

i-Ready and Screen Time: A Balanced, Evidence-Based Approach

Effective learning is teacher-led and human-centered. Technology can support that work when it is used in small, purposeful ways, aligned to instruction and backed by evidence.

District leaders are evaluating not just whether technology is used, but which tools are worth the time and investment.

What Matters in Evaluating Instructional Tools

Across districts, strong decisions tend to focus on a few key questions:

- Does the tool show **evidence of measurable impact**?
- Is it used in a **limited, intentional way**?
- Does it **connect directly to instruction**?
- Is implementation supported through **professional learning and guidance**?
- Can it be used **consistently across classrooms and student groups**?

How *i-Ready* Is Designed to Fit

i-Ready is designed as one component of a broader instructional approach:

- **30–49 minutes of active lesson time per subject per week** (~5% of total instruction)
- Used in **short, structured sessions**
- Supports **teacher-led instruction**

Students spend most of their day in **discussion, reading, writing, and hands-on learning**.

From Assessment to Instruction

i-Ready connects assessment and instruction in a way that directly supports classroom practice:

- Provides **clear insight into student needs**
- Helps teachers **group students and target instruction**
- Supports **ongoing progress monitoring**

The goal is to make data **usable and actionable**, not just available.

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What the Evidence Shows

Research across multiple states, grade levels, and student populations shows:

- Students using *i-Ready* as recommended demonstrate **stronger reading and math outcomes** than comparable peers
- Studies show **effect size gains** associated with meaningful improvements in student learning
- Findings are validated by **independent research organizations** and external review bodies

Why Implementation Matters

Research findings are tied to how *i-Ready* is used in practice. Strongest results are seen when use is:

- **Consistent** across the school year
- **Limited and focused** through short weekly sessions
- **Aligned to classroom instruction**

This reflects a **precision approach**, not increased time.

Supporting Implementation at Scale

Effective use depends on how well educators are supported. *i-Ready* implementations leverage:

- **Professional learning led by experienced educators**
- Guidance on **recommended usage and pacing**, plus how to monitor for instructional alignment, balance, and consistency
- Support for connecting **data to instruction**
- Ongoing resources to support **consistent, high-quality use**

This helps ensure that tools are used **thoughtfully and effectively across classrooms**.

Closing Perspective

In a limited school day, every tool must earn its place. Evidence shows that **quality, alignment, and implementation**—not volume—drive results.

i-Ready reflects that approach: a limited, structured use of time, supported by research and designed to help teachers and students make measurable progress.

It's the difference between time spent and time well spent.