

# ***Ready*® Reading Efficacy: Evaluating the Impact on Student Learning Consistent with ESSA Evidence Standards**

Curriculum Associates Research Brief | February 2020

## **Overview**

This brief describes Curriculum Associates' research evidence base for *Ready Reading* as well as our commitment to research. This brief is designed to meet the requirements of ESSA Level 3 and 4 evidence standards.

## ***Ready Reading* Key Claims**

*Ready Reading* is a rigorous standards-based program that builds strong, independent readers through instruction and practice with high-interest, informational and literary texts. Built from scratch to meet Common Core expectations, *Ready Reading* provides a powerful combination of complex texts and thoughtful instruction. In *Ready Reading*:

- Instruction is organized around a confidence-building, gradual release of responsibility model.
- A consistent Read, Think, Talk, Write instructional model fosters engagement and builds student autonomy.
- Close reading habits are taught in the context of complex texts that reach across the content areas.

*Ready Reading's* teacher tools are designed to support powerful, effective teaching. A comprehensive Teacher Resource Book provides point-of-use strategies and routines and tips that support best-practice teaching.

Another important resource in helping districts understand how *Ready Reading* is designed to work is the *Ready Reading* Logic Model. The model on the following page visually depicts how *Ready Reading* can be used with various teaching strategies and activities to yield certain outputs, which in turn result in short-term outcomes, long-term outcomes, and generalized impacts.



| Resources  | Strategies and Activities   | Outputs  | Short-Term Outcomes  | Long Term Outcomes  | Impacts   |
|--|---|--|--|---|---|
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| <ul style="list-style-type: none"> <li>▪ <i>Ready</i></li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers access standards aligned lessons with point-of-use guidance and embedded teacher support</li> <li>▪ Teachers monitor and provide scaffolding to address the needs of diverse learners</li> <li>▪ Students are exposed to highly engaging, complex texts from a wide range of genres</li> <li>▪ Students read closely and cite text-based evidence</li> <li>▪ Students build content knowledge</li> <li>▪ Students are taught academic vocabulary embedded within instruction integrating writing, speaking and listening and language standards</li> <li>▪ Students practice full-length assessments that mirror the format, question types, and rigor of state tests including simulated tech-enhanced item types</li> </ul> | <ul style="list-style-type: none"> <li>▪ <i>Ready</i> informal assessment data from Student Book (Think, Talk, Write; Independent Practice)</li> <li>▪ Student Assessment Book full-length test responses</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers spend less time searching for appropriate, standards aligned resources</li> <li>▪ Teachers maximize instructional hours</li> <li>▪ Students are more engaged in the classroom</li> </ul> | <ul style="list-style-type: none"> <li>▪ Teachers’ instructional strategies and best practices improve</li> <li>▪ Students receive high-quality, standards aligned instruction</li> </ul> | <ul style="list-style-type: none"> <li>▪ Students are proficient in reading comprehension</li> <li>▪ Increased student growth</li> <li>Increased percent of students on-grade level for reading</li> <li>Increased percent of students passing end-of-year state summative Reading/ELA test</li> <li>▪ More students are on track for college and career success</li> </ul> |



## Summary of *Ready Reading* Research

Curriculum Associates has conducted several research studies examining the effectiveness of *Ready Reading*.

- In one study, schools using *Ready Reading* and *Ready Mathematics* during the 2017-2018 school year achieved greater New York State Test scores in Grades 3–8 compared to schools without *Ready*. In both ELA and Mathematics, schools using *Ready Reading* and *Ready Mathematics* outperformed comparable schools not using these programs by roughly one decile. Because the study controlled for selection bias and key demographic characteristics, it serves as evidence for *Ready Reading* and *Ready Mathematics* research that meets ESSA Level 3 evidence standards. The study was conducted in Grades 3-8 (and not K-2) because these are the elementary and middle school grades for which ESSA requires summative state assessments. This study is summarized in the Proven to Work publication: <https://www.curriculumassociates.com/-/media/mainsite/files/i-ready/research-overview-proven-to-work-brochure-2019.pdf?la=en&hash=1C132E890531FFEB3D8A0D483AE26F31>
- In a second study, *Ready Reading* was implemented at Joseph W. Grier Academy elementary school in North Carolina with students in Grades K-5 during the 2012-2013 school year. Results showed that students in Grades 3-5 experienced a statistically significant higher percentile ranking on the North Carolina End-of-Grade assessment. Findings were reported for Grades 3-5 (and not K-2) because these are the elementary school grades for which ESSA requires summative state assessments. This study is summarized in the *Ready Reading* Common Core Program Sampler.
- In a third study, HumRRO, a third-party research firm, conducted a quasi-experimental study designed to meet ESSA Level 2 criteria to examine the Supplemental Blended Program in Reading. The Supplemental Blended Program in Reading includes the *i-Ready Diagnostic*, *i-Ready Personalized Instruction*, and *Ready Reading* used as a supplement to the core instruction. The study examined the effectiveness of the Supplemental Blended Program for early elementary students in Grades K–2 during the 2016–2017 school year. Analyses using propensity score matching and hierarchical linear modeling found that school-level implementation of the Supplemental Blended Program in Reading for Grades K–2 resulted in increased student achievement compared to schools using only the *i-Ready Diagnostic*. The full report is available here: <https://www.curriculumassociates.com/research-and-efficacy/i-ready-evidence-impact#ESSAstudy12>

## Commitment to Future Research

Curriculum Associates is committed to supporting districts in the development of research evaluating the effectiveness of *Ready Reading*. Districts can evaluate the effectiveness of *Ready Reading* using their own data. Although research that meets the requirements of ESSA Level 2 can be challenging for most districts, there are many possible study designs that could meet ESSA Level 3. ESSA Level 3 requires promising evidence of a products' effectiveness when controlling for selection bias.

One possible study design that is feasible for a district to conduct examines the question of whether students in classrooms where the teacher has access to *Ready Reading* in addition to *i-Ready Diagnostic* and *Online Instruction* experience greater growth than students in classrooms that only use *i-Ready Diagnostic*. To answer this question, a district can assign classrooms with *Ready Reading* to a treatment group and classrooms with *i-Ready Diagnostic* only to the comparison group. A district can use their students' *i-Ready Diagnostic* data to conduct the analysis, and decide whether they are interested in student growth scores or achievement scores. It is important to note that if a district is interested in measuring student growth, they must have *i-Ready Diagnostic* data from at least two years to be able to control for prior achievement. Using an analysis of covariance (ANCOVA), the district can examine whether students in classrooms with access to the *Ready Reading* are associated with greater growth or achievement compared to students in classrooms without *Ready Reading*, when controlling for prior achievement. One of these



options may yield promising evidence for the claim that students in classrooms with teachers using *Ready Reading* experience greater growth than students in classrooms without *Ready Reading*. Correlational studies in accordance with ESSA Level 3 requirements are viable options to generate evidence of effectiveness.

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