

# *i-Ready Personalized Instruction* and Texas 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 Texas state assessment, the State of Texas Assessments of Academic Readiness (STAAR), Curriculum Associates evaluated STAAR scores and proficiency levels. Analyses included 48,601 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 and were more likely to be proficient in most grades. For mathematics, fidelity users showed higher state test scores for all grades and were more likely to be proficient in most grades.



### RESEARCH SAMPLE

48,601 students

168 schools

16 districts

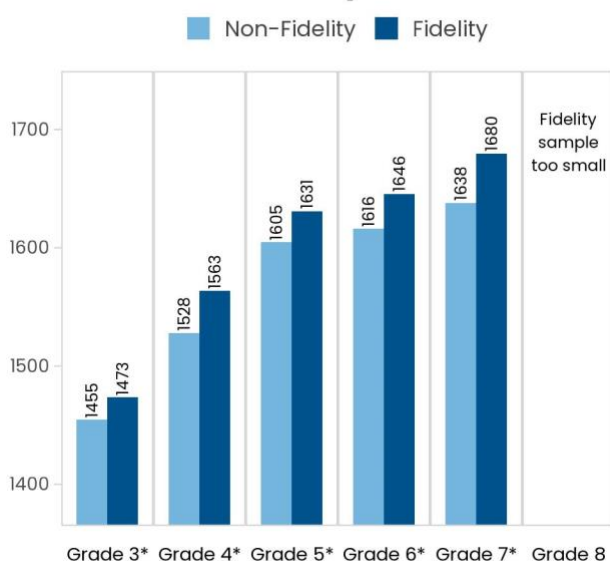
### FIDELITY USE

≥ 70% pass rate

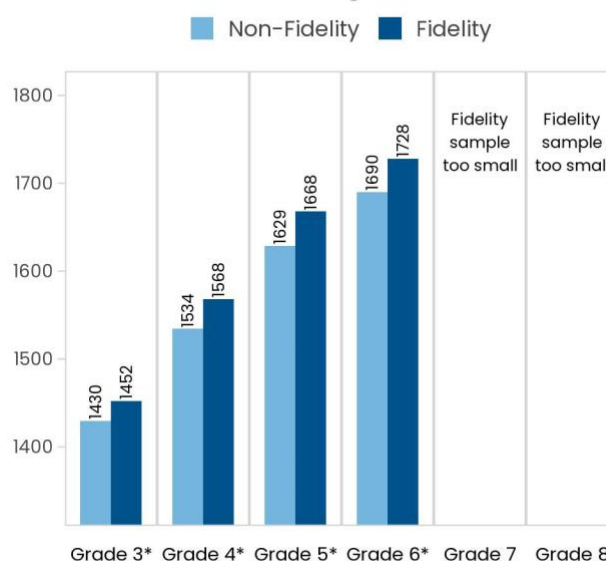
≥ 18 weeks per year

≥ 30 minutes per week

**STAAR Reading Scores by Fidelity Use**



**STAAR Mathematics Scores by Fidelity Use**



**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.