



### School Profile

- Title I school
- 687 PreK–5 students
- 70 teachers, support personnel, and administrators
- 98% eligible for free/reduced lunch
- 23% English language learners

### i-Ready Implementation

- Average 14 weeks between test 1 and test 2
- 60 students in grades 2 and 4
- Used to boost reading achievement

### Quick Success Facts

- 275% increase in students on or above grade level in reading
- 25 scale score point increase

Independent third party data analysis provided by:

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## Differentiation, Engagement, and Common Core in One Digital Solution

### Case Study: PS 49 Willis Avenue, Bronx, NY

**“The fact that i-Ready is interesting to students and differentiated are two huge keys for any student population.”**

Kevin Burke, Assistant Principal and RTI liaison of Public School (PS) 49 in Bronx, NY, needed a program to help with academic reading intervention. When he saw i-Ready, he knew it hit the mark because it supported differentiated instruction for the school’s diverse academic needs while holding students’ interest.

i-Ready became a stepping stone for differentiation for students who have been identified as needing intervention. Teachers would put 2–3 students on the computer, have them take a diagnostic, and then spend 15–20 minutes working with students individually in small groups. Then students would go back to i-Ready to continue instruction and practice on what they learned. Each week students spent approximately an hour in i-Ready reading instruction.

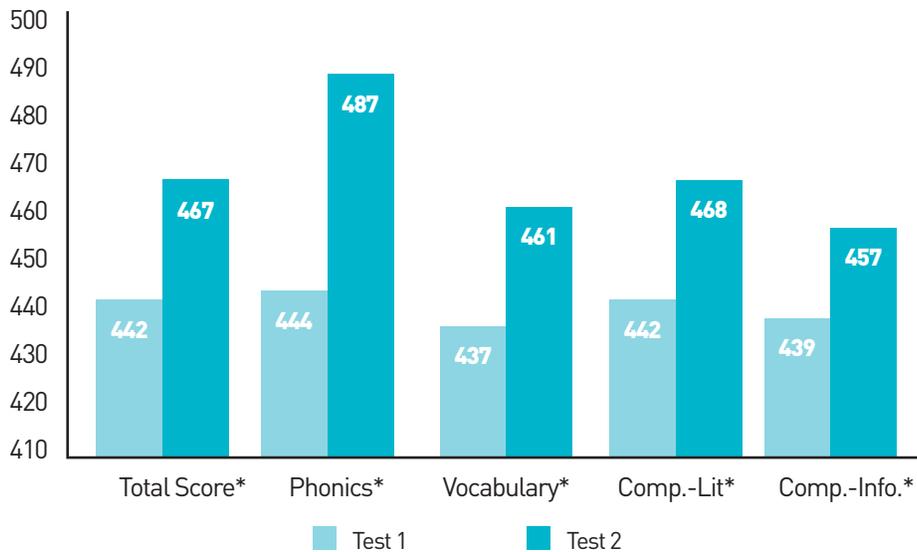
**“It was individualized to each student.”**

For PS 49, differentiated instruction is a very big part of the teaching method, especially in academic intervention services. “Every student doesn’t learn at the same rate of speed or in the same way,” said Mr. Burke. “When we used i-Ready, differentiation was a lot easier. The program figured out what the students needed and adjusted to them.”

i-Ready also supported PS 49 with another big focus: building vocabulary. Burke explained that in their school’s neighborhood and across the country, vocabulary has fallen by the wayside. By working with phonemic awareness, phonics, and then reading words in context, students became familiar with more words. i-Ready’s vocabulary skill-building was also a great resource for the school’s special reporting groups. “i-Ready helps build vocabulary for our ELL population,” Burke noted. In addition, i-Ready helped expand background knowledge, essential to vocabulary development, because of the different types of text the program exposes students to. “More text means more experiences, which builds prior knowledge, so that for the tests and learning in the classroom, students have a better opportunity to make connections text-to-text and text-to-self. What we see happening is that once students see words in i-Ready, it translates to other places and other texts.”

Working across these essential areas of reading in i-Ready helped PS 49 students improve in not just vocabulary, but across all reading domains covered in the program. In order to compare across grade levels, i-Ready uses scale scores, which serve as a common language across grades and schools. Expected year-over-year growth for elementary level reading is typically 40–50 scale score points. Students at PS 49 grew an average of 25 points in just 14 weeks!

### Reading Growth by Domain in 14 Weeks



\*Differences from test 1 scores to test 2 scores are statistically significant.

### “i-Ready is more fun.”

Following mandates in New York City, PS 49 uses other digital assessment solutions in addition to i-Ready. The difference is those are “straight-up testing,” said Mr. Burke. Teachers have found that when asked what program they want to use, students often choose i-Ready because it is kid friendly and interesting. “i-Ready keeps students engaged longer.”

As a result, teachers are seeing students spending more time on task and producing more quality work. “Many students that never like to read will sit, and they are reading because they find it interesting.”

### “It is saving [teachers] time.”

From the reports to making custom assignments, i-Ready has made teaching easier, especially for teachers that embraced the technology.

As an administrator, Mr. Burke “liked that i-Ready told me what lessons they’ve done, who passed or failed, and how much time they’ve spent on task.” Teachers found that instant access to data has helped them plan for individual needs of each student as well as assign lessons at various levels to meet students where they are.

As PS 49 prepares for the Common Core State Standards, Mr. Burke knows the “Common Core breakdown is going to help every teacher know what they need to be doing in each category.”

And if scores continue to improve like they have in the initial implementation, PS 49 will be in good shape for future testing.

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

