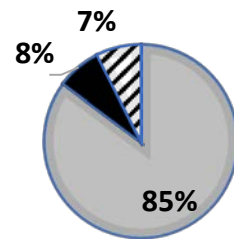**Office of Research, Assessment and Evaluation**

Sarasota County Public Schools

Evaluation of i-Ready

Sarasota County School Board Work Session

May 15, 2018

i-Ready Evaluation
Outcome Status by Domain

7% 8% 85%

23 out of 27 Outcomes Met

7. Technical Attributes

1. Technical Integration – Outcome Met
2. Technical Integration – Outcome Met
3. Data Integration – Outcome Met
4. Program Design – Outcome Met

8. Test Attributes

1. Correlation – Outcome Met
2. Prediction – Outcome Met (1 exception)

9. Administrator and Teacher Experience

1. Teacher Efficacy – 2 Outcomes Met
2. Teacher Use – Outcome Met
3. Principal Perception – Outcome Met
4. Collective Efficacy – Outcome Met

10. Student Use and Performance

1. Student Efficacy – 1 Outcome Met, 1 Outcome Partially Met
2. Student Interest – Outcome Not Met
3. Student Use – Outcome Met
4. Student Growth – Outcome Met
5. Student Performance – Outcome Met

11. Formative Assessment Utility

1. Teacher Feedback – Outcome Met
2. Student Feedback – Outcome Partially Met
3. Error Evaluation – Outcome Not Met

12. Cost and Impact of Implementation

1. Number of Teachers Trained – Outcome Met
2. Quality of Professional Development – Outcome Met
3. Cost per Student – Outcome Met
4. Cost of Technical Support – Outcome Met
5. Cost of Analytic Support – Outcome Met
6. Minimize Additional Testing – Outcome Met
7. Grade 3 Promotion – Outcome Met

Overview

At the February 20th School Board Work Session, the Office of Research, Assessment and Evaluation (RAE) presented an i-Ready Evaluation Rubric. The rubric consisted of two components with several dimensions: 1) pre-implementation (dimensions 1 – 6) and 2) annual implementation (dimensions 7-12). This report presents an evaluation summary of the latter as the first six dimensions were investigated prior to purchase. The program was first implemented in SY 2014-2015 at 11 Title 1 elementary schools and Booker Middle School. In June 2015, it was expanded to include all 23 non-charter elementary schools. In SY 2016-2017 it was further expanded to all middle schools. The six dimensions on the annual evaluation rubric are:

7.   Technical Attributes – Technical Implementation
8.   Test Attributes - Research Expert Evaluation
9.   Administrator and Teacher Experience Implementation
10.   Student Use and Performance
11.   Formative Assessment Utility and Implementation
12.   Cost and Impact of Implementation

Data Collection

Data to provide information on each dimension was gathered in several ways. RAE staff interviewed district technical, curriculum, research, and administrative experts who have implemented i-Ready from the onset. Sixteen elementary, five middle and two combination school principals (total=23) completed online surveys (70% response rate). Three-hundred and eighteen teachers working at elementary schools (30% response rate), 161 working at middle

schools (49% response rate) and 54 working at combination schools (24% response rate) completed the teacher online survey. The RAE team analyzed survey data, student usage and performance data. The Chief Academic Officer, the technical and curriculum directors, the academic executive directors and the Finance Department provided cost information.

Dimension 7 - Technical Attributes – Technical Implementation

7.1   Technological Integration: Does the program work within the district's network of other services? – Yes, Outcome was Met

RAE staff interviewed the district IT director and supervisor about technology integration with the district's network. The iReady program does integrate with the district's network as expected for this type of application. The iReady program is a modern browser compatible web-based program that requires an acceptable amount of network bandwidth to function properly.

7.2   Technological Integration - Does the program experience any periods of "downtime" which limits the regular usage? – Yes, minimal downtime, Outcome was Met.

- **The program experienced limited downtime, less than 2% of total accessible time.**

An examination of downtime data provided by Curriculum Associates and confirmed by the Sarasota IT Department for the months of December 2017, January, February, and March 2018 indicated that the platform demonstrated unplanned downtime for 15 minutes during school hours. There was a total of 14 hours of downtime on weekend hours for upgrades and routine maintenance.   The total amount of downtime was less than two percent.   There were two other (not i-Ready vendor) issues since January where i-Ready was impacted. One problem surfaced due to a problem with the Clever program/service which provides authentication for the i-Ready user. There was a second issue with local server updates.   Both were resolved.

7.3   Data Integration - Was the data transfer optimal for loading students, rosters, scores and reports? - Yes, Outcome was Met

RAE staff interviewed the district IT director and supervisor about data transfer processes. The

iReady program data transfer services are efficient and accurate as it integrates into the

district's single sign-on application for students and staff along with a nightly syncing of

appropriate data elements.

7.4   Program Design – Does the program have easy-to-read and interpretable graphics, videos, and speech? Is the program easy to navigate? – Yes, Outcome was Met

- **Over 80% of teachers rated i-Ready's program design between average and exceptional quality.**

Four-hundred and eighty teachers responded to a survey question requiring them to rate the

program's technical attributes. These results are reported below.

Table 1
Teacher Survey
Teachers Rating of the Quality of the Technical Aspects of i-Ready

Question	Very Poor Quality	Poor Quality	Average	High Quality	Exceptional Quality	Total Responses
Computer graphics	1.67% (8)	4.58%(22)	42.08% (202)	41.88%(201)	9.79%(47)	480
Clarity of speech	2.52% (12)	13.21%(63)	41.93% (200)	35.22%(168)	7.13%(34)	477
Student tasks	1.68%(8)	14.74%(70)	49.68%(236)	28.42%(135)	5.47%(26)	475
Assessment questions	5.07%(24)	15.86%(75)	45.24%(214)	27.91%(132)	5.92%(28)	473
Resources for teachers	1.68% (8)	7.77%(37)	46.22%(220)	33.19%(158)	11.13%(53)	476
Toolbox	1.27%(6)	7.01%(33)	44.16%(208)	34.82%(164)	12.74%(60)	471
Reports	1.68%(8)	4.62%(22)	38.24%(182)	42.02%(200)	13.45%(64)	476
Navigational ease	3.99%(19)	16.18%(77)	45.17%(215)	28.36%(135)	6.30%(30)	476

Over 93% of all respondents indicated that the program's computer graphics and reports were average to high quality. Over 90% of the respondents rated the program's resources for teachers and toolbox average to high quality. Between 80% and 84% of respondents rated the clarity of speech, student tasks, assessment questions, and the navigational ease of the program this way.

8. Test Attributes - Research Expert Evaluation

8.1 Are the diagnostic assessments correlated with the Florida Standards Assessment (FSA) at each grade level? – Yes, Outcome was Met

- **I-Ready is highly correlated with the FSA in both reading and mathematics at each grade level.**

Research conducted in the fall of 2016 by the Educational Research Institute of America showed the i-Ready Diagnostic to be highly correlated with FSA assessment scores. Statisticians agree that values between 0.7 and 1.0 indicate a strong positive linear relationship. The correlations reported between i-Ready and the FSA ranged from .83 to .86 in reading across Grades 3 to 8 and .82 to .87 in mathematics across Grades 3 to 7. The lowest correlation of .74 was in Grade 8 mathematics.

8.2 Do the diagnostic assessments accurately predict the percent proficient on the FSA at each grade level (within 5 percentage points)? - Outcome was Met with One Exception

- **iReady predicted FSA reading and mathematics performance for all grade levels except for Grade 7 and Grade 8 mathematics which was confounded by a testing anomaly (see text below).**

The charts and explanation below are reported for reading and mathematics separately. Each chart illustrates the i-Ready prediction of the percent of students who would score Level 3 and above (proficiency) on the FSA in reading and mathematics taken in the spring, 2017. The
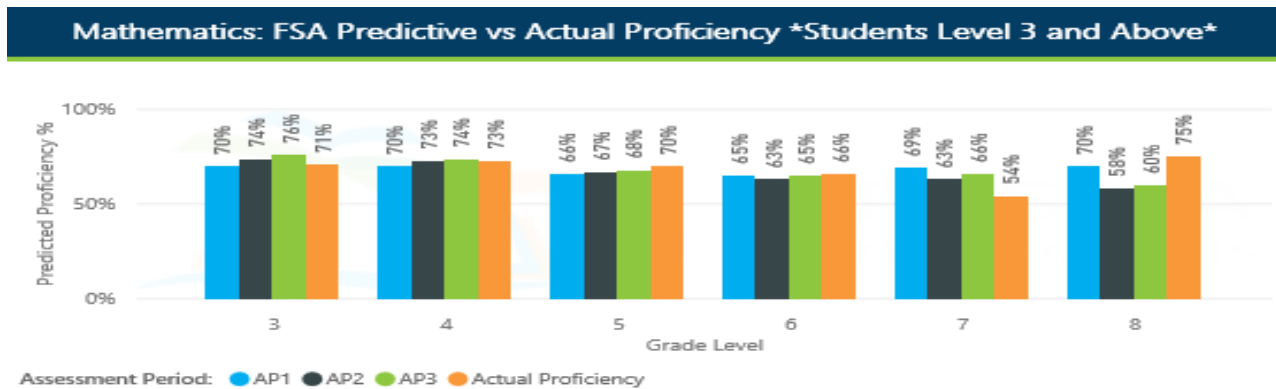
i-Ready predictions were made at three points in time, AP1 (Assessment Period 1, Fall, 2016)

AP2 (Assessment Period 2, Winter, 2016) and AP3 (Assessment Period 3, Spring, 2017).

Chart 1: Reading
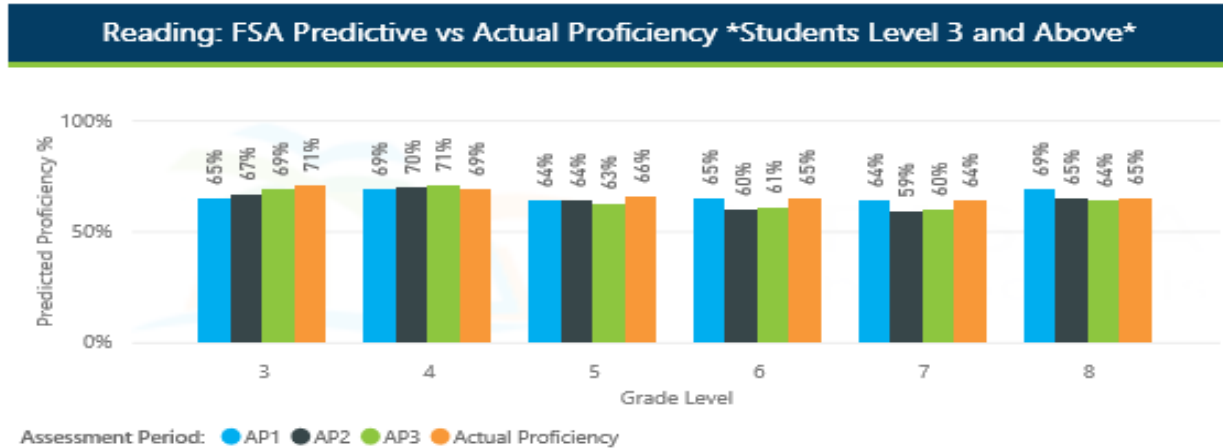
The SY 2016-2017 i-Ready AP2 and AP3 predictions of the 2017 FSA reading student proficiency

rates were within 5 points across all Grades 3 to 8.

Chart 2: Mathematics

The SY 2016-2017 i-Ready AP1, AP2 and AP3 predictions of FSA mathematics proficiency rates

were within 5 points across Grades 3 to 6. As the chart illustrates, i-Ready over-predicted the

FSA mathematics proficiency rate at Grade 7 and underpredicted Grade 8 proficiency at all

three assessment periods. Further investigation revealed that this was because Grade 7

students who were in Course II Advanced Mathematics took the Grade 8 FSA. However, these

students would have been counted in the i-Ready Grade 7 predicted proficiency calculation, not

Grade 8. This has been rectified for the 17-18 school year.

9.   Administrator and Teacher Experience Implementation

9.1   Teacher Efficacy – Are teachers confident using the product?

Goal: After one year of use, 50% of teachers will report confidence with this product.
Yes, Outcome was Met
Goal: After two years of use, 80% of teachers will report confidence with this product.
Yes, Outcome was Met

- **The degree of confidence is dependent upon years/experience using the program.**

Teachers were asked to rate their confidence using i-Ready.   However, teachers had various

levels of exposure to i-Ready since elementary schools adopted i-Ready earlier than most

middle schools. Therefore, it was important to analyze perceived confidence by years using the

product and school level. Eighty-eight percent of elementary teacher respondents and 67.4% of

teacher respondents at combination schools reported using i-Ready for two or more years.

However, 83.6% of teachers at middle schools reported using i-Ready for less than two years;

and of these teachers 38.8% used it for less than a year. Table 2 provides information on

confidence by years using the product and Table 3 illustrates the teachers' perceived

confidence broken down by elementary, middle and combination school levels.

Table 2
Teacher Survey
Teachers Perceived Confidence Level by Years using i-Ready

	Teachers' Length of Time Using i-Ready		
Confidence Level	Less than 1 Year	More than 1 Year but Less than 2 Years	More than 2 Years
Not Confident	18.57% (13)	4.95% (5)	2.56% (8)
Somewhat Confident	71.43% (50)	51.49 (52)	37.70% (118)
Very Confident	10.00% (7)	43.56% (44)	59.74% (187)
	100.00% (70)	100.00% (101)	100.00% (313)

Three hundred and five or 97.4% of teacher respondents who used i-Ready for more than two years reported feeling somewhat or very confident using it. Over 95% of teachers who used the program for more than one but less than two years reported feeling somewhat or very confident using it. Over 81% using it for less than one year reported feeling somewhat or very confident using i-Ready.

Table 3
Teacher Survey
Teachers' Perceived Confidence using i-Ready by School Level

	Teachers' School Level			
Confidence Level	Elementary	Combination	Middle	Total
Not Confident	38.46% (10)	15.38% (4)	46.15 (12)	100% (26)
Somewhat Confident	51.36% (113)	10.45 (23)	38.18% (84)	100% (220)
Very Confident	71.85% (171)	7.56% (18)	20.59% (49)	100% (238)

Two hundred and thirty-eight of the 484 (49%) respondents reported feeling very confident using i-Ready. These were mostly elementary teachers (71.85%). Most combination and middle school teachers reported feeling somewhat confident or not confident at all.

9.2   Teacher Use – Are teachers using the assessment data to inform instruction?

Goal: 80% of teacher respondents will report reviewing and using assessment data to inform instruction.
Yes, Outcome was Met

- **Over 97% of teachers at elementary and combination schools and almost 87% of middle school teachers reported using i-Ready data and reports to monitor student and class progress.**

Over 80% of teachers indicated that they use i-Ready for both reading and mathematics, not

one or the other. Teachers were asked to respond to several questions about their use of

specific i-Ready components and their use of data and reports. Results were disaggregated by

school level in Tables 4 and 5.

Table 4
Teacher Survey
Teachers Routine Use of i-Ready Components

i-Ready Components	Elementary	Combination	Middle
Computer-based individualized instruction	83.01% (254)	86.96% (40)	66.67% (100)
Diagnostic Assessment Reports (e.g. AP1, AP2, AP3)	94.12% (288)	80.43% (37)	66.67% (100)
Teacher Toolbox	64.05% (196)	45.65% (21)	37.33% (56)
Individual or small group interventions	52.94% (162)	39.13% (18)	21.33% (32)
Predicted Proficiency Report on the FSA	34.31% (105)	32.61% (15)	36.00% (54)
None	0.65% (2)	0% (0)	10.00% (15)

- Teachers chose the components they frequently use; columns will not add to 100%.

Across school levels, the highest percentage of teachers use i-Ready routinely for computer-

based instruction and diagnostic assessments. Sixty-four percent of teachers at elementary

schools use the toolbox routinely and over 53% use i-Ready for individual or small group

interventions. Thirty-six percent of middle school teachers use i-Ready for predicted

proficiency.

Table 5
Teacher Survey
Teachers Use of i-Ready Data and Reports

i-Ready Data and Report Use	Elementary	Combination	Middle
Monitor student growth/class progress	97.39% (298)	97.83% (45)	86.67% (130)
Differentiate student/class instruction	71.24% (218)	60.87% (28)	30.67% (46)
Collaborate with other teachers during PLCs and/or data chats	60.13% (184)	47.83% (22)	32.67% (49)
Discuss instruction and student performance with my administration	73.86% (226)	63.04% (29)	34.00% (51)
Monitor standards mastery	46.73% (143)	45.65% (21)	42.00% (63)
Conference with parents	80.39% (246)	71.74% (33)	31.33% (47)
Provide feedback on student errors	42.81% (131)	32.61% (15)	30.00% (45)

- Teachers chose multiple options on how they used data and reports; columns will not add to 100%.

Per state statute, 1008.25, districts must progress monitor all students, particularly those

showing less than proficiency on state assessments. Further, intensive reading interventions

must be put in place and parents must be notified for any KG-3 student who is not proficient.

The teacher survey included questions about the use of iReady reports to this end. Over 97% of

teachers at elementary and combination schools reported using i-Ready data and reports to

monitor student and class progress; 86.7% of middle school teachers reported this also. Over

70% of teachers at elementary schools and over 60% of teachers at combination schools

reported that they use i-Ready data and reports to differentiate instruction, discuss student

performance with administration and conference with parents. Almost half of teachers across

levels reported using data and reports to monitor standards mastery. Less than half of the teacher respondents reported using the data to provide feedback on student errors.

9.3   Principal Perception – Do principals perceive the program is being implemented with fidelity?

Goal: 80% of principal respondents will agree that the program is being implemented with fidelity. Yes, Outcome was Met

Twenty-three principals completed a survey about i-ready and asked if they believed i-Ready was being used as intended. Table 6 depicts the percent of principals who somewhat agreed or strongly agreed with statements about intended use.

Table 6
Principal Survey
Principal Agreement with Statements about Using i-Ready as Intended

	Somewhat Agree	Strongly Agree	Any Level of Agreement
Implementing individualized and/or small group student instruction	45.45% (10)	36.36% (8)	81.81% (18)
Implementing teacher-led instruction	59.09% (13)	22.73% (5)	81.82% (18)
Accessing the i-Ready toolbox	50.00% (11)	36.36% (8)	86.36% (19)
Designing lesson plans	50.00% (11)	13.64% (3)	63.64% (14)
Monitoring student progress	40.91% (9)	54.55% (12)	95.46% (21)
Differentiating instruction	50.00% (11)	27.27% (6)	77.27% (17)
Collaborating with other teachers during PLCs/data chats	45.45% (10)	40.91% (9)	86.36% (19)
Implementing interventions	54.55% (12)	31.82% (7)	86.37% (19)
Administering diagnostic assessments	13.64% (3)	81.82% (18)	95.46% (21)

- Principals chose multiple options on how teachers used i-Ready; columns will not add to 100%.

Over 80% of the principal respondents agreed with seven of the nine statements about the fidelity of i-Ready use. Over 95% of the principals who responded agreed that i-Ready is used as intended for progress monitoring and for administering diagnostic assessments. Over 80%

agreed that teachers use i-Ready for individual or small group instruction, teacher-led

instruction, accessing the toolbox, collaboration with other teachers and for implementing

interventions. There was less agreement that i-Ready is being used as intended for designing

lesson plans and differentiating instruction.

9.4   Collective Efficacy – Does the program provide teachers with an opportunity to work collaboratively and foster team efficacy?

Goal: 80% of principal respondents will report observing teachers using i-Ready data in PLCs/data chats. Yes, Outcome was Met

As mentioned above, over 86% of principals agreed that teachers use i-Ready to collaborate

during PLCs and data chats.

10.   Student Use and Performance

10.1   Student Efficacy -Are students confident using i-Ready?

Goal: After one year of use, 50% of teachers will report that students demonstrate confidence using i-Ready. Yes, Outcome was met.
Goal: After two years of use, 80% of teachers will report that students demonstrate confidence using i-Ready. Yes, Outcome was Partially Met.

- **Over 50% of teachers whose students had the least time using i-Ready (Grades KG, 1 and 8) reported that their students were confident using i-Ready.**
- **Over 87% of Grades 3 and 4 teachers reported that their students were confident using i-Ready.**

i-Ready was purchased four years ago, for elementary students at Title 1 schools, three years

ago, for non-Title 1 elementary schools and two years ago, for most middle schools. Therefore,

students at different grade levels had differential amounts of exposure to i-Ready. Students in

Grades 2 to 7 should have been using i-Ready for a minimum of two years with Grades KG, 1

and 8 having less exposure. Table 7 lists the percentage of teachers who determined that their

students are confident using the product by grade level. Over 56% of kindergarten and 71% of

Grade 1 teachers reported that their students were confident using i-Ready; 61% of Grade 8

teachers reported that their students were confident. Over 87% of Grades 3 and 4 teachers

reported that their students were confident using i-Ready. Over 68% of 5th, 6th, and 7th grade

teachers reported that their students were confident.

Table 7
Teacher Survey
Teacher Agreement with Statements about Students' Confidence Using i-Ready

Grade Level	Somewhat Agree	Strongly Agree	Any Level of Agreement
KG	39.39% (26)	16.67% (11)	56.06% (37)
1	47.14% (33)	24.29% (17)	71.46% (50)
2	50.00% (29)	24.14% (14)	74.14% (43)
3	36.62% (26)	52.11% (37)	88.73% (63)
4	48.44% (31)	39.06% (25)	87.50% (56)
5	28.81% (17)	40.68% (24)	69.49% (41)
6	37.33% (28)	30.67% (23)	68.00% (51)
7	43.02% (37)	25.58% (22)	68.60% (59)
8	40.24% (33)	20.73% (17)	60.97% (50)

10.2   Student Interest – Do students positively engage with the program?

Goal: 80% of teacher respondents will report that different student groups positively engage with the product. Outcome was Not Met

Almost 40% of teachers agreed or strongly agreed that students interacted positively with

i-Ready. Further analysis was conducted to see if teachers who taught distinct groups of

students differed in their report of students' positive engagement with i-Ready. In the survey,

teachers were asked if they taught students at-risk, students of mixed ability and those who

were high performing. There was minimal difference between teachers' who taught different

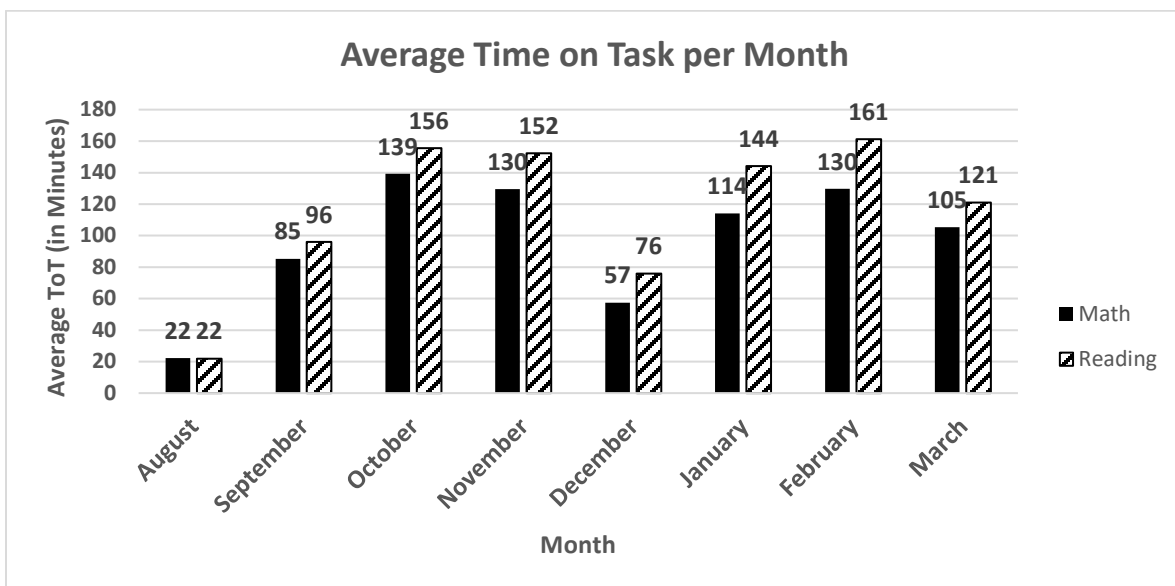student groups in their perceptions of student engagement.

10.3   Student Use – How frequently are students using the program?

Goal: 80% of students will use the product on average 60 minutes per week. Outcome was Met

- **Students use i-Ready on average 60 minutes per week.**

In SY 2016- 2017, students across grades average iReady use ranged between 57 and 76 minutes per week. Chart 3 depicts the average number of minutes grades KG through 8 students are using i-Ready in reading and mathematics per month. The data indicates during most months except for August 2017, more time is spent on reading tasks than mathematics tasks. The data indicates that students spend more than 60 minutes per week using i-Ready during a full month of school.   Except for August and December which had fewer school days, students, on average, spent 60 plus minutes per week using i-Ready.

Chart 3: Average Minutes Students are using i-Ready per Month SY 2017-2018, August to March

Average Time on Task per Month

Month	Math	Reading
August	22	22
September	85	96
October	139	156
November	130	152
December	57	76
January	114	144
February	130	161
March	105	121

Y-axis: Average ToT (in Minutes); X-axis: Month

10.4   Do students demonstrate growth after using i-Ready with fidelity?

Goal: A higher percentage of students who use the program with fidelity will demonstrate growth from the prior year in reading and mathematics – Yes, Outcome was Met

i-Ready sets annual growth targets for each student by grade level. Growth in student performance is measured by how many points the student improves relative to the growth target. It is calculated as the percentage of target achieved. For example, if a student's growth target is 20 scale score points for the year, and the student's scale score increased 10 points; he earned 50% of the target. If the scale score increase was 30 points, he earned 150% of the target. To determine if students demonstrated growth when using the program, a comparison was made between a group of students who use the program for 45 minutes weekly to a group who used it less than 45 minutes. The median percent of the growth target achieved between Assessment Period 1 (AP1) taken in the fall of 2016 and Assessment Period 3 (AP3), taken in spring 2017 was calculated for these two groups. Table 8 (below) illustrates the median percent of target growth achieved relative to the average weekly time on the program for mathematics and reading. The data indicates that for both elementary and middle school students, those who spent more time using i-Ready achieved a higher median percentage of their growth target. This was true for both reading and mathematics.

Table 8

	Mathematics	
	Less than 45 Minutes	**More than 45 Minutes**
Elementary	122% (13,345)	140% (3,613)
Middle	109% (4,087)	136% (581)

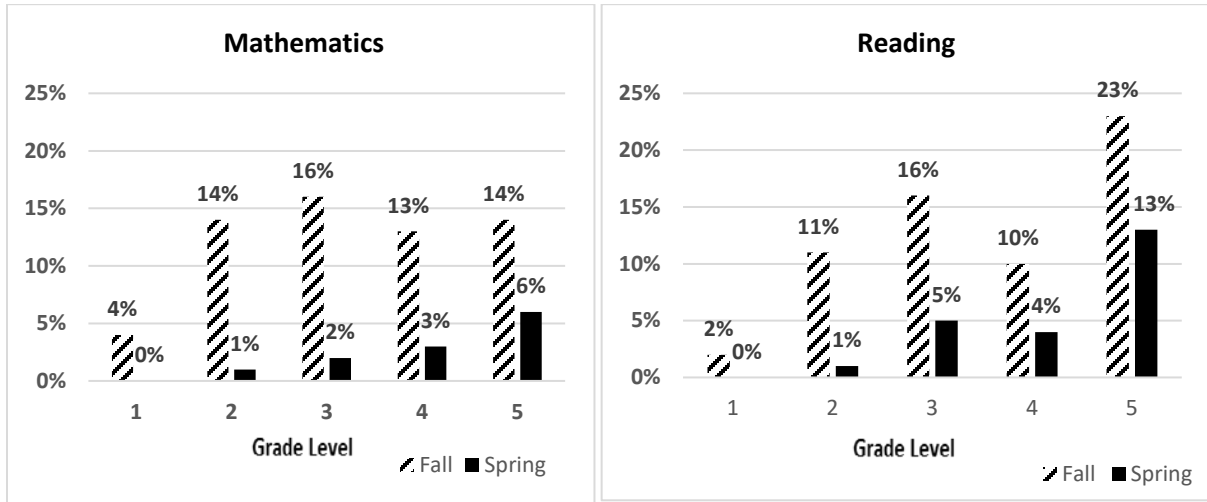|	Reading	
Level	**Less than 45 Minutes**	**More than 45 Minutes**
Elementary	120% (12,496)	131% (4,956)
Middle	67% (4,601)	75% (1,016)

10.5   Does the product support the performance of below grade level students?

Goal: The average percentage of students performing below grade level on i-Ready will be reduced in reading and mathematics from AP1 to AP2. Yes, Outcome was Met
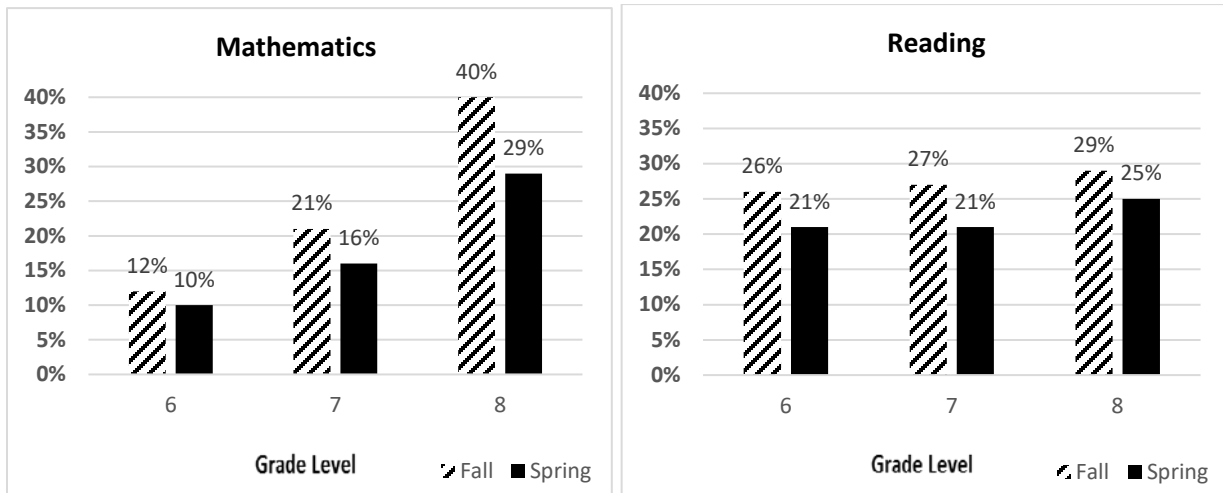
- **The percentage of students performing below grade level on i-Ready decreased at all grade levels in mathematics and reading from AP1 to AP3.**

i-Ready identifies grade level and below grade level performance. Students who scored more than one grade level below (Tier 3 Students) are identified and their progress is monitored between Assessment Period 1 (AP1) taken in the fall of 2016 and Assessment Period 3 (AP3) taken in the spring of 2017. The charts below illustrate the percent of students performing below grade level on AP1 and AP3 in reading and mathematics during the fall and spring of SY 2016-2017.

Chart 4
Percent of Tier 3 Students on the Fall and Spring Diagnostic Assessments, SY 2016-2017
Grades 1 - 5

Mathematics

Grade Level	Fall	Spring
1	4%	0%
2	14%	1%
3	16%	2%
4	13%	3%
5	14%	6%

Reading

Grade Level	Fall	Spring
1	2%	0%
2	11%	1%
3	16%	5%
4	10%	4%
5	23%	13%

Chart 5
Percent of Tier 3 Students on the Fall and Spring Diagnostic Assessments, SY 2016-2017
Grades 6 - 8

Mathematics

Grade Level	Fall	Spring
6	12%	10%
7	21%	16%
8	40%	29%

Reading

Grade Level	Fall	Spring
6	26%	21%
7	27%	21%
8	29%	25%

At all grade levels, for both mathematics and reading, the percent of Tier 3 students decreased

from AP1 to AP3. The largest decreases are noted in Grades 2 and 3 in mathematics and

Grades 2, 3 and 5 in reading. At middle school the largest decreases are noted in Grade 8

mathematics and Grade 7 reading.

11.   Formative Assessment Utility and Implementation

11.1   Teacher Feedback – Do the assessments provide detailed student, class, grade and school level performance information for progress monitoring?

Goal: 80% of teacher respondents will agree that the assessments provide detailed student performance information for progress monitoring – Yes, Outcome was Met

I-Ready is a progress monitoring tool and as such provides student data on the individual, class, grade and school level. Reports on student mastery of standards, student comparison to normative data and student progress toward individual goals are available.   As seen in Table 5 above, over 97% of teachers at elementary and combination schools reported using i-Ready data and reports to monitor student and class progress; 86.7% of middle school teachers reported this also. Over 95% of principals agreed or strongly agreed that teachers at their schools use i-Ready data to monitor student progress as intended (Table 6).

11.2   Student Feedback – Do the assessments provide detailed feedback students can use to monitor their performance and set goals?

Goal: 80% of teacher respondents will agree that the assessment reports provide students with detailed information to monitor their performance and set goals. Outcome was Partially Met

As noted above a very high percentage of teachers at all levels reported using i-Ready data and reports to monitor student and class performance. iReady provides detailed data for teachers and students. Teachers were also asked their level of agreement with how students use i-Ready to monitor their performance and set goals. Across levels, 38.4 % of teachers responded that students use reports to monitor performance and 32.7% responded that they use i-Ready reports to set goals. Table 9 depicts their level of agreement by level. The number of teachers who responded to these questions were 294 elementary, 45 combination and 144

middle school teachers. Although 47.78 and 42.85 percent of elementary teachers reported

that students use i-Ready to monitor performance and set goals, fewer combination and middle

school teachers report agreement.

Table 9

Teacher Survey
Percent of Teachers Who Agree or Strongly Agree with Statements
about Students' Use of i-Ready to Monitor their Performance and set Goals

Grade Level	Monitor Performance	Set Goals
Elementary	47.78% (140)	42.85% (126)
Combination	28.89% (13)	22.22% (10)
Middle	22.22% (32)	15.28% (22)

11.3   Error Evaluation – Does the assessment provide specific feedback on student errors?

Goal: 80% of teacher respondents will agree that the assessments provide specific feedback on student errors. Outcome Not Met.

The i-Ready program provides detailed analysis of student performance on standard mastery

and error patterns. As noted in Table 5 above, over 40% of teachers at elementary schools and

over one-third of teachers at other levels are using data reports to provide feedback to

students on performance errors.

12.   Cost and Impact of Implementation

12.1   How many teachers who were targeted to use i-Ready received training in its use?
Goal: 100% of teachers targeted to use i-Ready were trained in its use. – Outcome was met.

- **Although all identified teachers were offered training, eight teachers reported that they have not received training yet.**
- **98% of teachers reported that they attended at least one training.**

Interviews with the directors of curriculum revealed that principals identified teachers to train and all identified were offered training. Elementary principals reported that between 51% and 100% of the English language arts/reading and mathematics teachers at their school were trained in the use of i-Ready. Middle school principals reported that between 76% and 100% of the English language arts/reading and mathematics teachers at their school were trained in the use of i-Ready.

Teachers who completed the i-Ready survey identified the subject areas they taught and how often they participated in i-Ready training. The responses of 445 teachers who taught reading, mathematics, ESE, ELL and all core subjects are depicted in Table 10. Only 8 (2%) of teacher respondents reported never having been trained out of the 445 teachers who were identified.

Table 10
Teacher Survey
Number of Trainings Attended

Number of Trainings Attended	Elementary	Combination	Middle
1-2	15.74% (48)	31.11% (14)	12.63% (12)
3-4	36.39% (111)	37.78% (17)	35.79% (34)
5 or more	46.56% (142)	24.44% (11)	50.53% (48)
Never	1.31%(4)	6.67% (3)	1.05%(1)
Total	305	45	95

12.2   Did the i-Ready professional development meet or exceed the district's expectations? Yes, Outcome was met.

RAE staff interviewed the district elementary and middle school curriculum directors about the professional development provided by i-Ready. Both believed that i-Ready's professional

development team was exceptionally responsive to Sarasota's needs and targeted the use of

data to inform instruction. They collaboratively designed professional development around the

varying needs of our teachers, meeting with teams of teachers by content areas, cohorts across

schools, PLCs by school, and as instructional leadership groups. Each training session began

with a needs assessment of the audience, and then the content was matched to best serve the

needs identified by the group. Sarasota's curriculum leaders believed that it was the most

personalized professional development provided by any vendor. i-Ready did not rely solely on

canned offerings. They customized the work based on Sarasota's needs. Our curriculum

specialists and the i-Ready training teams co-developed tools and shortcuts to maximize

results. The teachers have appreciated both the responsiveness and individual attention

provided by the i-Ready professional development team. i-Ready staff provided 418 training

sessions. The majority were three-hour sessions and sometimes, two three-hour sessions were

provided in a single day; most were live sessions but a few online trainings were conducted.

Table 11 disaggregates the number of workshops by elementary and middle school levels.

Training attendees included school and district leaders, teachers, and support staff. Training

topics/titles included: Getting Started, Understanding the Data, Instructional Planning, Helping

All Learners Succeed, Ready Writing, and Ready Reading. i-Ready also provided many on-site

support sessions.

Table 11
Teacher Survey
Number of Training Workshops Provided by i-Ready by Year

Year of Training	Elementary	Middle
2014-2015	54	NA
2015-2016	158	NA
2016-2017	52	54
2017-2018	52	48
Total	316	102

12.3   What is the cost per student using i-Ready? Objective was Met

The cost of i-Ready per student was determined by analyzing the total contract amounts and the total enrollment in schools served during the respective years. The cost of i-Ready was approximately $32.00 per student. Administration determined this was a reasonable cost.

12.4   Is the cost of i-Ready technical support reasonable? Yes, Outcome was Met.

RAE staff interviewed the district IT director and supervisor regarding the cost of supporting i-Ready. All online assessment and learning programs used by all elementary and middle schools must be supported by district informational technology staff. The support of iReady is like other programs of its size and implementation level. The associated cost to support iReady is also similar to programs of its size and implementation.

12.5   Is the cost of i-Ready analytical support reasonable? Yes, Outcome was Met.

Curriculum Associates has a customer service representative dedicated to Sarasota County. Several district and school summative data reports are created by Curriculum Associates and provided after each of three diagnostic assessment periods. The i-Ready product is designed to provide detailed analytics for teachers and administrators. In addition, Curriculum Associates statisticians are available to work with the RAE Department to further analyze data and provide support. They have made custom data sets and reports for the district. These services were provided at no extra charge.

The RAE office analyzes district and school i-Ready data sets for several purposes to include benchmarking, the district dashboard, KG-3 teacher evaluation, program evaluation, project effectiveness, the Summer Learning Academy, the Reading Recovery Program, and progress monitoring.   Per state statute, 1008.25 (4) (5):

> *(4a) Each student who does not achieve a Level 3 or above on the statewide, standardized English Language Arts assessment, the statewide, standardized Mathematics assessment, or the Algebra I EOC assessment must be evaluated to determine the nature of the student's difficulty, the areas of academic need, and strategies for providing academic supports to improve the student's performance. (5a) Any student in kindergarten through grade 3 who exhibits a substantial deficiency in reading based upon screening, diagnostic, progress monitoring, or assessment data; statewide assessments; or teacher observations must be provided intensive, explicit, systematic, and multisensory reading interventions immediately following the identification of the reading deficiency. A school may not wait for a*

student to receive a failing grade at the end of a grading period to identify the

student as having a substantial reading deficiency and initiate intensive reading

interventions. The student's reading proficiency must be monitored and the intensive

interventions must continue until the student demonstrates grade level proficiency in

a manner determined by the district, which may include achieving a Level 3 on the

statewide, standardized English Language Arts assessment.

The data set from i-Ready includes variables on reading and mathematics by skill level

attainment and meet the requirements of statute. End of year state assessments do not

provide this information. Therefore, these analytic services must be provided; i-Ready does not

increase the cost of RAE analytic services.   They are supported by operational and grant dollars.

12.6 Can i-Ready be used for promotional decisions thereby preventing additional testing? Yes, Outcome was Met

- **I-Ready is used in lieu of other assessments for decisions regarding student enrollment in advanced courses.**

The i-Ready diagnostic assessments are used to provide a detailed picture of students'

strengths and weaknesses aligned to the Florida Standards. It is currently used in Grades 5 and

6 to identify students who may benefit from participation in a more rigorous mathematics

course in middle school. Prior to using i-Ready, the Orleans Hanna was used at Grade 5 and the

Iowa was used at Grade 6 to identify students. In addition, i-Ready is used at Grades KG,1,2,

and 3 to compute the student growth component used in teacher evaluation. In lieu of i-Ready,

a test such as the SAT 10 would be used. The cost of the Orleans Hanna, the Iowa, and the SAT

10 if used for these purpose is listed below.

Table 12
Cost of Additional Assessments in Lieu of i-Ready

Assessment	Grade Used	Cost
Orleans Hanna	6	$ 21,420.00
Iowa	5	$ 27,648.00
SAT-10	1,2,3	$ 88,941.40
Subtotal		$ 138,009.40
S/H		$ 13,800.94
Total		$ 151,810.34

12.7   Does the Florida Department of Education accept an iReady ELA score as an alternative to Grade 3 mandatory retention? - Yes, Outcome was Met

- **The i-Ready reading test can be used to determine if a Grade 3 student can be promoted.**

To be promoted to Grade 4, a student must score a Level 2 or higher on the statewide, standardized English Language Arts assessment required under section 1008.22, Florida Statutes (F.S.), for Grade 3. (Section 1008.25(5)(b), F.S.). Students who demonstrate an acceptable level of performance on an alternative standardized reading or English Language Arts assessment approved by the State Board of Education is one of several 'good cause' exemptions from mandatory retention. In 2016, i-Ready was state approved as an alternate assessment for this purpose.

Comments

On both the principal and teacher surveys, an open comment box was provided for respondents to write any additional narrative about i-Ready. Responses were reviewed and organized by themes. Teachers indicated that they liked the reports and data i-Ready provides. They indicated that it was a good tool for struggling students and ESE students. Several

teachers indicated that it was better used at grades above kindergarten as some very young students were unfamiliar with using a computer and others indicated that it was not challenging enough for high performing students. Teachers reported that they valued the toolbox, the instructional resources and commented that the lessons have been improved. Teachers wrote that they would like i-Ready to improve in the following areas. They want the pace of assignment delivery to increase, the character dialogue to decrease and more varied lessons. They also want additional motivational tools built into the program as students get bored. Teachers suggested that they want a way to run 'batch' reports, and more varied reporting options where several data elements were on a single report. A common theme was that program was not engaging for older students. In addition, several teachers reported technical issues logging into i-Ready. Also, teachers reported that they did not like the use of i-Ready scores for teacher evaluation. Additionally, they commented that there was too much instructional time dedicated to its use.

Principal comments were very positive overall. They commented that i-Ready was a great progress monitoring tool and that they finally have 'live data' on students. They reported that it is a useful tool for most students. They were positive about the different components to include the toolbox, individualized instruction, and diagnostic assessments.

Summary

Findings:

- The Sarasota i-Ready evaluation yielded positive results on 24 of the 27 indicators assessed.

- When used with fidelity, i-Ready data demonstrates an increase in student performance over time.

- Technically, the program integrates with existing systems and users experienced minimal downtime. Teachers have reported some incidences of difficulty logging in which are being reviewed. The company is making improvements to its platform for next year.

- iReady correlates highly with the FSA in reading and mathematics at all grade levels.

- iReady is predictive of FSA student results in reading and mathematics.

- Teachers with greater experience using i-Ready report more confidence using it.

- Teachers reported using the assessment data to inform instruction and to progress monitor classes and students, meeting state statute requirements.

- Principals reported that teachers are using the program with fidelity and have observed teachers using i-Ready data in PLCs/data chats.

- Teachers reported that students at certain grade levels did not demonstrate a high level of confidence using i-Ready and commented that some students did not interact positively with the program.

- District staff have assessed Curriculum Associates' customer support and professional development very favorably.

Recommendations:

- Sarasota should continue the use of i-Ready at elementary and middle school.

  - Student growth in both reading and mathematics has been demonstrated with use.
  - Hundreds of Sarasota teachers and administrators have been trained and are confident in the use of i-Ready.
  - The program assists in meeting statutory requirements. It is used satisfactorily for progress monitoring, minimizing other testing, and grade 3 promotion.

- Curriculum Associates provides excellent customer service and training. Future vendor and district professional development should target the instructional components of i-Ready, the use of error analysis and identify which students would benefit most from its use.

- Curriculum Associates has made significant enhancements to the product to include a new design, platform and a major expansion of iReady lessons to be released in SY 2018-2019 to elementary schools and SY 2019-2020 to middle schools. Curriculum Associates has an extensive Research and Development Department and is very aware of the student engagement issue, especially for older students. Their new design will address this challenge.

- The i-Ready Program is well established.   The program was introduced to Florida six years ago, and is currently used in 55 of 67 Florida districts. They all have continued to use it.