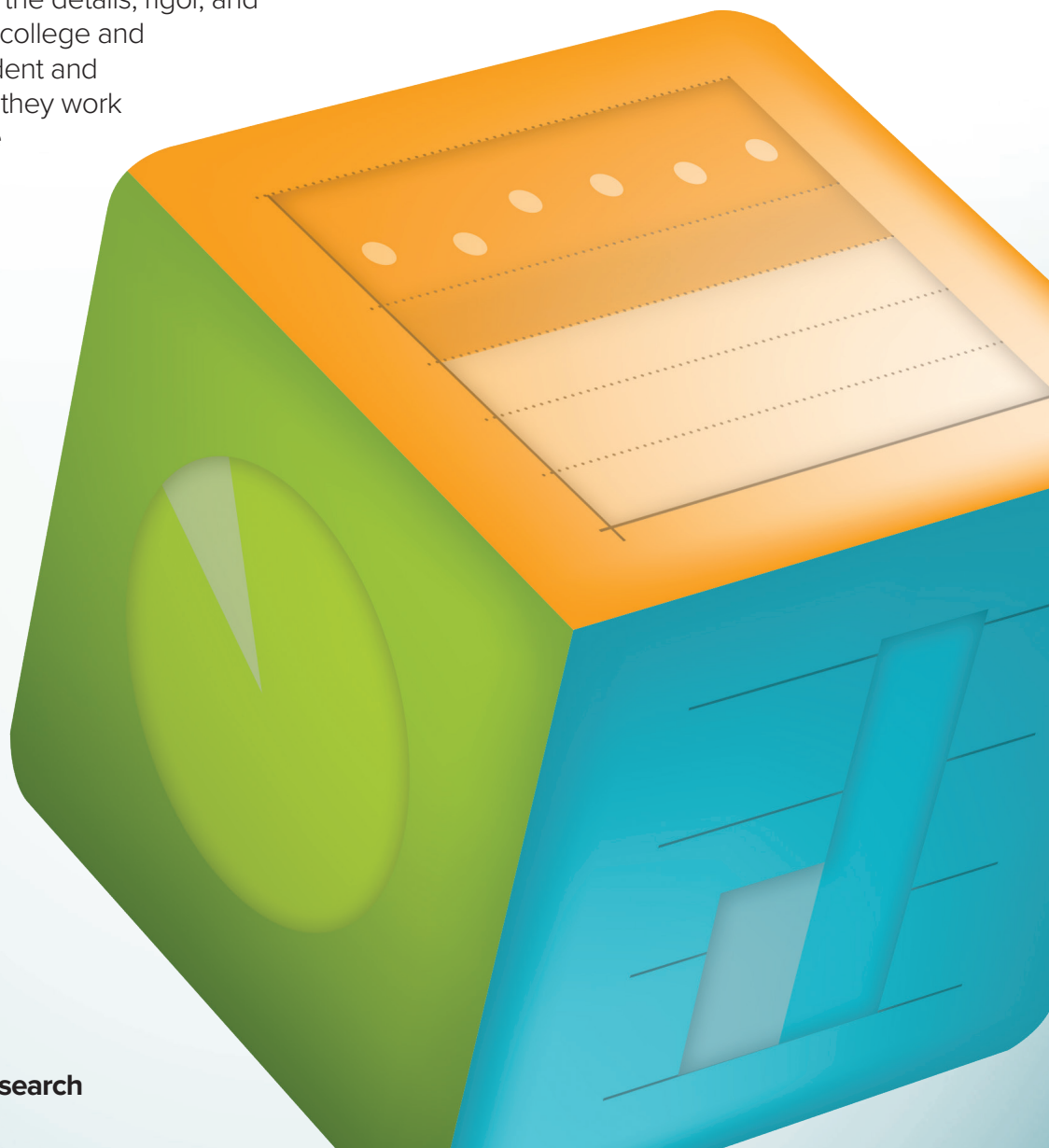# Ready® | i-Ready®

Proven to work

Our measurement and instruction solutions were built from the ground up to be true to the details, rigor, and intent of new standards for college and career readiness. Independent and large-scale analyses prove they work to diagnose and accelerate performance against those standards for all students.

Ready® and *i-Ready*® solutions accelerate performance for all students.

Each of the *Ready* and *i-Ready* program's three modular components can solve a specific district need—or can work together to maximize student growth.

i-Ready Assessments
Adaptive and fixed-form
assessments accurately
measure student ability

*Adaptive Assessment
& Progress Monitoring*

*Classroom
Instruction*

*Personalized
Learning &
Intervention*

Ready Instruction
Standards-based instruction
boosts proficiency levels

i-Ready Instruction
Personalized learning
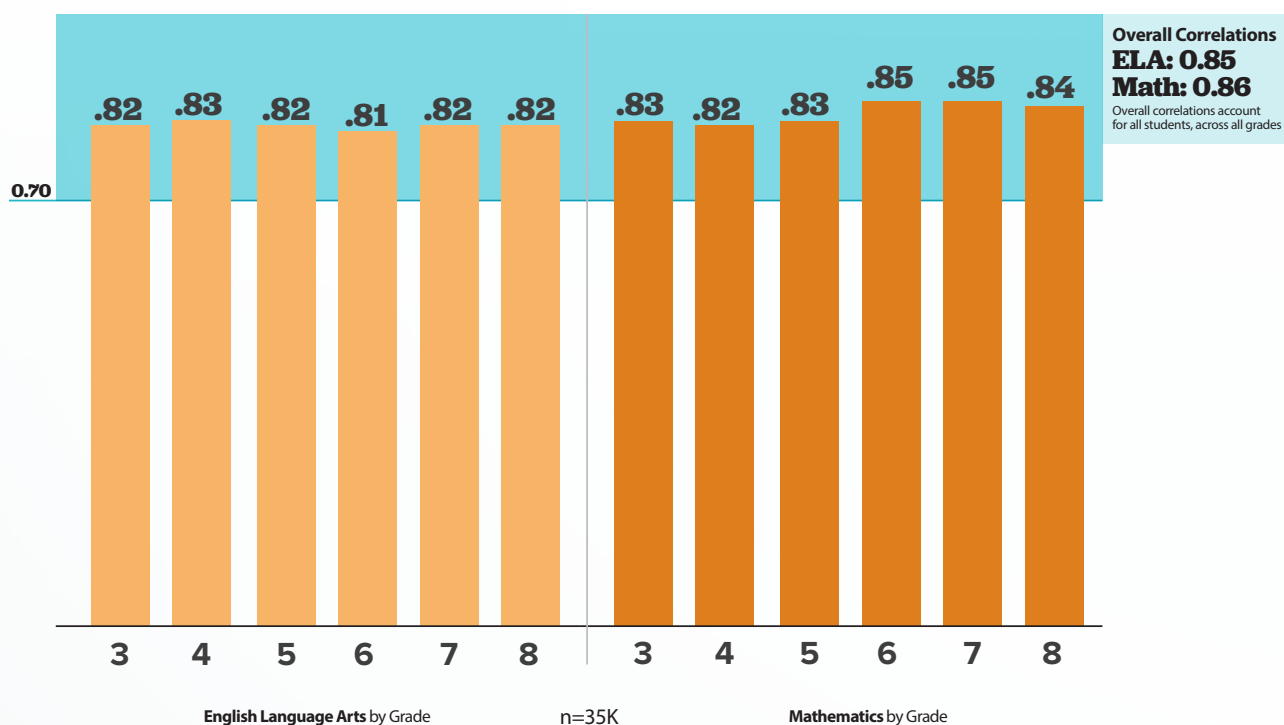accelerates student growth

Table of Contents

i-Ready Diagnostic: Accurately measures student ability.

The *i-Ready Diagnostic* is backed by extensive validity research, and consistently achieves industry-leading results when studied alongside rigorous assessments. Most recently, independent research showed *i-Ready Diagnostic* to be highly correlated with Smarter Balanced Assessments and an accurate predictor of Smarter Balanced results.

Correlations you can be confident in.

i-Ready had strong correlations—0.85 for ELA and 0.86 for Mathematics for all students across grades 3–8—between the spring Diagnostic and 2015 Smarter Balanced Assessments.

▶ 2015 Correlations between Spring *i-Ready Diagnostic* and Smarter Balanced Assessments

Overall Correlations
ELA: 0.85
Math: 0.86
Overall correlations account for all students, across all grades

Grade	ELA	Grade	Math
3	.82	3	.83
4	.83	4	.82
5	.82	5	.83
6	.81	6	.85
7	.82	7	.85
8	.82	8	.84

0.70

English Language Arts by Grade   n=35K   **Mathematics** by Grade

Assessment correlations above 0.70 are considered convincing evidence of validity by the NCRTI. In a 2015 study of over 35,000 students' SBA results, *i-Ready* consistently exceeded this benchmark.
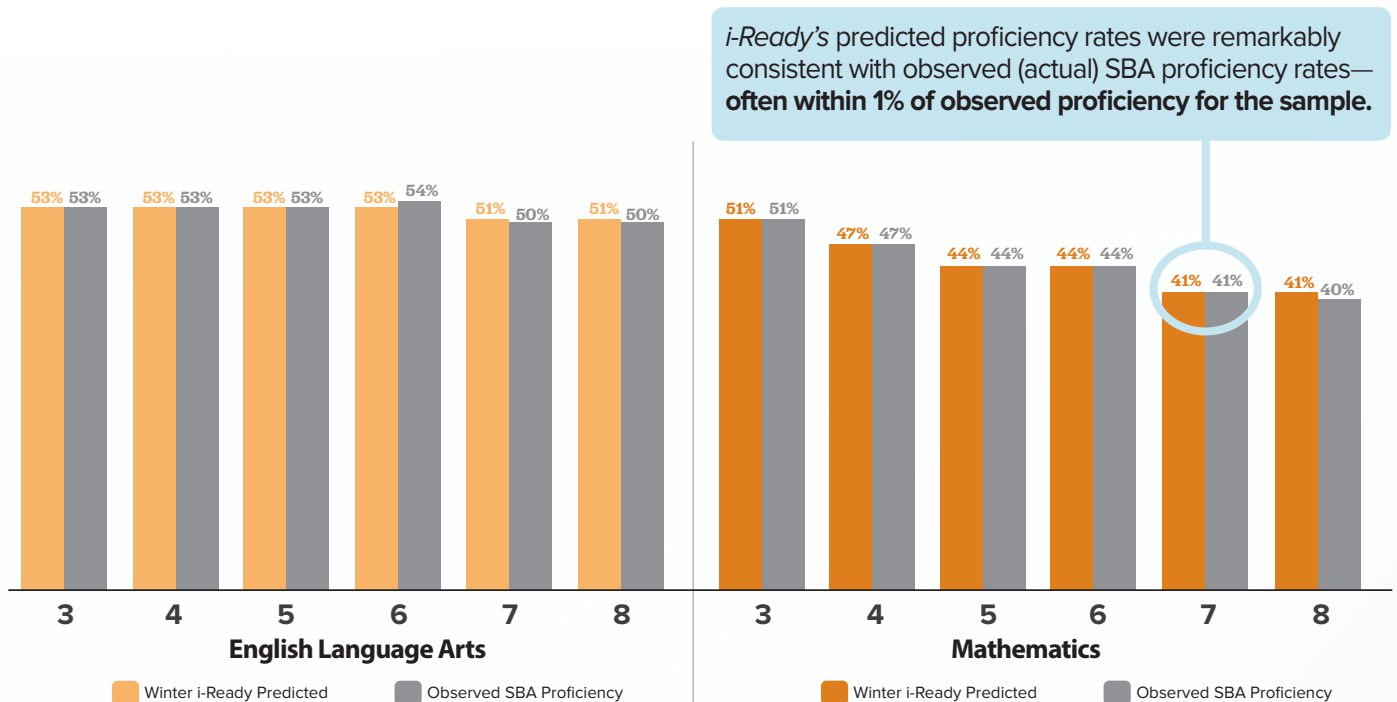
> **"*i-Ready* gave us a tool we could use to compare data**, show student progress, and offer additional reinforcement."
>
> **Tom Yazvac**, Principal, New Middletown, OH

Prediction accuracy you can count on.

Curriculum Associates partnered with leading academics to develop a regression-based model for predicting SBA proficiency rates. *i-Ready* proficiency **prediction from fall, winter, and spring Diagnostic results proved to be highly accurate.**

▶ Comparison of predicted and observed proficiency rates for 2015 Smarter Balanced Assessments

> *i-Ready's* predicted proficiency rates were remarkably consistent with observed (actual) SBA proficiency rates— **often within 1% of observed proficiency for the sample.**

English Language Arts

Grade	Winter i-Ready Predicted	Observed SBA Proficiency
3	53%	53%
4	53%	53%
5	53%	53%
6	53%	54%
7	51%	50%
8	51%	50%

Mathematics

Grade	Winter i-Ready Predicted	Observed SBA Proficiency
3	51%	51%
4	47%	47%
5	44%	44%
6	44%	44%
7	41%	41%
8	41%	40%

Winter i-Ready Predicted   Observed SBA Proficiency

Note: the charts above use assessment scores from over 30,000 winter *i-Ready Diagnostics* and students' corresponding SBA scores; similar accuracy was observed across the fall, winter, and spring testing periods.
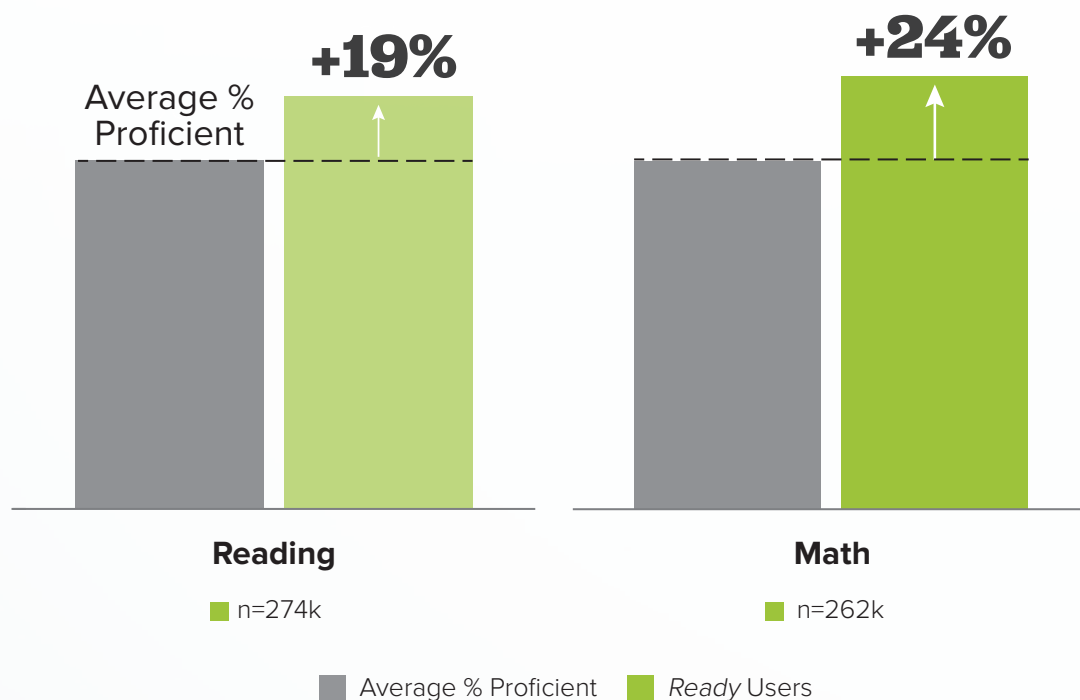
Ready Instruction: Boosts proficiency levels.

The Educational Research Institute of America conducted a study analyzing 2014 New York State assessment scores for more than 1.1 million students to uncover *Ready's* impact on student proficiency.

Study of 1.1 million students shows that *Ready* students outperform their peers on state assessments.

Schools using *Ready* had significantly higher percentages of students achieving proficiency on the 2014 Common Core-based state assessment than schools that did not use *Ready*.
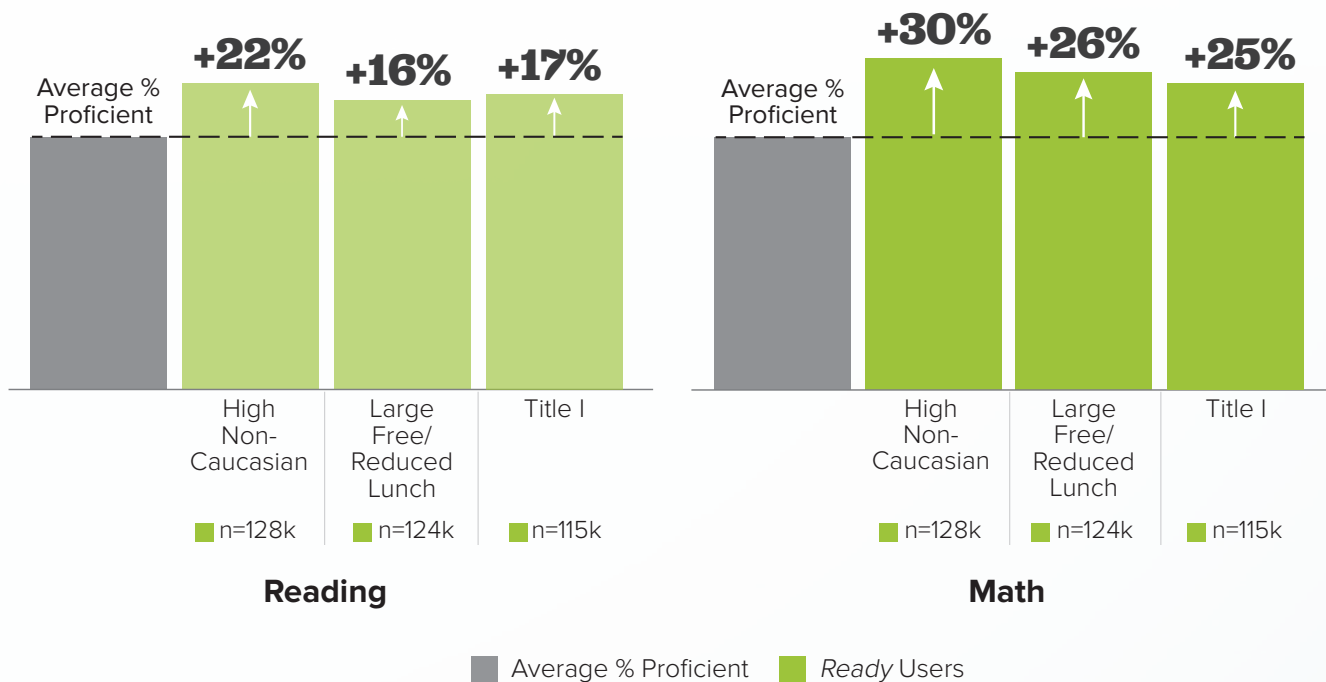
▶ Percentage of Proficient Students

+19%

+24%

Average % Proficient

Reading
n=274k

Math
n=262k

■ Average % Proficient   ■ *Ready* Users

> ❝**Ready** made it possible for us to get results.
> Everything is geared toward the standards.❞
> **Angela Jackson**, Principal, High Point, NC

Ready helps key student groups reach proficiency in Reading and Mathematics.

For schools with Title I status, a high percentage of non-Caucasian students, or large free- or reduced-lunch populations, those that used *Ready* Instruction also had significantly higher percentages of students achieving proficiency on the 2014 Common Core–based state assessment.

▶ **Percentage of Proficient Students, Key Student Groups**

Reading

	High Non-Caucasian	Large Free/Reduced Lunch	Title I
	+22%	+16%	+17%
	n=128k	n=124k	n=115k

Math

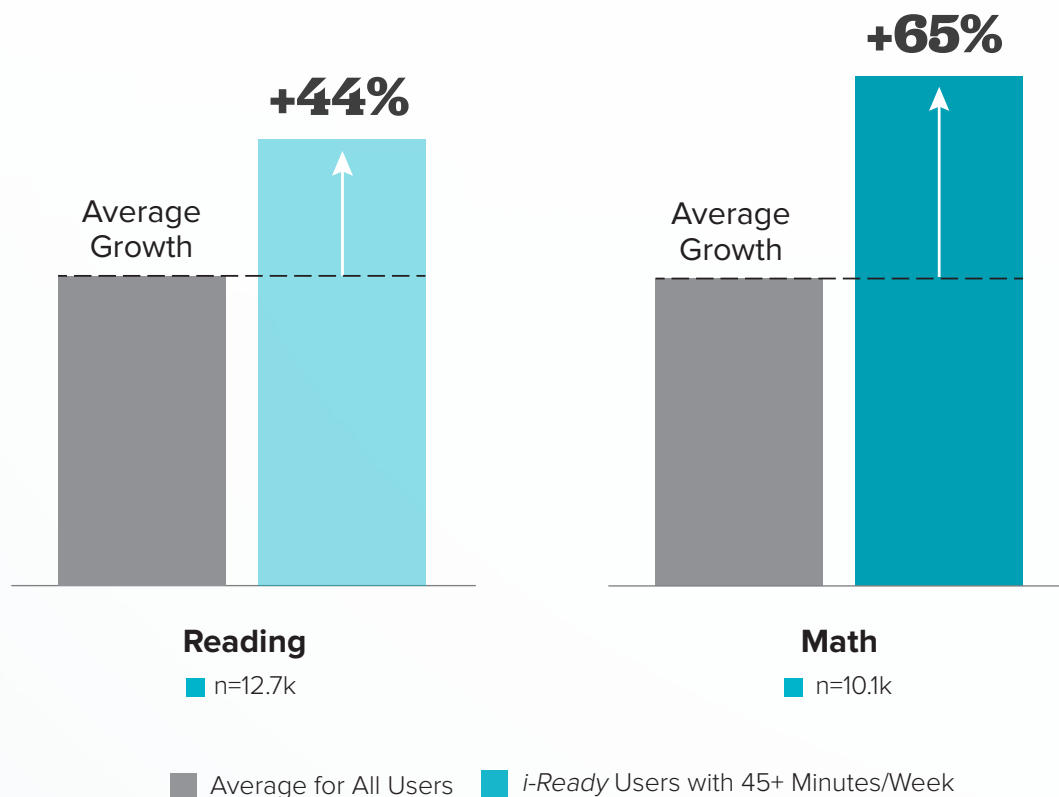|	High Non-Caucasian	Large Free/Reduced Lunch	Title I
	+30%	+26%	+25%
	n=128k	n=124k	n=115k

■ Average % Proficient   ■ *Ready* Users

i-Ready Instruction: Accelerates student growth.

An analysis of *i-Ready* student data from the 2013–14 school year shows that students—including key populations that face greater risk of falling behind—who engage in *i-Ready* online instruction outpace average student growth.

Students achieve greater gains with 45 minutes or more per week of *i-Ready Instruction.*

Students using *i-Ready Instruction* for 45 or more minutes per subject per week for at least 25 weeks showed significantly greater gains than the average student for the 2013–2014 school year.
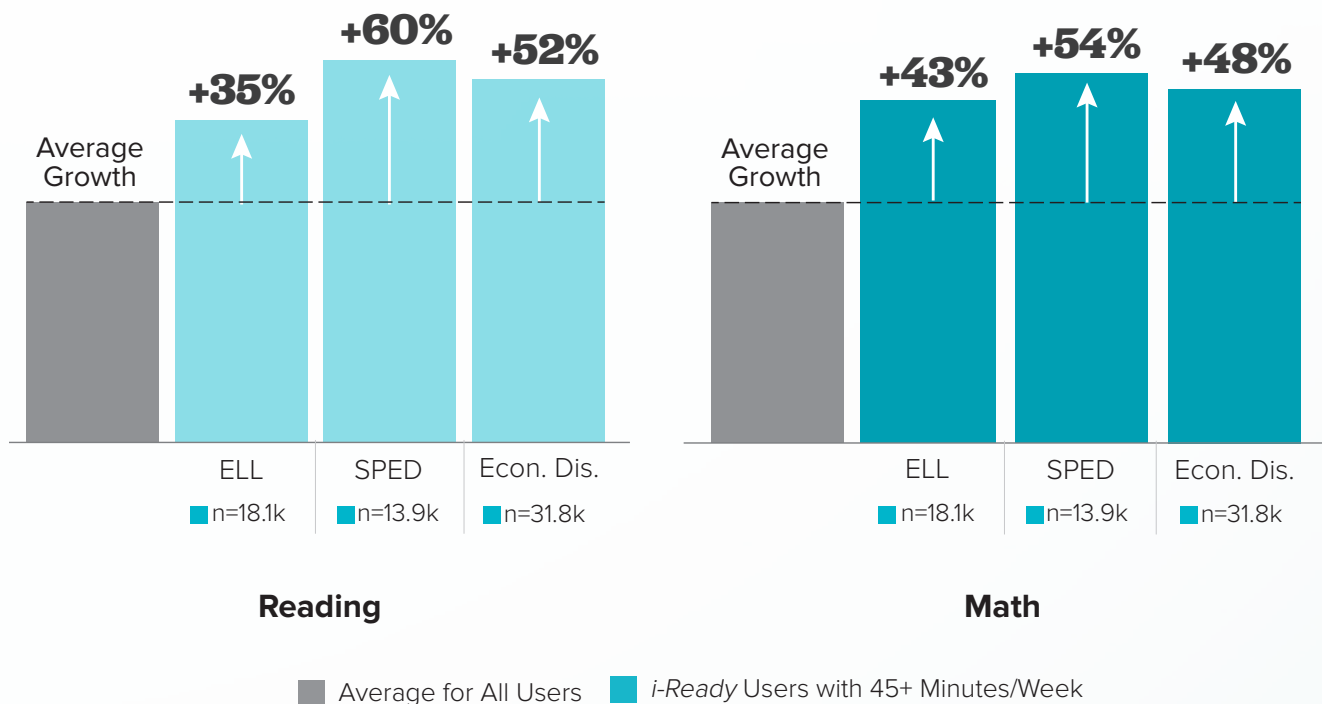
▶ *i-Ready* Student Growth Rates

+44%

Average
Growth

+65%

Average
Growth

Reading
■ n=12.7k

Math
■ n=10.1k

■ Average for All Users   ■ *i-Ready* Users with 45+ Minutes/Week

> ❝ *i-Ready* **provided an opportunity for kids to get engaging instruction** in a different way than the norm. ❞
>
> **Dr. Shana Henry**, Principal, Sacramento, CA

Key student groups are closing achievement gaps in Reading and Mathematics when using *i-Ready*.

Growth for English Language Learners, Special Education students, and Economically Disadvantaged students using *i-Ready Instruction* far outpaced average student growth rates for the 2013–14 school year.
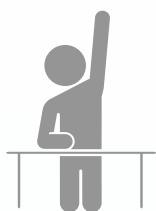
▶ *i-Ready* Student Growth Rates for Key Student Groups

Reading

- Average Growth
- ELL +35% — n=18.1k
- SPED +60% — n=13.9k
- Econ. Dis. +52% — n=31.8k

Math

- Average Growth
- ELL +43% — n=18.1k
- SPED +54% — n=13.9k
- Econ. Dis. +48% — n=31.8k

■ Average for All Users   ■ *i-Ready* Users with 45+ Minutes/Week

Ready and *i-Ready* together maximize student growth.

The Educational Research Institute of America conducted a study evaluating the effectiveness of the *Ready* and *i-Ready* blended learning program that includes the *i-Ready Diagnostic*, *i-Ready* individualized digital instruction, and *Ready Common Core* instruction. This research showed that students using the blended program grew faster than typical students of comparable ability.
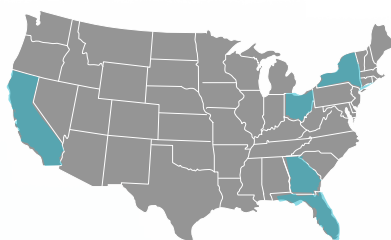
The Participants: A diverse set of students and schools

4,000
Students

5
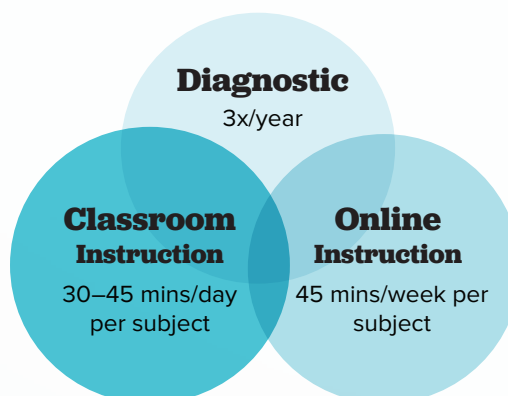States

10
Districts

24
Schools

The Approach: Blended by design

Participants **used all program elements**—diagnostic assessment, personalized online instruction, and teacher-led classroom instruction.
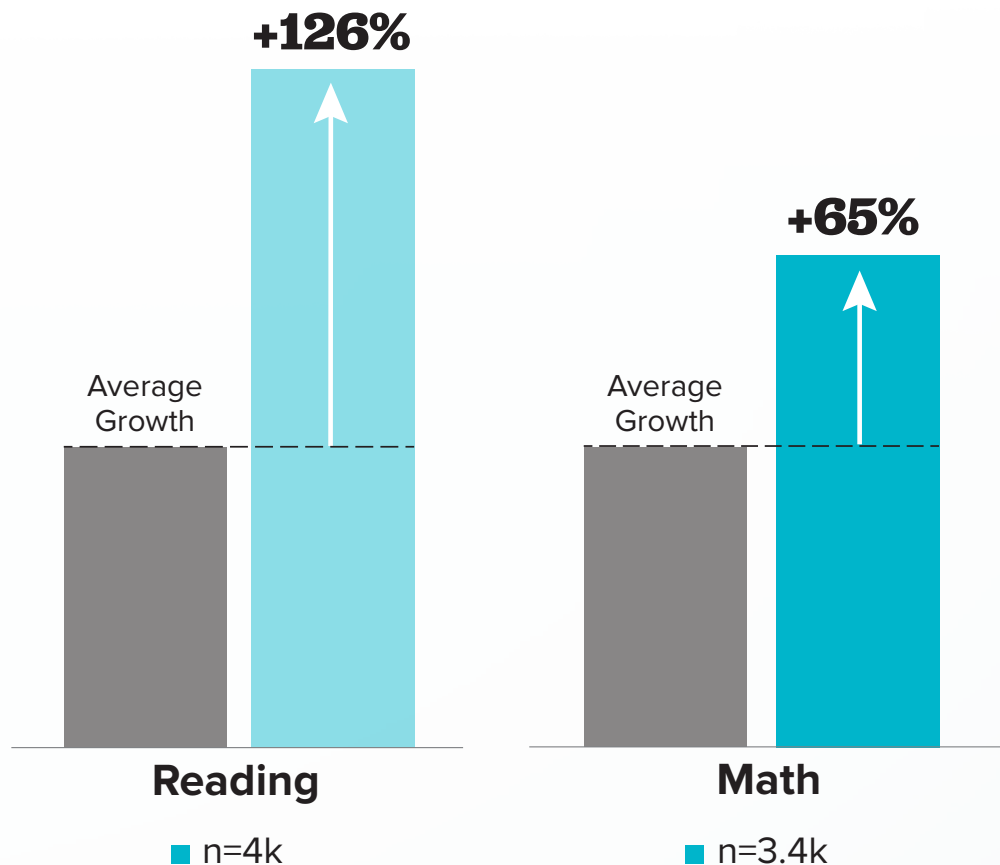
Diagnostic
3x/year

Classroom Instruction
30–45 mins/day per subject

Online Instruction
45 mins/week per subject

> **"*i-Ready* and *Ready* allowed us to have some really rich, deep content** that informed our instruction and became a tool for instruction."
>
> **Bob Rayburn**, Principal, Norwalk, CA

The Results: Exceptional growth in Reading and Math

▶ Blended Program Student Growth Rates

+126%

+65%

Average
Growth

Average
Growth

Reading

Math

■ n=4k

■ n=3.4k

Blending standards-based and personalized instruction yields dramatic ranking gains.

School: Pine Valley Elementary **Size:** 325
Free/reduced lunch: 54% **Special Ed:** 9.9%

The Challenge:

Scott Burdick, principal of Pine Valley Elementary School, anticipated that in preparing to meet the shifts and increased rigor of upcoming Common Core standards, students would need not only personalized instruction to fill any learning gaps but also high-quality, grade-level instruction.

The Approach:

Burdick was confident that his students would receive the individualized instruction they needed, because Pine Valley had already been using *i-Ready* for a year. However, the missing piece was rigorous grade-level instruction on the Common Core State Standards for all students. "When I was introduced to *Ready Common Core*, I found the other piece to the instructional puzzle," said Principal Burdick. In order to maximize the potential of both programs, teachers followed this implementation approach:
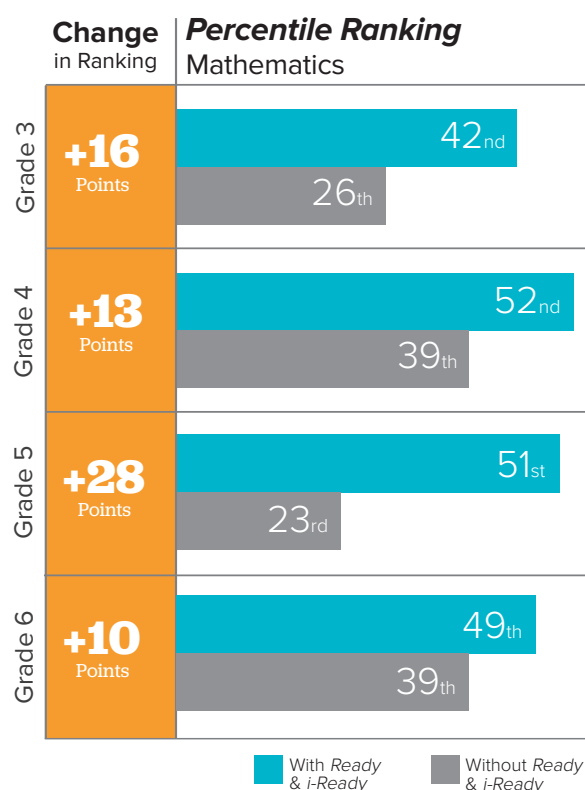
- *Ready* **was the framework for math instruction:** A grade-level *Ready* lesson was taught each day for 60 minutes, covering about two lessons per week.

- *i-Ready* **and off-level** *Ready* **lessons were used for intervention:** During a 30-minute intervention block with all students, *i-Ready* provided individual remediation and enrichment, or students received small-group instruction with off-level *Ready* lessons.

Change in Ranking | *Percentile Ranking* Mathematics

Grade 3: **+16** Points — 42nd / 26th
Grade 4: **+13** Points — 52nd / 39th
Grade 5: **+28** Points — 51st / 23rd
Grade 6: **+10** Points — 49th / 39th

With *Ready* & *i-Ready* | Without *Ready* & *i-Ready*

The Impact:

Based on how their students improved on the 2013 New York State assessments over the 2012 assessments, Pine Valley Elementary saw double-digit increases in the percentile rankings of all of their testing grades in math. Percentile rankings indicate how well a school did on a test compared with all the other schools in the state. The higher the ranking, the better they performed, and the more schools they outperformed. In a year when many schools had devastating plunges in rankings, Pine Valley's increases were pronounced.

Daily blended routine boosts Reading and Math proficiency.

School: Thomas Russell Middle School
Size: 850 **Free/reduced lunch:** 36%
ELL: 29%

The Challenge:

With the transition to the Common Core State Standards, Principal Damon James at Thomas Russell Middle School looked to *Ready Common Core* and *i-Ready* to provide teachers and students the data, instruction, and support they needed.

The Approach:

Blended learning is an integral part of their approach —as Principal James said, "Every day should be a blended day." Key to their success were the following implementation components:
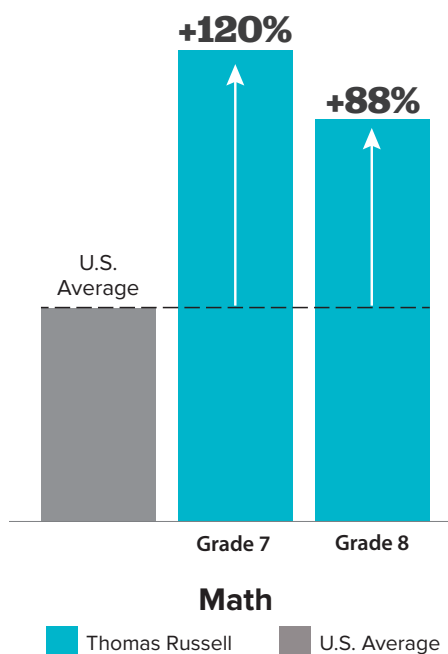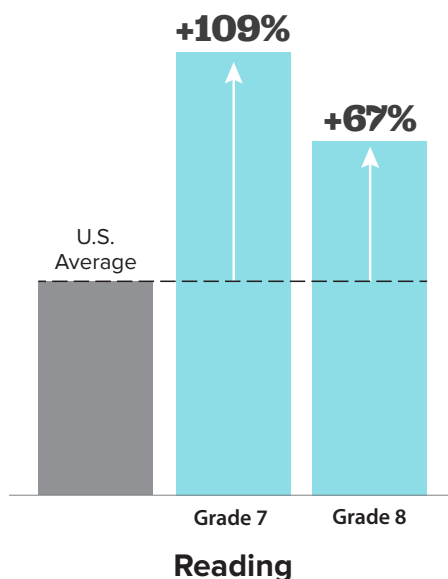
- **Setting goals and working toward them:** James noted, "I asked my teachers to ensure an average of at least one hour per week of online instruction through *i-Ready* for each student." Furthermore, teachers and students had a target number of *Ready* lessons to complete each week.

- **Professional development to support implementation:** Principal James held regular staff meetings in which teachers could work together to create pacing guides, learn from one another about what is and is not effective, and plan for future classes.

- **Using the immediate, accurate, actionable data:** Teachers at Thomas Russell appreciated that they could "view data from *i-Ready* immediately, instead of having to wait 2–3 weeks."

The Impact:

Students at Thomas Russell experienced higher growth in both reading and mathematics compared with other California schools and average U.S. growth.

Reading

- U.S. Average
- Grade 7: +109%
- Grade 8: +67%

Math

- U.S. Average
- Grade 7: +120%
- Grade 8: +88%

Legend: ■ Thomas Russell ■ U.S. Average

Grounded in Research

Our programs are research-based and built from the ground up to be true to the details, rigor, and intent of the Common Core. In order to connect the latest research with practical application in the classroom, *i-Ready* and *Ready* continue to evolve, with guidance from expert advisors and authors who have a wide range of expertise in the field of education. Here are a few of the experts who have helped shape our programs.

Meet our *Ready* Authors

Ready Reading Authors

Dr. James W. Cunningham | Professor Emeritus of Literacy Studies at University of North Carolina at Chapel Hill
- Widely known for his research around text complexity and reading comprehension.
- Featured in many prominent publications, including the *Journal of Literacy Research* and *Reading Research Quarterly.*

Dr. Maureen McLaughlin | Professor in the Reading Department at East Stroudsburg University of Pennsylvania
- Past president (2013–2014) of the International Literacy Association (ILA).
- Author of numerous journal articles and publications on reading comprehension instruction, content literacies, and the Common Core.

Dr. Brenda Overturf | Co-chair of the ILA Common Core Standards Committee
- Former member of the ILA Board of Directors, where she chaired a Common Core State Standards Task Force.
- Her research focuses on literacy development, curriculum alignment, and professional development.

Dr. D. Ray Reutzel | Dean of the College of Education at the University of Wyoming
- President of the Reading Hall of Fame; conducts research on early literacy in Grades K–3.
- Author of more than 225 published research reports, articles, books, book chapters, and monographs in reading, literacy, and early childhood education.

Ready Math Authors

Dr. Mark Ellis | Professor of Education at California State University, Fullerton
- Has served on the National Council of Teachers of Mathematics (NCTM) Board of Directors and Executive Committee.
- Best known for his work with educators in developing strategies that help students understand mathematics concepts, supporting instruction around new standards, and addressing issues of equity in mathematics education.

Dr. Gladis Kersaint | Professor of Mathematics Education at the University of South Florida
- She has recently completed her three-year term as a member of the National Council of Teachers of Mathematics (NCTM) Board of Directors and Executive Committee.
- Has received over $30 million of grant funding to support teacher professional development and research.

Meet our *i-Ready* Expert Advisors

i-Ready Diagnostic was developed in cooperation with leading academics and was built with the input andguidance of hundreds of experienced educators. In addition to this input, *i-Ready* Assessments are developed and continuously improved based on the guidance of an expert team of technical advisors.

The *i-Ready* Technical Advisory Committee Members and Expert Curriculum Advisors include:

Dr. Laine Bradshaw | Assistant Professor of Quantitative Methodology in the Educational Psychology Department at the University of Georgia
- Psychometrician whose research focuses on advancing diagnostic measurement methodology for providing multidimensional information about students' complex knowledge structures, including concepts they understand as well as any misconceptions.
- Recipient of the Jason Millman Promising Measurement Scholar Award from the National Council on Measurement in Education.

Dr. Richard Brown | Founder and CEO of West Coast Analytics
- Former Associate Professor, Psychometrician, Rossier School of Education of the University of Southern California.
- Former Director of National Center for Research on Evaluation, Standards, and Student Testing (CRESST) at UCLA.
- One of the primary psychometricians for i-Ready Diagnostic since its inception.

Dr. Hua Hua Chang | Professor of Psychology at the University of Illinois at Urbana-Champaign
- Editor-in-Chief of Applied Psychological Measurement, past President of the Psychometric Society (2012—2013), and a Fellow of the American Educational Research Association.
- Currently serves as the director of the Confucius Institute at UIUC, and he was most recently awarded the Changjiang Scholar Chair Professorship by the Ministry of Education of the People's Republic of China.

Dr. David Chard | Dean of the Annette Caldwell Simmons School of Education and Human Development at Southern Methodist University
- Research review panelist at both state and national levels, including panels of the National Science Foundation and U.S. Department of Education.
- Awarded more than $11 million in federal, state, and private grants since 1993.

Dr. James W. Cunningham | Professor Emeritus of Literacy Studies, University of North Carolina at Chapel Hill
- Widely known for his research on text complexity and reading comprehension. Work has been featured in many prominent publications, including the Journal of Literacy Research and Reading Research Quarterly.
- Elected member of the ILA Reading Hall of Fame.

Dr. Mark Ellis | Professor of Education at California State University, Fullerton and Director of the Mathematics and Science Teacher Initiative
- Principal Investigator or co—Principal Investigator for four projects involving innovative approaches to teacher preparation and teacher development.
- Served on the National Council of Teachers of Mathematics (NCTM) Board of Directors from 2011—2014 and contributed to the development of NCTM's *Principles to Actions: Ensuring Mathematical Success for All*.
- Has published over 40 articles and in 2015 received NCTM's Linking Research to Practice Award as co-author of the *Mathematics Teaching in the Middle School article*, "Multidimensional Mathematics Teaching."

Dr. Lori Helman | Associate Professor in the Department of Curriculum and Instruction at the University of Minnesota
- Many years of bilingual teaching experience at the early grades; leads new teacher induction programs.
- Co-Director of the Minnesota Center for Reading Research.

Dr. Andrew Ho | Professor of Education at the Harvard Graduate School of Education
- Dr. Ho's research critiques and clarifies educational accountability metrics, including proficiency, growth, achievement gaps, and value-added.
- Member of the National Assessment Governing Board and a recipient of the Jason Millman Promising Measurement Scholar Award from the National Council on Measurement in Education.

Dr. Stephen Sireci | Professor of Education and Co-Chairperson of the Research and Evaluation Methods Program and Director of the Center for Educational Assessment in the School of Education at the University of Massachusetts Amherst
- His research focuses primarily on educational test development and evaluation, particularly issues of validity, cross-lingual assessment, standard setting, and computer-based testing.