i-Ready™

i-Ready Works for All Students

Case Study: PS 1 Courtlandt School, Bronx, NY

"i-Ready provides the extra tools to meet the needs of all students."

Public School (PS) 1/Courtlandt School in Bronx, NY had a very diverse student population—a number of special needs students, a rather large English language learner (ELL) population, and a wide range of ability levels in their general education classrooms. They needed a program that could meet the needs of all their students, and they found it with i-Ready Diagnostic & Instruction.

"i-Ready isn't just effective for students at lower levels," said Assistant Principal Eric Grande. "It differentiates instruction for high-level students as well." And with the level of differentiation that had to happen in every classroom to meet student needs, this was crucial for supporting Courtlandt teachers and students.

They also wanted an online program. Courtlandt School had been focused on technology, equipping every classroom with numerous computers, and purchasing enough laptops for every student. So they were pleased to find that the NY Ready books they had been using to boost student achievement had a related online program, i-Ready. But the ultimate reason they selected the i-Ready technology over other programs was its high level of student engagement and the type of data it made available.

"i-Ready's combination of assessment and instruction makes it very automatic."

When students complete the i-Ready diagnostic assessment, the program immediately assigns online instruction and practice based on each student's needs. Teachers can even add skills they feel students are deficient in, and i-Ready will also target those skills. "The online instruction is tailored for all learners," Mr. Grande summarized.

Once the students at Courtlandt School started on i-Ready, they were hooked. They spent approximately an hour per subject per week on instruction through highly interactive lessons.

"You could see students' level of enthusiasm," said Mr. Grande. "They were engaged and able to monitor their own progress, which helped with goal-setting."

Teacher Heather Martilla discovered that i-Ready "allowed for each student to succeed at their own pace and allowed teachers time to conduct small group lessons."

"There are so many different ways of viewing the data."

Not only were students engaged, but everyone was taken by the i-Ready reports.

Teachers found that "i-Ready was a great support for their everyday routines," said Mr. Grande. "The reports made it easy for them to make grouping decisions." The Class Profile report was also useful, showing in colored bar graphs which students were on or above level, one level below, or two or more levels below, and their level for each domain.

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Mr. Grande also shared i-Ready's detailed reports and powerful graphs during a recent district quality review to convey the growth and progress taking place in the school. He was pleased to find that the "district leaders were very impressed to see how we were using different forms of data to support instruction."

The team at Courtlandt School also shared the reports with parents. Teachers sent home the built-in parent letters and reviewed reports at meetings. "i-Ready made it easy to share student progress with parents," noted Mr. Grande.

"The home involvement aspect was great."

Not only did parents get i-Ready communications and reports, but some students even used i-Ready Instruction at home. In fact, Courtlandt School plans on increasing student home access in the future.
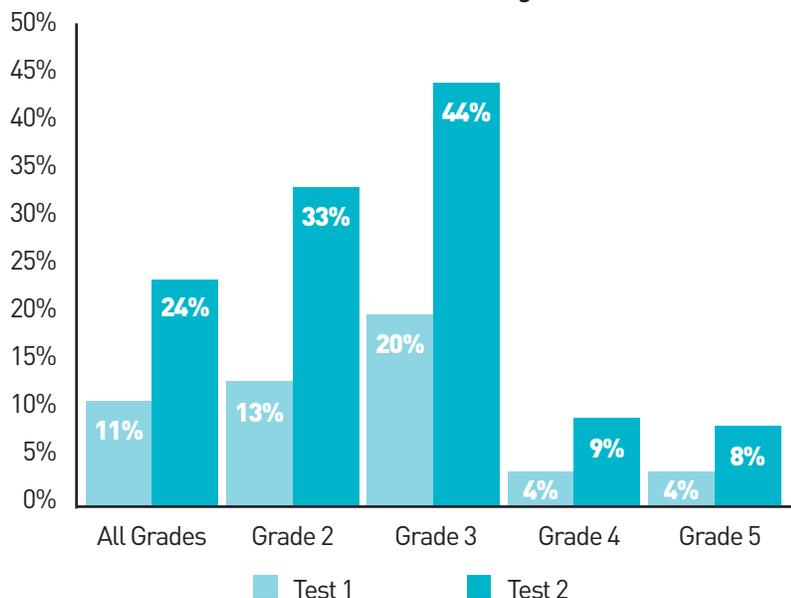
With access at home, students were practicing exactly what they needed, and teachers could monitor what students were doing. Mr. Grande even found that "kids who were working on i-Ready at home were achieving at higher levels."

"Our data show that the more a student uses i-Ready Diagnostic & Instruction, the more that particular student grows."

Data specialist and math coach Rogelio Herrera was pleased to see that not only were students engaged, but i-Ready was working. There were increases at every grade level in both reading and mathematics. The percentage of students scoring at or above grade level was approximately twice as high after using i-Ready. Students also made statistically significant gains in every subtest for both reading and mathematics.

In addition to the quantitative proof, Mr. Grande concludes, "The teachers have bought into i-Ready and now have focus. The students are engaged, excited, and want to do the work. This shows me that i-Ready works."

Reading Growth in 14 Weeks
(% of students on or above grade level)

Grade	Test 1	Test 2
All Grades	11%	24%
Grade 2	13%	33%
Grade 3	20%	44%
Grade 4	4%	9%
Grade 5	4%	8%

Math Growth in 14 Weeks
(% of students on or above grade level)

Grade	Test 1	Test 2
All Grades	7%	17%
Grade 2	7%	12%
Grade 3	12%	30%
Grade 4	5%	13%
Grade 5	4%	8%