

# i-Ready Pilot Study Brief

## PRODUCT INFO

**Product name:** i-Ready

**Product description:** i-Ready aligns with Common Core standards to provide individualized instruction in a single online product.

**Learning focus:** ELA grades 6-8

**Teacher training:** Each involved school selected a team of teachers, ranging in size from 5-15, with the support of the schools' principals and the identification of a key point person to lead the effort. By participating in the

pilot with MassNET, teams received ongoing support and professional development, as well as periodic data analyses. MassNET also facilitated communication between schools and products, but left negotiations and purchasing decisions up to the schools themselves.

**Student usage minimum:** i-Ready targeted 45 minutes per week, excluding time taken to complete diagnostics.

**Cost:** i-Ready starts at \$6 per student, per subject, per year. Schools must purchase a minimum of 150 licenses.

## DISTRICT CONTEXT

**District demographics:** Boston Public Schools educate over 56,000 students in 125 schools. Nearly half of the students speak a language other than English at home and the students come from nearly 140 different countries. About 20 percent of students have disabilities and 50 percent of students are economically disadvantaged.

**Pilot demographics:** John W. McCormack Middle School included 119 students and 5 teachers throughout grades 6-8 in the pilot. TechBoston Academy included 87 students

and 5 teachers throughout grades 6-8 in the pilot. James P. Timilty Middle School included 154 students and 7 teachers throughout grades 6-8 in the pilot. About a quarter of students in the pilot were performing at or above their current grade level. Nearly 30 percent of elementary students and over 90 percent of middle school students were placed two or more grade levels below their actual grade. Thus, to provide grade-level content, teachers had to provide extra support for most students and differentiated instruction.

## PILOT GOAL

The goal of schools involved in the pilot was to move to personalized learning through the implementation of instructional software for ELA in grades K-8. Teacher teams at each school also identified an academic goal and how to measure it.

## IMPLEMENTATION PLAN

**Duration:** 2016-17 academic school year

**Quality of support:** The most common support was informal conversations with other teachers, which happened about half of the weeks of the 20 week pilot. Teachers with lower rates of usage reported receiving support more frequently than teachers who used the products more often. Low usage teachers often reported receiving support from coaches more often, as well. The product also provided support, but teachers did not note that support as particularly useful.

**Data collected:** A range of qualitative and quantitative data were collected, in addition to product data on usage and student progress. Teachers completed a Fall and Spring survey regarding personalized learning in their classrooms, six months of online logs with both qualitative and quantitative components, and a final reflection. Additionally, two teacher focus groups and two classroom observations occurred at each of the involved schools. The data collection provide a longitudinal perspective and included high rates of participation, leading to a rich and detailed picture of teacher thinking and instructional practices around the use of i-Ready.

## FINDINGS

**Educator engagement:** Most teachers (14) used i-Ready between 20 and 40 minutes per week. 2 teachers used i-Ready less than 20 minutes per week.

**Educator satisfaction:** Teachers particularly liked the diagnostics provided by iReady, which provided them an in depth information on their students mastery. Tech problems were reported on a broad range of issues including: Wi-Fi issues, logon problems, lack of headphones, lack of working

devices, and software problems. Teachers tended to agree that software took time out of class. Unsurprisingly, this was most prevalent among teachers who used the tool with higher rates of frequency. On average, teachers also agreed that the software helped them personalize learning.

**Student satisfaction:** Overall, teachers involved in focus groups reported that students were motivated by the objective feedback.

**Student learning:** High implementers showed higher student progress and on achievement growth measures. Students who used i-Ready at recommended usage levels averaged passing 33.9 lessons versus students who used i-Ready at minimal usage rates who averaged passing 6.8 lessons. High users averaged growth of 21.6 (scale scores) and low users averaged 10.6 (scale scores).

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See the full report by LearnLaunch at: <http://learnlaunch.org/wp-content/uploads/2018/04/Final-MassNET-Report-April-2018.pdf>