

i-Ready Personalized Instruction Contributes to Stretch Growth[®] Attainment

Reading and Mathematics
Curriculum Associates Research
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Given declines in academic achievement and limited recovery post-pandemic (Curriculum Associates, 2023a), it is critical to find ways to accelerate student growth in attempts to recover unfinished learning. Quantifying this accelerated growth, both determining *how much* and in *what areas*, is necessary for educators to support students in progressing to grade level.

Previous research has shown *i-Ready's* Stretch Growth metric provides a path for students to reach grade-level proficiency (Rome & Daisher, 2022; Rome & Daisher, 2023; Curriculum Associates, 2023b). Exploring practices that aid in reaching Stretch Growth goals is a critical next step for identifying ways to recover unfinished learning. Earlier research has identified *i-Ready Personalized Instruction* (i.e., *i-Ready PI*) as an evidence-based tool for supplemental instruction (Cook & Ross, 2022; Curriculum Associates, 2022; Curriculum Associates, 2020).

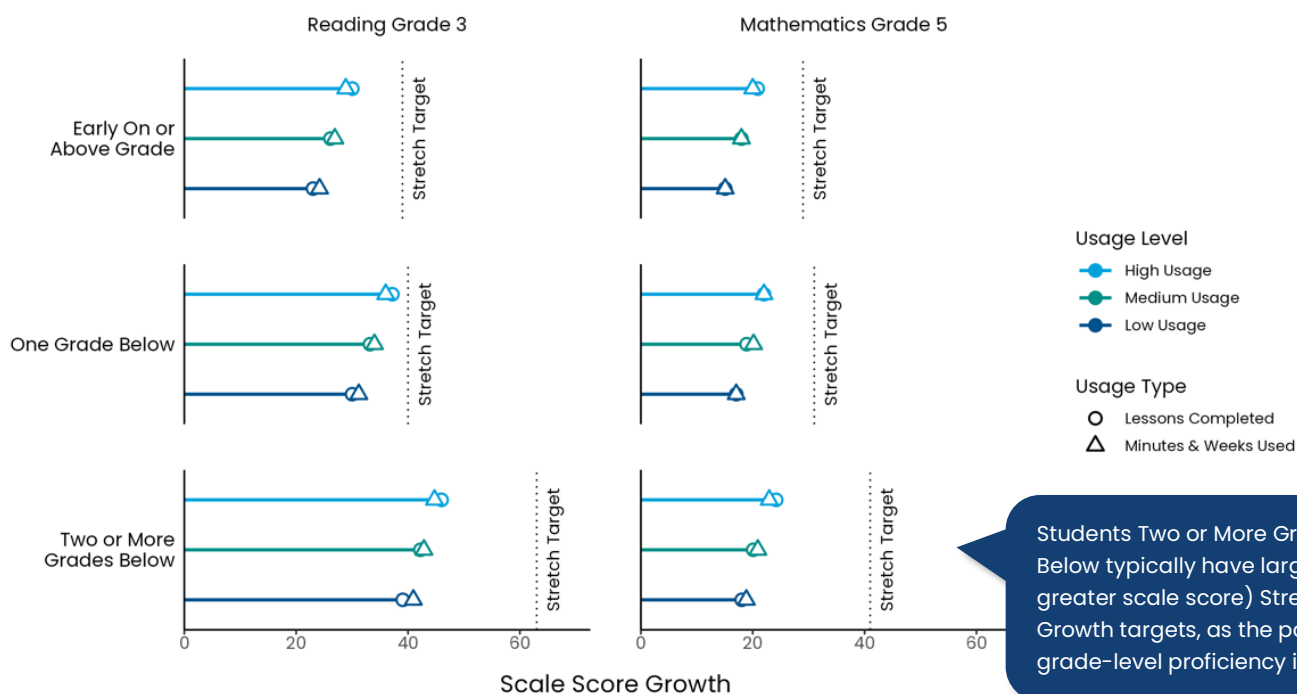
Previous work in this series examined *i-Ready PI* usage among students who did and did not meet Stretch Growth (Curriculum Associates, 2023a). To build on this research, we examined if increased use of *i-Ready PI* improved student performance on their Stretch Growth targets. The sample included more than 2.4 million students who used *i-Ready PI* for the 2021–2022 and 2022–2023 school years.

Key Findings

Students are projected to meet more of their Stretch Growth goal with increased usage of *i-Ready Personalized Instruction*.

- As students used *i-Ready* PI more consistently (i.e., more minutes per week and weeks per year or completed more lessons), there was a corresponding increase in the percent of their Stretch Growth target met (Figure 1).
- i-Ready* PI may be an instructional practice that provides small but incremental and significant increases to the percent of Stretch Growth met.

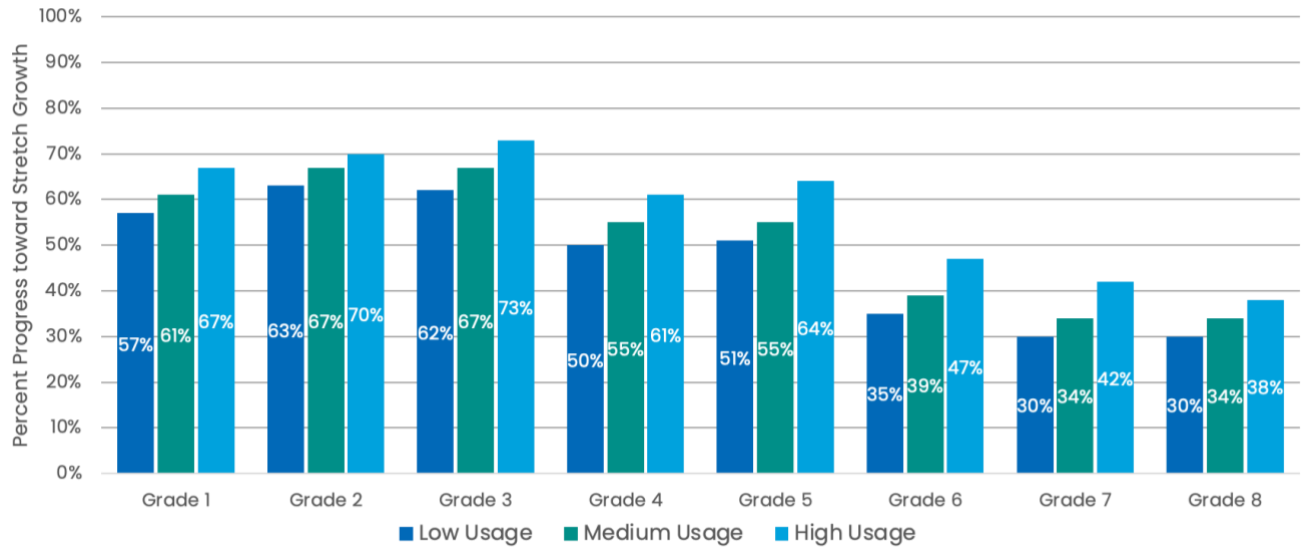
Figure 1. Progress toward Stretch Growth by Usage Threshold and Placement Level



Percent increases differ but patterns remain consistent across grade and placement.

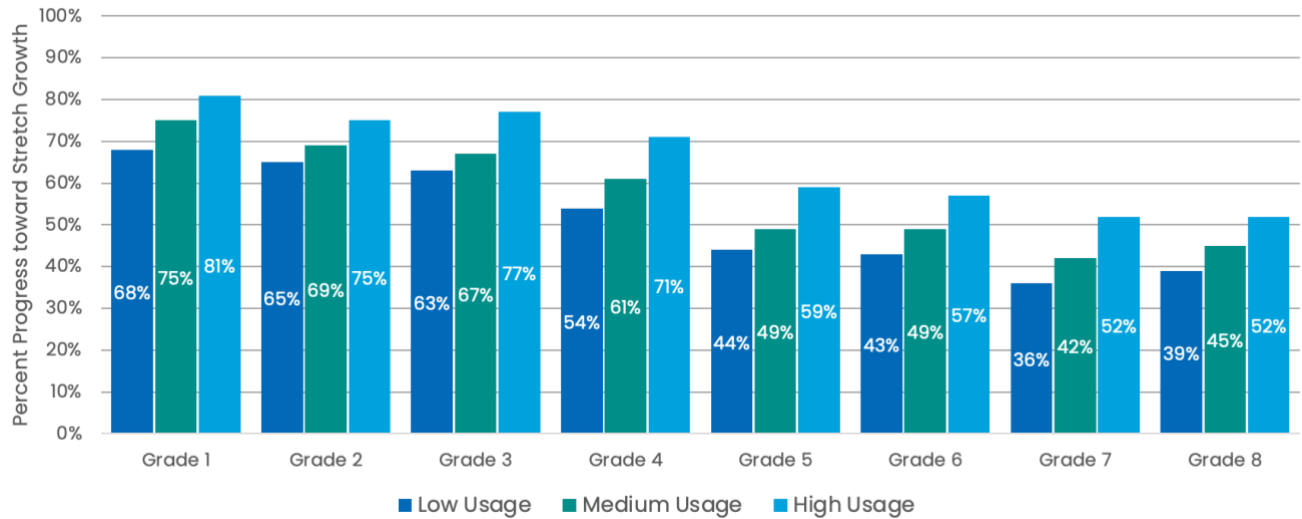
- Completing *i-Ready* PI lessons increased the progress toward Stretch Growth at different rates depending on students' placement and grade (Figures 2 and 3).
- Generally, the impact of *i-Ready* PI usage on progress toward Stretch Growth was reduced for middle school students. By middle school, students may have years of compounded gaps in learning, creating challenges making accelerated growth to reach grade level.
- Students Two or More Grades Below demonstrated the smallest percent increases in Stretch Growth attainment with greater usage. These trends are expected, as the effect of *i-Ready* PI lessons are likely smaller for students who require the most support to achieve ambitious growth targets. Use of *i-Ready* PI still significantly increased student progress toward Stretch Growth targets for these students.

Figure 2. Percent Progress toward Stretch Growth by Usage Threshold (Unique Lessons Completed) and Grade for Students Two or More Grades Below—Reading



Note. All students began Year 1 (Y1) Two or More Grade Levels Below.

Figure 3. Percent Progress toward Stretch Growth by Usage Threshold (Unique Lessons Completed) and Grade for Students Two or More Grades Below—Mathematics



Note. All students began Y1 Two or More Grade Levels Below.

Study Overview

To understand how *i-Ready* PI usage was associated with Stretch Growth attainment, we analyzed the association between student use of *i-Ready* (minutes and weeks used, or lessons completed) and their spring scale score, accounting for their fall scale score. To relate this to the Stretch Growth target, we determined the median fall scale score for each placement level and projected growth for this fall scale score. This growth metric (i.e., gain score) was divided by the Stretch Growth target for that placement level to determine the percent progress toward Stretch Growth. We then analyzed if students were projected to meet a higher percentage of their target as they reached higher usage thresholds, designated by the 20th percentile of usage (i.e., low usage), median usage (i.e., medium usage), and the 80th percentile of usage (i.e., high usage) for the study sample.

The study used data from students who completed the *i-Ready Diagnostic* for Reading or for Mathematics during the fall and spring testing windows of the 2021–2022 (Y1) and 2022–2023 (Y2) school years. Students were in Grades K–7 in Y1 and Grades 1–8 in Y2. Students were included if they attended a school with at least five students per grade level and school year and if they had completed at least one *i-Ready* PI online lesson between their fall and spring Diagnostics each year. This sample included more than 2.4 million students for reading and more than 3 million students for mathematics.

For full details of research methodology, sample, and findings, see the technical report (Curriculum Associates, 2023b).

References

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