools effectively. Future research should explore the mechanisms of impact, including the role of professional learning, teacher facilitation, instructional alignment of the *i-Ready PI* and state assessments, such as STAAR, as well as the integration of *i-Ready PI* with other instructional supports.

The study's strong quasi-experimental design comparing groups with similar starting achievement baselines (prior-year STAAR scales scores) meets the requirements for ESSA Level 2 evidence. The study highlights that students who use *i-Ready PI* for Mathematics and RLA performed better on Texas STAAR compared to a similar population of students who did not use *i-Ready PI*. *i-Ready PI* can be an important puzzle piece in partnering with schools and teachers to help meet individual instructional needs for students. The evidence of higher scores and movement of students toward higher levels of proficiency highlight the power of *i-Ready PI* to improve student learning in scalable and sustainable ways.

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Appendix

Table 1A: Grade 4 Sample

	Mathematics			RLA		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	24,327	24,327		8,176	8,176	
District Count	149	873		107	703	
School Count	696	3,804		514	3,213	
Mean Prior STAAR Scaled Score	1467.26	1467.11	0	1461.69	1461.59	0
Percentage Socioeconomically Disadvantaged	69.5	69.5	0	65	65.1	0
Percentage English Learners	4.2	4.2	.001	4.4	4.4	-.002
Percentage Special Education Status	23.4	23.4	0	33.6	33.6	0
Percentage Asian	3.3	3.3	.001	5.3	5.4	-.002
Percentage Black	9.3	9.3	0	8.9	8.9	0
Percentage Hispanic	65.5	65.5	-.001	60.2	60.2	0
Percentage No Information Provided	.2	.2	.002	.4	.4	.004
Percentage Two or More Races	1	1	.001	1.5	1.5	0
Percentage White	16	16	0	19.3	19.3	0
Percentage Unknown	4.7	4.7	0	4.4	4.4	.001

Table 2A: Grade 5 Sample

	Mathematics			RLA		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	17,021	17,021		7,112	7,112	
District Count	129	836		90	656	
School Count	611	3,466		470	2,793	
Mean Prior STAAR Scaled Score	1590.26	1590.29	0	1614.82	1614.88	0
Percentage Socioeconomically Disadvantaged	67.9	67.9	0	58.2	58.3	-.001
Percentage English Learners	4.6	4.6	-.001	3.9	3.9	0
Percentage Special Education Status	24.3	24.3	0	26.4	26.4	.001
Percentage Asian	4.1	4.1	0	7.4	7.4	-.001
Percentage Black	8.5	8.5	0	6.4	6.4	.001
Percentage Hispanic	65	65	-.001	57	56.9	.001
Percentage No Information Provided	.3	.2	.005	.3	.3	.003
Percentage Two or More Races	.9	.9	0	1.2	1.2	0
Percentage White	16.4	16.4	0	22.6	22.7	-.001
Percentage Unknown	4.9	4.9	0	5.2	5.2	0

Table 3A: Grade 6 Sample

	Mathematics			RLA		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	2,546	2,546		2,750	2,750	
District Count	65	497		46	465	
School Count	182	1,228		146	1190	
Mean Prior STAAR Scaled Score	1725.69	1725.56	0	1758.05	1758.1	0
Percentage Socioeconomically Disadvantaged	48.4	48.4	0	46.2	46.2	0
Percentage English Learners	9.7	9.7	0	6.8	6.8	.001
Percentage Special Education Status	20.2	20.2	0	13.7	13.7	0
Percentage Asian	12.2	12.2	0	13.8	13.8	0
Percentage Black	8.9	8.9	.001	5.5	5.5	0
Percentage Hispanic	42.1	42.1	0	50	50.2	-.003
Percentage No Information Provided				.3	.3	.014
Percentage Two or More Races	2.5	2.5	0	2.8	2.7	.002
Percentage White	28.9	28.9	0	25.7	25.7	.001
Percentage Unknown	4.9	4.9	-.002	1.9	1.9	0

Table 4A: Grade 7 Sample

	Mathematics			RLA		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	667	667		1,893	1,893	
District Count	48	257		52	421	
School Count	92	512		132	1011	
Mean Prior STAAR Scaled Score	1680.97	1680.39	0	1756.41	1756.87	0
Percentage Socioeconomically Disadvantaged	76.6	76.6	0	59	58.9	.002
Percentage English Learners	28.2	28	.003	11.3	11.3	0
Percentage Special Education Status	30.4	30.6	-.003	14.7	14.7	0
Percentage Asian	3	3	0	4.2	4.3	-.005
Percentage Black	15.7	15.7	0	5.4	5.4	0
Percentage Hispanic	61.2	61.2	0	64.8	64.8	0
Percentage No Information Provided				.4	.3	.019
Percentage Two or More Races	.7	.6	.018	2.3	2.3	0
Percentage White	15.7	15.9	0	21	21	0
Percentage Unknown	3.6	3.6	-.004	2	2	0

Table 5A: Grade 8 Sample

	Mathematics			RLA		
	PI	No-PI	SMD	PI	No-PI	SMD
Student Count	606	606		1,124	1,124	
District Count	41	249		43	349	
School Count	80	463		115	763	
Mean Prior STAAR Scaled Score	1691.44	1691.44	0	1728.95	1728.9	0
Percentage Socioeconomically Disadvantaged	70.6	70.6	0	59.7	59.7	0
Percentage English Learners	21.8	21.8	0	12.1	12.1	0
Percentage Special Education Status	29.4	29.4	0	17.9	17.9	0
Percentage Asian	1.2	1.2	0	2.8	2.8	0
Percentage Black	15.2	15.2	0	6.1	6.1	0
Percentage Hispanic	62	62	0	68.5	68.5	0
Percentage No Information Provided				.3	.3	0
Percentage Two or More Races	2	2	0	1.6	1.5	.007
Percentage White	17	17	0	18.9	18.8	-.002
Percentage Unknown	2.6	2.6	0	2	2	0

Table 6A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Mathematics Models

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept		60.13	.27	222.7	<.001
	i-Ready Personalized Instruction		3.55	.3	11.66	<.001
	Prior Scaled Score (z-scaled)		20.21	.09	231.83	<.001
	Race/Ethnicity	Asian	2.02	.51	3.93	<.001
		Black	-5.04	.36	-14.14	<.001
		Hispanic	-1.62	.26	-6.28	<.001
		No Information Provided	-2.69	1.75	-1.54	.124
		Two or More Races	-1.23	.81	-1.52	.129
		Unknown	-1.44	.42	-3.44	<.001
	Socioeconomically Disadvantaged		-2.52	.2	-12.66	<.001
	English Learner		.38	.42	.92	.356
	Special Education Status		-7.2	.19	-37.41	<.001
Grade 5	Intercept		62.72	.3	211.28	<.001
	i-Ready Personalized Instruction		2.08	.33	6.39	<.001
	Prior Scaled Score (z-scaled)		20.98	.1	209.59	<.001
	Race/Ethnicity	Asian	2.05	.53	3.83	<.001
		Black	-3.02	.41	-7.34	<.001
		Hispanic	-1.56	.29	-5.41	<.001
		No Information Provided	-2.15	1.87	-1.15	.250
		Two or More Races	.24	.96	.25	.803
		Unknown	-.05	.47	-.12	.907
	Socioeconomically Disadvantaged		-2.91	.22	-13.06	<.001
	English Learner		-.81	.45	-1.8	.072
	Special Education Status		-7.54	.22	-34.44	<.001
Grade 6	Intercept		70.82	.59	121.06	<.001

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
	i-Ready Personalized Instruction		5.65	.73	7.7	<.001
	Prior Scaled Score (z-scaled)		18.38	.28	65.43	<.001
	Race/Ethnicity	Asian	2.54	.86	2.95	.003
		Black	-4.53	.97	-4.69	<.001
		Hispanic	-3.53	.66	-5.38	<.001
		Two or More Races	-2.43	1.52	-1.6	.110
		Unknown	.22	1.12	.2	.842
	Socioeconomically Disadvantaged		-5.88	.58	-10.07	<.001
	English Learner		-2.69	.84	-3.21	.001
	Special Education Status		-6.15	.61	-10.14	<.001
Grade 7	Intercept		56.15	1.7	33.02	<.001
	i-Ready Personalized Instruction		3.85	1.4	2.74	.007
	Prior Scaled Score (z-scaled)		21.49	.61	35.44	<.001
	Race/Ethnicity	Asian	-1.82	3.41	-.53	.595
		Black	-3.33	1.96	-1.7	.089
		Hispanic	-2.48	1.68	-1.48	.140
		Two or More Races	-12.04	6.27	-1.92	.055
		Unknown	-2.27	2.99	-.76	.448
	Socioeconomically Disadvantaged		-2.5	1.34	-1.86	.063
	English Learner		-.56	1.33	-.43	.671
	Special Education Status		-5.34	1.19	-4.49	<.001
Grade 8	Intercept		55.26	1.87	29.6	<.001
	i-Ready Personalized Instruction		8.01	1.77	4.52	<.001
	Prior Scaled Score (z-scaled)		16.52	.68	24.25	<.001
	Race/Ethnicity	Asian	-7.03	5.8	-1.21	.226
		Black	-4.25	2.26	-1.88	.061
		Hispanic	-1.55	1.85	-.84	.403
		Two or More Races	5.64	4.35	1.3	.195

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
		Unknown	8.15	3.87	2.11	.035
	Socioeconomically Disadvantaged		-4.75	1.52	-3.13	.002
	English Learner		-2	1.63	-1.23	.219
	Special Education Status		-10.12	1.31	-7.71	<.001

Table 7A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Reading Models

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept		58.26	.37	156.98	<.001
	i-Ready Personalized Instruction		1.38	.33	4.24	<.001
	Prior Scaled Score (z-scaled)		26.25	.16	167.96	<.001
	Race/Ethnicity	Asian	-.17	.64	-.26	.795
		Black	-2.74	.54	-5.07	<.001
		Hispanic	-2.55	.38	-6.8	<.001
		No Information Provided	-.86	2.14	-.4	.688
		Two or More Races	-2.13	1.04	-2.05	.041
		Unknown	-.3	.66	-.46	.649
	Socioeconomically Disadvantaged		-4.21	.32	-13.06	<.001
	English Learner		-1.07	.62	-1.73	.083
	Special Education Status		-8.6	.29	-29.74	<.001
Grade 5	Intercept		67.67	.36	187.06	<.001
	i-Ready Personalized Instruction		2.29	.34	6.77	<.001
	Prior Scaled Score (z-scaled)		24.74	.17	148.17	<.001
	Race/Ethnicity	Asian	-.61	.6	-1.01	.312
		Black	-3.87	.62	-6.21	<.001
		Hispanic	-2.16	.38	-5.7	<.001
		No Information Provided	-1.64	2.63	-.63	.532
		Two or More Races	-1.6	1.23	-1.31	.192

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
		Unknown	-1.62	.65	-2.52	.012
	Socioeconomically Disadvantaged		-4.09	.32	-12.62	<.001
	English Learner		-1.8	.7	-2.58	.01
	Special Education Status		-11.07	.34	-32.37	<.001
Grade 6	Intercept		78.48	.48	164.01	<.001
	i-Ready Personalized Instruction		5.42	.59	9.16	<.001
	Prior Scaled Score (z-scaled)		12.28	.21	59.76	<.001
	Race/Ethnicity	Asian	1.66	.68	2.43	.015
		Black	-2.96	.93	-3.17	.002
		Hispanic	-1.04	.53	-1.96	.05
		Two or More Races	-4.09	9.91	-.41	.68
		Unknown	-.23	1.46	-.16	.872
	Socioeconomically Disadvantaged		-3.89	.45	-8.61	<.001
	English Learner		-5.34	.78	-6.84	<.001
	Special Education Status		-6.42	.57	-11.36	<.001
Grade 7	Intercept		73.75	.63	117.5	<.001
	i-Ready Personalized Instruction		5.06	.62	8.19	<.001
	Prior Scaled Score (z-scaled)		15.84	.25	62.24	<.001
	Race/Ethnicity	Asian	.06	1.24	.05	.963
		Black	-1.91	1.15	-1.66	.096
		Hispanic	-.39	.68	-.57	.571
		No Information Provided	-1.72	4.14	-.42	.678
		Two or More Races	-.07	1.57	-.04	.965
		Unknown	1.82	1.71	1.06	.289
	Socioeconomically Disadvantaged		-2.56	.54	-4.72	<.001
	English Learner		-2.06	.77	-2.68	.007
	Special Education Status		-5.8	.67	-8.62	<.001
Grade 8	Intercept		66.22	.89	74.34	<.001

Grade	Estimate	Category	Coefficient	Standard Error	*t*	*p*
	i-Ready Personalized Instruction		6.93	.79	8.79	<.001
	Prior Scaled Score (z-scaled)		16.64	.35	46.2	<.001
	Race/Ethnicity	Asian	2.19	2.08	1.05	.293
		Black	-5.01	1.53	-3.28	.001
		Hispanic	-1.78	.93	-1.91	.057
		No Information Provided	2.20	6.18	.36	.722
		Two or More Races	-1.93	2.64	-.73	.464
		Unknown	-.6	2.39	-.25	.802
	Socioeconomically Disadvantaged		-1.72	.74	-2.34	.02
	English Learner		-4.57	1.03	-4.46	<.001
	Special Education Status		-7.45	.87	-8.52	<.001

Table 8A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Mathematics Students Identified as Socioeconomically Disadvantaged Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	54.43	.18	303.18	<.001
	i-Ready Personalized Instruction	3.63	.35	10.52	<.001
	Prior Scaled Score (z-scaled)	22.59	.1	218.05	<.001
Grade 5	Intercept	56.87	.2	289.3	<.001
	i-Ready Personalized Instruction	1.91	.37	5.16	<.001
	Prior Scaled Score (z-scaled)	23.76	.12	200.13	<.001
Grade 6	Intercept	62.03	.58	106.06	<.001
	i-Ready Personalized Instruction	6.19	1.01	6.14	<.001
	Prior Scaled Score (z-scaled)	23.86	.42	56.18	<.001
Grade 7	Intercept	49.65	.89	55.55	<.001
	i-Ready Personalized Instruction	3.53	1.59	2.21	.028
	Prior Scaled Score (z-scaled)	23.82	.7	33.92	<.001
Grade 8	Intercept	45.95	1.12	41.14	<.001

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
	i-Ready Personalized Instruction	9.04	2.09	4.32	<.001
	Prior Scaled Score (z-scaled)	19.71	0.96	20.6	<.001

Table 9A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Mathematics Students Identified as English Learners Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	57.38	.63	91.57	<.001
	i-Ready Personalized Instruction	-.16	.99	-.16	.871
	Prior Scaled Score (z-scaled)	21.22	.41	52.21	<.001
Grade 5	Intercept	58.37	.74	78.61	<.001
	i-Ready Personalized Instruction	1.16	1.2	.96	.337
	Prior Scaled Score (z-scaled)	21.94	.49	45.13	<.001
Grade 6	Intercept	60.66	1.49	40.84	<.001
	i-Ready Personalized Instruction	8.88	2.13	4.17	<.001
	Prior Scaled Score (z-scaled)	23.79	1.15	20.68	<.001
Grade 7	Intercept	51.03	1.56	32.63	<.001
	i-Ready Personalized Instruction	1.47	2.49	.59	.555
	Prior Scaled Score (z-scaled)	23.84	1.4	17.05	<.001
Grade 8	Intercept	45.92	2.09	21.95	<.001
	i-Ready Personalized Instruction	8.18	3.39	2.41	.018
	Prior Scaled Score (z-scaled)	17.76	1.75	10.17	<.001

Table 10A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Mathematics Students Identified as Special Education Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	51.12	.28	184.68	<.001
	i-Ready Personalized Instruction	3.29	.43	7.68	<.001
	Prior Scaled Score (z-scaled)	22.92	.18	124.41	<.001
Grade 5	Intercept	53.99	.31	172.38	<.001
	i-Ready Personalized Instruction	2.18	.48	4.55	<.001
	Prior Scaled Score (z-scaled)	24.98	.21	116.68	<.001
Grade 6	Intercept	61.2	.94	64.88	<.001
	i-Ready Personalized Instruction	6.84	1.44	4.74	<.001
	Prior Scaled Score (z-scaled)	23.81	.63	35.88	<.001
Grade 7	Intercept	46.09	1.55	29.84	<.001
	i-Ready Personalized Instruction	5.2	2.47	2.11	.037
	Prior Scaled Score (z-scaled)	23.32	1.38	16.85	<.001
Grade 8	Intercept	38.47	1.63	23.59	<.001
	i-Ready Personalized Instruction	10.14	2.67	3.8	<.001
	Prior Scaled Score (z-scaled)	16.93	1.09	15.49	<.001

Table 11A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Reading Students Identified as Socioeconomically Disadvantaged Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	49.45	.25	199.22	<.001
	i-Ready Personalized Instruction	.97	.4	2.43	.015
	Prior Scaled Score (z-scaled)	29.06	.18	158.86	<.001
Grade 5	Intercept	60.02	.27	223.26	<.001
	i-Ready Personalized Instruction	1.67	.43	3.93	<.001
	Prior Scaled Score (z-scaled)	30.35	.18	164.94	<.001
Grade 6	Intercept	72.02	.46	156.46	<.001
	i-Ready Personalized Instruction	7.2	.77	9.37	<.001
	Prior Scaled Score (z-scaled)	14.84	.3	49.58	<.001
Grade 7	Intercept	69.84	.45	156.42	<.001
	i-Ready Personalized Instruction	5.61	.73	7.74	<.001
	Prior Scaled Score (z-scaled)	18.07	.3	59.76	<.001
Grade 8	Intercept	60.31	.63	95.24	<.001
	i-Ready Personalized Instruction	8.27	.98	8.45	<.001
	Prior Scaled Score (z-scaled)	17.32	.44	39.29	<.001

Table 12A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Reading Students Identified as English Learners Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	49.41	1.09	45.13	<.001
	i-Ready Personalized Instruction	-.31	1.6	-.2	.845
	Prior Scaled Score (z-scaled)	24.55	.73	33.53	<.001
Grade 5	Intercept	60.19	1.21	49.79	<.001
	i-Ready Personalized Instruction	2.55	1.67	1.53	.128
	Prior Scaled Score (z-scaled)	28.37	.79	35.82	<.001
Grade 6	Intercept	68.96	1.31	52.68	<.001
	i-Ready Personalized Instruction	11	1.79	6.16	<.001
	Prior Scaled Score (z-scaled)	19.26	.92	21.02	<.001
Grade 7	Intercept	69.32	1.18	58.68	<.001
	i-Ready Personalized Instruction	8.99	1.63	5.52	<.001
	Prior Scaled Score (z-scaled)	20.2	.75	27.01	<.001
Grade 8	Intercept	58.25	1.49	39.05	<.001
	i-Ready Personalized Instruction	8.48	2.07	4.09	<.001
	Prior Scaled Score (z-scaled)	19.21	.97	19.85	<.001

Table 13A: Fixed-Effect Estimates for *i-Ready PI* with Fidelity Reading Students Identified as Special Education Models

Grade	Estimate	Coefficient	Standard Error	*t*	*p*
Grade 4	Intercept	45.83	.36	127.67	<.001
	i-Ready Personalized Instruction	.29	.49	.59	.556
	Prior Scaled Score (z-scaled)	27.71	.29	97.2	<.001
Grade 5	Intercept	55.37	.46	120.28	<.001
	i-Ready Personalized Instruction	1.05	.59	1.79	.074
	Prior Scaled Score (z-scaled)	28.16	.3	92.77	<.001
Grade 6	Intercept	73.11	.87	83.79	<.001
	i-Ready Personalized Instruction	5.6	1.26	4.44	<.001
	Prior Scaled Score (z-scaled)	19.21	.54	35.46	<.001
Grade 7	Intercept	67.95	1.02	66.4	<.001
	i-Ready Personalized Instruction	6.82	1.47	4.65	<.001
	Prior Scaled Score (z-scaled)	20.7	.63	32.85	<.001
Grade 8	Intercept	57.23	1.24	46.33	<.001
	i-Ready Personalized Instruction	8.65	1.87	4.64	<.001
	Prior Scaled Score (z-scaled)	20.06	.78	25.87	<.001