



School Profile

- Title I school
- 495 K-5 students
- 26 teachers
- 15 support personnel and administrators
- 52% eligible for free/reduced lunch

i-Ready Implementation

- 30-45 mins per day, 4-5 days per week
- Less than 18 weeks
- 370 students
- Tier 2 4th and 5th grade students who had failed prior year's reading SOLs
- K-3 students in need of foundational reading skill building
- K-1 students for math skill building

Quick Success Facts

- 75%-88% pass rate for Tier 2 students after none passed last year
- 72% increase in students at or above grade level in reading
- 260% increase in students at or above grade level in math

Independent third party data analysis provided by:

Educational Research Institute of America

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Online Assessment and Instruction Together Leads to Improved SOL Pass Rate

Case Study: Farmington Elementary School, Culpeper, VA

Background

Farmington Elementary was in search of a way to support students who had failed the prior year's SOLs and to strengthen foundational skills for K-5 students.

Two veteran administrators, Principal Gail Brewer and Assistant Principal and Reading Specialist Joan Evans, had experience with other online programs and knew that they needed a comprehensive solution that was easy to implement and use. They found that solution with i-Ready Diagnostic & Instruction and used it as a remedial support program for Farmington students that had failed to meet the Virginia Standards of Learning (SOLs) in reading or were identified by their teachers as in need of remediation.

Farmington students were provided explicit online instruction based on individual needs, while teachers used the data to guide classroom instruction. Ms. Evans found that "i-Ready was very easy to use."

"Of the fifth grade Tier 2 students we used i-Ready with this year, none passed the SOLs last year and 88% passed this year."

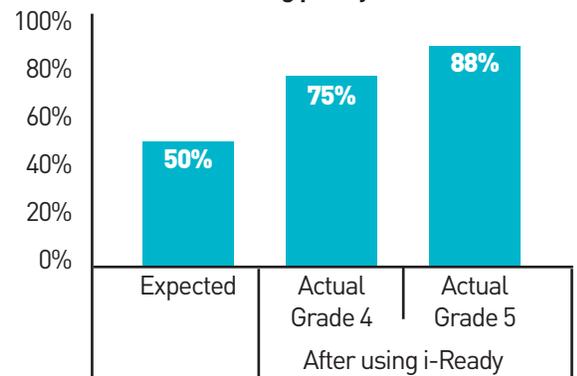
Farmington Elementary administrators reviewed the reports once a week and found them very thorough and great for tracking progress. "With i-Ready, I was able to identify weaknesses in specific areas. The information is just so robust" said Ms. Evans. The level of detail even helped determine eligibility for special education services.

And the results showed that i-Ready worked for Farmington Elementary. A typical recovery pass rate for students who previously failed the SOLs is 50%. Last year, Farmington's recovery rate was in the sixties. This year, after using i-Ready, fourth graders had a 75% pass rate and fifth graders had an 88% pass rate. "You can't beat the pass rate we got from i-Ready," said Ms. Brewer.

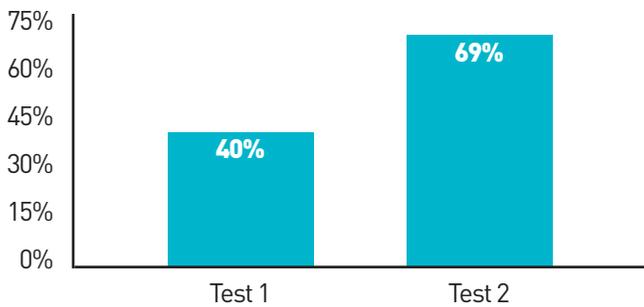
"When you have assessment and instruction together, you can hit the ground running."

Like many schools today, Farmington Elementary faces many challenges. While differentiated instruction was a key strategy to support struggling students, it was time intensive. Teachers would spend hours creating differentiated plans for their classes.

2012 Recovery Rate
(% of students who passed reading SOLs after failing prior year)



Reading Growth in Less than 18 Weeks
(% of students on or above grade level)



“With i-Ready, the prescription is right there,” said Ms. Brewer. Once teachers gave the assessment, they didn’t have to figure out where the students should be and what to do with them. i-Ready just started instruction and practice right at their level.

As the teachers got more familiar with the program and its features, they found they could even use i-Ready to hit hard in certain areas by turning on and off domains, which they used to further tailor students’ individual instruction.

“It’s great to have a tool that not only provides assessment, but instant remediation along with high student engagement!” said Gifted Specialist Jeanine Judd, who used it with a few of her “gifted underachievers.”

“Given the new and more challenging SOLs, I appreciated i-Ready’s breadth and rigor.”

For math, Farmington Elementary was focused on long-term preparation of its kindergarten and first grade students for the new math SOLs, which emphasize applying knowledge to problem solving, not just computation and straight rote. They were pleased to find the same rigor and foundation-building in i-Ready for Number and Operations, Algebra and Algebraic Thinking, Geometry, and Measurement, Data Analysis, and Probability. “It is preparing our students for these harder standards,” noted Ms. Brewer.

Ms. Evans noted that other programs could be too narrow. For reading, Ms. Evans found that “i-Ready hits so many more things that we think of as fundamental reading skills.” The program covers phonological awareness, phonics, high-frequency words, vocabulary, and comprehension for literature and informational text. Ms. Evans also “liked the different components to the language arts instruction, especially the comprehension component. Students were motivated by the activities and lessons.”

“The kids all loved taking responsibility and power for their own learning.”

The reports were one of the more enticing parts of i-Ready for Farmington Elementary students. Each week, Ms. Evans would review reports with students, discussing which lessons they passed and didn’t pass. She found that the students “liked looking at the charts and seeing their progress. They liked the empowerment of tracking their progress.”

Students felt that what they had learned in i-Ready carried over to their classroom work. One student told Ms. Evans, “I really think this is helping me do well in school. My grades on my comprehension tests keep going up.”

“I had my doubts about the short games and avatars at first,” recalled Ms. Brewer, “but it was really empowering. Students would say to me, ‘Did you see this? This is really cool!’” With other technology programs, they never heard words like “cool.” i-Ready created a lot of buzz among students. “They liked the program a lot. The games made them work even harder and the avatars became part of the culture in Farmington classrooms, with students discussing who had which avatars.”

Even students reading two grades below level were engaged. Ms. Evans was relieved to find that those struggling students “weren’t put off by the stories. They didn’t feel babyish. Students were actually interested in reading them.” Farmington Elementary was happy that i-Ready offered a great combination of fiction and nonfiction, which was hard to find with other programs.

Students found i-Ready “a fun and easy way to strengthen skills. Once they had their headphones on, they were in the zone,” said Ms. Evans.

Math Growth in Less than 18 Weeks
(% of students on or above grade level)

