

i-Ready® Classroom Mathematics and Ohio State Assessment Performance

To understand the relationship between the use of *i-Ready Classroom Mathematics* (iRCL) core curriculum and performance on the Ohio State Tests (OST), Curriculum Associates evaluated OST scores and proficiency levels for students with access to iRCL compared to students without access to iRCL. The results demonstrate positive differences for students attending schools with iRCL across state scores and proficiency.

Key Findings:

- Students attending schools using iRCL **demonstrated higher state test scores** across Grades 3–5 than comparable students in non-iRCL schools.
- In schools using iRCL, a **higher proportion of students scored proficient on state tests** in Grades 3–5 compared to similar students in non-iRCL schools.
- The study design meets Every Student Succeeds Act Level 2 criteria.

Propensity score matching allowed for the comparison of 13,000 Ohio students in Grades 3–5, matched on fall Diagnostic scores and demographics to help isolate the effect of iRCL on OST. After matching, groups were appropriately balanced on the variables of interest (see Table 1), with standardized mean differences of < .25. Balancing groups allowed significance testing to be conducted to evaluate the differences in OST scores and percentage proficient on the OST between students with iRCL access and those without iRCL access.

Table 1. iRCL, Non-iRCL, and State-Level Student Characteristics and Matching

iRCL Status	Student Count	Mean Fall Diagnostic Score	Economically Disadvantaged	Disability Status	English Learner	Female	Black	Hispanic	White
iRCL	6,500	436.8	54.14%	21.16%	11.14%	48.35%	16.71%	14.63%	57.4%
Non	6,500	436.9	53.22%	16.86%	4.33%	48.97%	18.74%	6.86%	63.4%
State	338,360	-	47.45%	15.11%	4.75%	48.54%	13.89%	6.88%	68.6%

