i-Ready® Classroom Mathematics and California Assessment Performance

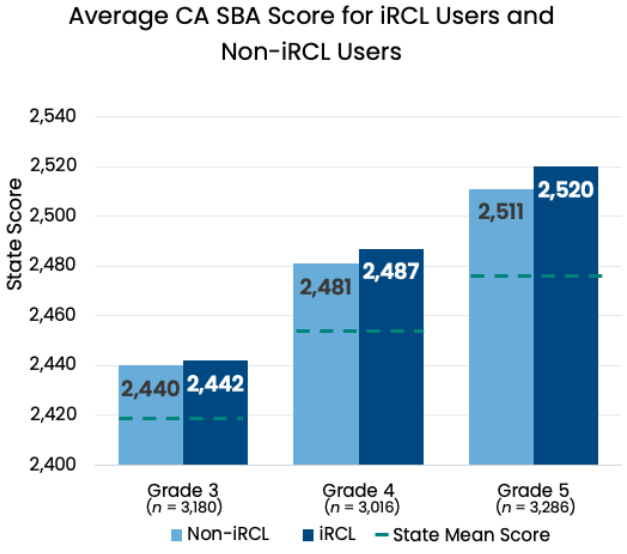
To understand the relationship between the use of *i-Ready Classroom Mathematics* (iRCL) core curriculum in California and performance on the Smarter Balanced Assessment (SBA) in mathematics, Curriculum Associates evaluated 2021-2022 SBA mathematics scores and proficiency levels for students with access to iRCL compared to students without access to iRCL. The study is based on more than 9,000 California students in Grades 3-5. The results demonstrate that students attending schools with iRCL demonstrate higher overall state test scores and proficiency rates compared to students attending schools that do not leverage iRCL. However, these differences did not result in statistically significant SBA achievement and growth results.

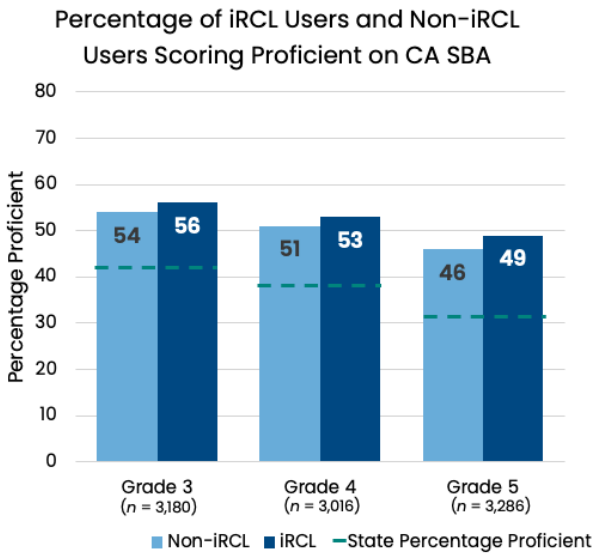
Key Takeaways:

- Students attending schools using iRCL **demonstrate higher state test scores** than comparable students in non-iRCL schools across Grades 3-5.
- In schools using iRCL, a **higher percentage of students score proficient on state tests** in Grades 3-5 compared to similar students in non-iRCL schools.
- The study design meets ESSA Level II criteria.

Table 1. iRCL, Non-iRCL, and State-Level Student Characteristics and Matching for Grades 3-5

iRCL Status	Student Count	Mean Fall Diagnostic Score	Economically Disadvantaged	Disability Status	English Learner	Female	Black	Hispanic	White
iRCL	4,741	443.41	44.13%	12.13%	22.57%	49.06%	.98%	55.63%	31.21%
Non-iRCL	4,741	442.34	44.10%	12.56%	24.00%	48.72%	.99%	56.71%	29.39%
State	1,302,146	-	61.78%	14.28%	22.42%	48.68%	5.14%	55.58%	20.76%





Note: Results significant for Grade 5 in SBA score. Matching was also done for each grade.
Methods: Propensity score matching allowed for the comparison of 9,482 Grades 3-5 students in California, matched on fall Diagnostic scores and demographics to help isolate the effect of iRCL on students' 2022 SBA scores. After matching, groups were appropriately balanced on the variables of interest (see Table 1), with standardized mean differences of <.25. Balancing groups allowed significance testing to be conducted to evaluate the differences in SBA scores and percentage proficient on the SBA between students with iRCL access and those without iRCL access. A secondary hierarchical linear modeling statistical approach was applied on the final matched dataset to account for the school students in the sample attended.