i-Ready® Classroom Mathematics and Ohio State Assessment Performance

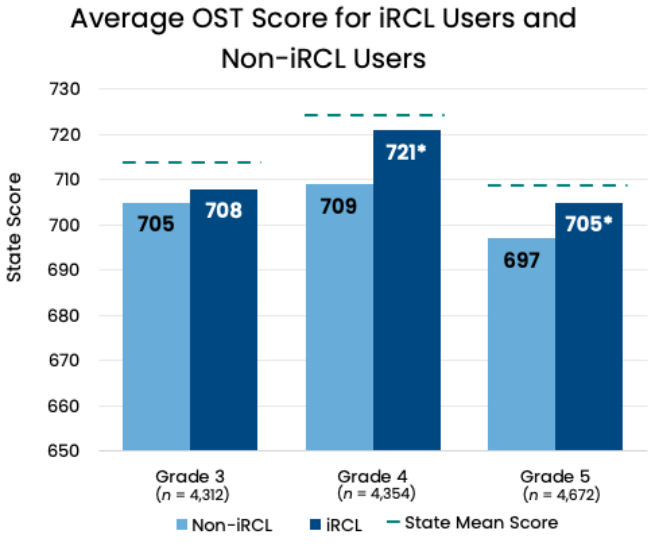
To understand the relationship between the use of *i-Ready Classroom Mathematics* (iRCL) core curriculum and performance on Ohio's State Test (OST) in mathematics, Curriculum Associates evaluated 2022–2023 OST mathematics scores and proficiency levels for students with access to iRCL compared to students without access to iRCL. The study is based on more than 13,000 Ohio students in Grades 3–5. The results demonstrate positive differences for students attending schools with iRCL across state scores and proficiency compared to students attending schools that do not leverage iRCL. These differences were statistically significant for students in Grades 4 and 5 during the time of the study.

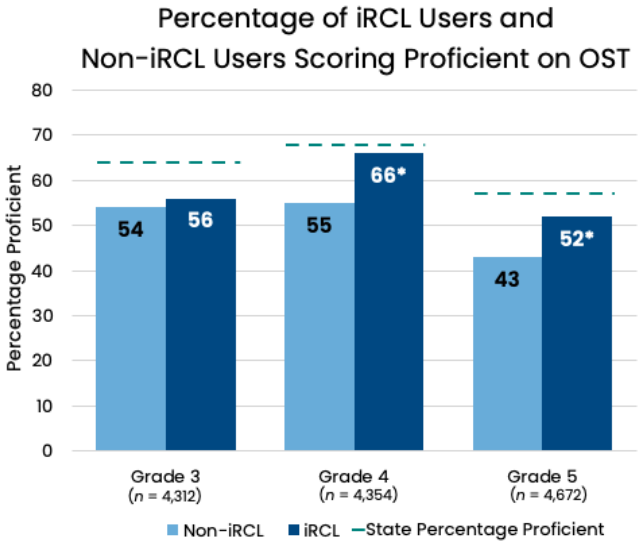
Key Takeaways:

- 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 proportion 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	6,466	436.8	54.14%	21.16%	11.14%	48.35%	16.71%	14.63%	57.4%
Non-iRCL	6,466	436.9	53.22%	16.86%	4.33%	48.97%	18.74%	6.86%	63.4%
State	338,360	-	47.45%	15.11%	4.75%	48.54%	13.89%	6.88%	68.6%





Notes: Results are significant for Grades 4 and 5 in OST score and proficiency measures. Matching was also done for each grade.
Methods: Propensity score matching allowed for the comparison of 13,000 Ohio Grades 3–5 students matched on fall Diagnostic scores and demographics to help isolate the effect of iRCL on OST. 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 OST scores and percentage proficient on the OST between students with iRCL access and those without iRCL access.