i-Ready®

Case Study: Edward Kemble Elementary, Sacramento, CA

School Profile

- Title I school
- 515 K–3 students
- 29 teachers
- 100% eligible for free/reduced lunch
- 56% English language learners
- 14% special education

i-Ready Implementation

- 5 months
- 93 students in grades 2–3

Quick Success Facts

- 160% increase in students on or above grade level in math
- 87% increase in students on or above grade level in reading
- 145 point increase in Lexile measure

Independent third party data analysis provided by:

Educational Research Institute of America

www.eriaonline.com • email: info@eriaonline.com
An affiliate of Beck Evaluation & Testing Associates, Inc.

"i-Ready groups the students for you and tells you what to use."

Edward Kemble Elementary recently exited Program Improvement for the second time after growing 224 API (Academic Performance Index) points over the past six years. But targets increase every year. With only two testing grades to meet the targets, they have less time and fewer students to meet expectations. As a result, "we're trying to push ourselves more each year," said seven-year principal Dr. Shana Henry.

i-Ready Diagnostic & Instruction supported their efforts. It provided teachers with instant reports on student assessment data and then suggested direct instruction customized to each student. Students became engaged in the kid-friendly lessons, not just activities and practice, that featured relatable and diverse characters. "I found i-Ready's blend of assessment and instruction to be ideal," commented Dr. Henry.

"My initial reservation was whether teachers would use it…but now I have no doubt that it was the right thing to bring in."

Like many educators, teachers at Kemble Elementary had always been challenged in providing individualized instruction. It was not only time consuming, but sometimes difficult to determine what to do next. The team at Kemble Elementary found that based on the assessment results, i-Ready provided a list of next steps to work on with each student, reports that grouped students, and online instruction at each student's level that could be used for whole-class or small-group instruction.

Next year, they plan to use the downloadable supplemental materials for small-group instruction in their Saturday school intervention program. In general, finding materials outside of their grade level has always been teachers' biggest struggle, and i-Ready makes it easy by giving them the materials they need.

These i-Ready resources also help by providing consistency in instruction with less training for their staff that's always turning over.

"i-Ready provides direct instruction to students—teaching on the computer," explained Dr. Henry. "I have not found any program where that is possible. The computer, just like a teacher or instructional aide, is teaching the kids, walking them through skills, and checking for understanding. And it is all being calculated so the teacher can determine next steps. i-Ready gives you options whether you want to do direct instruction on the computer, with the teacher, or a hybrid of both."

"i-Ready provided an opportunity for kids to get engaging instruction in a different way than the norm."

Kemble Elementary's second and third grade teachers used i-Ready with a variety of students—those who were below-level, those on the bubble, and even above-level students that the teacher thought needed a challenge. Teachers assigned on-level lessons and sometimes even used those lessons to teach the whole class. For students who were behind, teachers had them work in instruction at their level (the automatically prescribed path).

Lexile Growth* in 5 Months

This approach got results. In just the first 12 weeks, students made significant gains, nearly doubling growth for both mathematics and reading. After 5 months, grade 2 students saw their average lexile scores increase from 370 to 515.

Furthermore, student performance on the i-Ready diagnostic was an indicator of student performance on the California State Test. For mathematics and reading, analyses using Pearson R and Spearman's Rho correlations were moderate to strong.

"My favorite aspect of i-Ready is the reports."

Kemble Elementary teachers used the reports in two ways. First, they'd assign students appropriate lessons based on the data, helping to individualize instruction. Then teachers started bringing the reports to Student Study Team meetings. The reports gave parents a visual of what their child was doing, if interventions were working, and what needed to be done.

"We liked that we could show parents and students where a student struggled and what we're doing to support them," said Dr. Henry. But what she loves the best is the quick access to see where students are at any time and what improvements are being made. "It is rewarding to know that what we are doing is working, and we are watching students move out of skills they were struggling with."