

i-Ready Program Description and Overview

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Description of i-Ready

The rise of technology and the increased computer use in classrooms across the United States makes computer-adaptive testing more common and feasible for both students and teachers. i-Ready is a computer-adaptive test that is being utilized in District of Columbia Public Schools. This research-based approach is new to the district. It identifies student strengths and weaknesses in Reading and Mathematics and provides differentiated instruction. According to Curriculum Associates, adaptive assessments such as i-Ready are ideal because of their high precision, efficiency, and their ability to get a better assessment of student performance by pinpointing student needs to domain and sub-skill levels. For example, within the i-Ready program, different student skills within reading and math can be broken down and measured.

The reading diagnostic assesses skills in the following areas, known as domains:

- Phonological Awareness
- Phonics
- High-Frequency Words
- Vocabulary
- Comprehension: Literature
- Comprehension: Informational Text

The math diagnostic assesses skills in the following areas, known as domains:

- Number and Operations
- Measurement and Data
- Algebra and Algebraic Thinking
- Geometry

Although the i-Ready program is able to conduct assessments within both Reading and Mathematics, the Curriculum Associates study only examines the implementation of the Mathematics diagnostic assessments and instruction.

According to Curriculum Associates, i-Ready

1. Identifies why students are struggling.
2. Measures growth across a student's career.
3. Supports data-driven differentiated instruction.

Context

In the district there is a special term to describe the forty lowest performing schools, expected to show 40% of growth by 2017- they are called the 40/40 schools. At the particular 40/40 school that was implementing the i-Ready tool, the breakdown of student achievement is the following; in 2014, 19 % of the students performed below basic, 50 % performed at basic, 28% were proficient, and 3% advanced on the DC CAS Reading assessment. In 2014, 36 % of the students performed below basic, 37 % basic, 24% proficient, and 3% advanced on DC CAS Math assessment. Based on the data of student achievement, DCPS has decided to remove the DC CAS Reading and Math assessments and they began to implement the use of i-Ready.

According to school demographic information, there are 260 students that attend this school: 91% of the student population is African American students, and the remaining 8 % of the student population is Hispanic/Latino students. 24 % of learners are identified as Special Education students while 4% of the students are English Language Learners. 99% of the student qualify for free and reduced lunch.

According to the DCPS website, DC Public Schools is committed to becoming the highest performing urban school district in the nation and ensuring that every child receives an

excellent education. Based on student achievement data “In 2014 DCPS students reached the highest proficiency rates in reading and math. The Reading proficiency was 47.7% and the Math proficiency was 51.1%.” While the proficiency rates are not even in the 70th percentile when compared to national proficiency testing, the data above are worthy acknowledging because they display significant growth from proficiency rates in 2007. In 2007, DCPS proficiency rates were 34.7 % for Reading, and 28.5 % for Mathematics.

The school summary of i-Ready data for the 2014-2015 school year

Grade	Tier 1 On, Above, or Emerging	Tier 2 2 levels below	At Risk Tier 3 > 2 levels below	Total Number of Students Assessed
Grade 1	43% (10)	57% (13)		23
Grade 2	73% (11)	20% (3)	7% (1)	15
Grade 3	43% (12)	39% (11)	18% (8)	28
Grade 4	26% (7)	19% (8)	56% (18)	27
Grade 5	33% (7)	10% (2)	57% (12)	21
Grade 6	29% (7)	21% (8)	50% (12)	24
Grade 7	36% (9)	16% (4)	48% (12)	28
Grade 8	24% (5)	19% (4)	57% (12)	21

Through examining this student placement table, it’s evident that the vast majority of the students perform 2 or more levels below their respective grade levels. Imagine that there are 40 other schools in the district whose scores are similar to the data above.

DCPS is interested in using a research based tiered instructional approach in mathematics instruction to increase student achievement. The school and the district are in urgent need of Mathematics intervention for the majority of the student population that performs two or more levels below their current grade level.

How is i-Ready supposed to implemented?

At the beginning of the year, teachers are supposed to confirm student rosters, add, reassign, and remove students, print student names, and passwords, assign the diagnostic assessment, provide laptops and headphones for students and allow students to complete the diagnostic (pre) assessment. Upon student completion of the computer-adaptive diagnostic assessment, student performance levels are made available for the school administrators and classroom teachers. This school only has access to i-Ready math so next steps in Mathematic instruction for each student based on their placement in Number and Operations, Algebra and Algebraic Thinking, Measurement and Data, and Geometry become available after testing.

In order for students to make significant growth in their academic performance, i-Ready's assessment is supposed to diagnose- pinpoint each student's need down to the sub-skill level. Followed by instruct- teacher directed: inform whole group, small group, and individualized instruction, and online: automate differentiated instruction for every student. Finally the last step is to monitor- instantaneous, easily accessible reporting & progress monitoring.

i-Ready Math Diagnostic Windows

Window	Opening Date	Closing Date
Beginning of the Year	September 4, 2014	October 9, 2014
Middle of the Year	January 7, 2015	February 4, 2015
End of the Year	May 12, 2015	June 16, 2015

Professional Development

District of Columbia Public Schools created the following Professional Development

Plan for i-Ready

Training Event	Audience	Date	Time(s)	Location
Principal/Admin Training Day1	School Leadership Reps	September 3 rd	2 concurrent 3 hour sessions at 9:00	Central Office, 9 th Floor Labs
Principal/Admin Training Day2	School Leadership Reps	September 4 th	3 hour sessions at 9:00 and 1:00	Central Office, 9 th Floor Labs
Principal/Admin Training Day3	School Leadership Reps	September 11 th	2 concurrent 3 hour sessions at 1:00	Central Office, 9 th Floor Labs
Teacher Training	Teachers (Those not trained during Pre-Service)	September 22 nd	2 hour sessions at 1:30 and 4:00	Central Office, 9 th Floor Labs (Teachers must register on PD Planner)

Free ON-LINE TRAININGS Available for use ANY TIME:

Go to RESOURCES tab in i-Ready

- Click on right side-Quick Start Training Videos
- Click on Recorded Webinars Tab
- View Getting Started Webinars Part 1 (37:18) and Part 2 (21:53)
- After the Diagnostic, View Understanding Data and Instructional Decision Making

It's important to note that the Beginning of the Year window for i-Ready opened on September 4 2014. Teacher training was not available until September 22, 2014. The information about the Free ON-LINE TRAININGS were shared with the participants at the 4:00 pm Teacher Training at the Central Office on September 22, 2014. Therefore, if a teacher did not attend this training one could assume that they didn't have any information about free trainings. There were three Leadership trainings, in comparison to one Teacher training. This contextual information poses the following question for teachers "Are you ready for i-Ready?" In order to determine teacher readiness for i-Ready, teachers will respond to the following qualitative and quantitative questions on a google survey.

Are You Ready for i-Ready?

*** Required**

What is your position? *

- Principal
- Assistant Principal
- Instructional Leader
- Teacher
- Special Educator

What do you know about i-Ready?

What do you want to know about i-Ready?

Did you attend any of the following trainings? *

- School Leadership Reps training for i-Ready September 4, 2014
- School Leadership Reps training for i-Ready September 11, 2014
- School Leadership Reps training for i-Ready September 22, 2014
- Teacher training for i-Ready September 22, 2014

Did you access the online trainings available under resources on the i-Ready website ? *

- No, I did not know there were trainings available on the website.
- Yes, I accessed Getting Started Webinars Part 1, Part 2, and View Understanding Data and Instructional Decision Making
- Other:

Did you attend any additional trainings?

If so, please list where and when did you attend trainings.

Do you feel ready for i-Ready?
Please list why or why not?

Do you know who to contact to navigate through any glitches with the system? *

- Yes.
- No.

What are your recommendations for strengthening the professional development for i-Ready on a building or district level?

Are you able to implement i-Ready with fidelity? *

You may reference the user guide to determine the recommendations.

- Yes.
- No.

If your answer is no, why not?

Are you able to assign lesson, and diagnostic assessments? *

- Yes.
- No.
- Other:

Are you able to access student data independently? *

- Yes.
- No.
- Other:

If your answer is no, why not?

Are you able to analyze student data independently? *

- Yes.
- No.

If your answer is no, why not?

Are you progress-monitoring students?

- Yes.
- No.

The intended use of i-Ready

The creators of i-Ready made the following recommendations on the i-Ready Teacher Training guide for i-Ready’s use.

1. How many hours per week will students use i-Ready Online Instruction?

Students on grade level and less than 1 grade below:

Recommended: 1 hour of online Instruction per subject per week.

Students performing more than 1 grade level below:

Recommended 1-2.5 hours of Online Instruction per subject per week.

2. How will i-Ready Online Instruction be used?

Individual Online Instruction time

Small group Online Instruction time

Extended learning Online instruction time (homework, after school)

3. Who will use i-Ready?

All students including RTI, SpEd, ELLs.

4. How will Teacher-Led Instruction tools and recommendations be used?

Tools for instruction

Lexile Measures – this program is for English Language Arts.

Quantile Measures – this program is for Mathematics.

Whole class lesson

Extra lesson

What is the actual use of i-Ready?

Quantitative data will be collected from teachers to determine the frequency of student access, and the amount of time students spend on i-Ready. This data will be compared to the intended use of i-Ready to determine whether or not students do not meet, meet, or exceed the prescribed time for i-Ready.