



One Coherent Program

Clear Data, Connected Instruction, Committed Service

Dear educator,

Thank you for your devotion to our nation's children, the world-changers of tomorrow. You inspire us to do the very best that we can every day. We hope you can see our gratitude in all the ways we are working to make daily teaching and learning the best it can be.

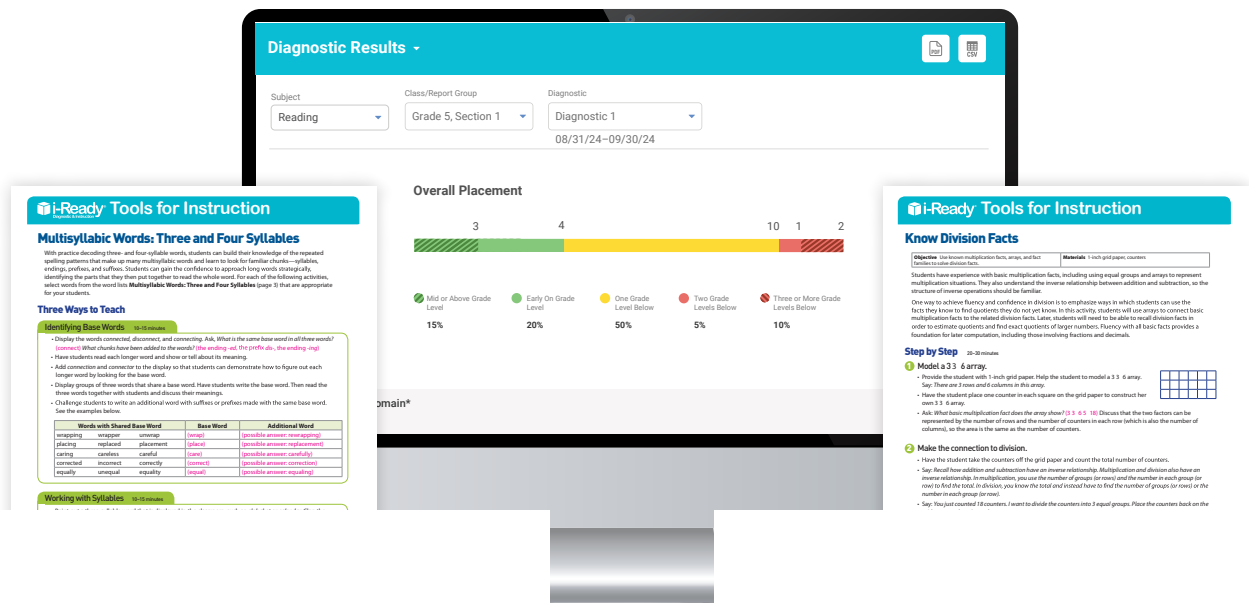
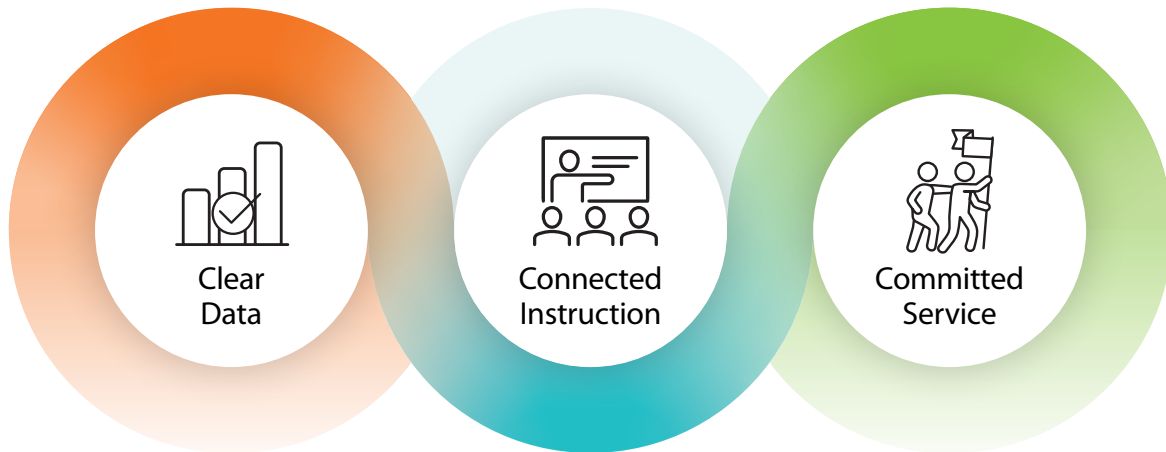
We know every student can reach higher with your guidance and the right instruction, but that instruction needs to be powered by reliable assessment data.

i-Ready is the only solution that seamlessly connects assessment to instruction. It's one coherent program delivering clear data that's connected to precise instruction and brought to life with committed service from teams that are wholly dedicated to your success. It's the reason our programs are trusted with more than 13 million students.

i-Ready is ultimately a promise to drive student growth—a promise we have been delivering on for many years.

We hope to partner with you and watch your students grow!

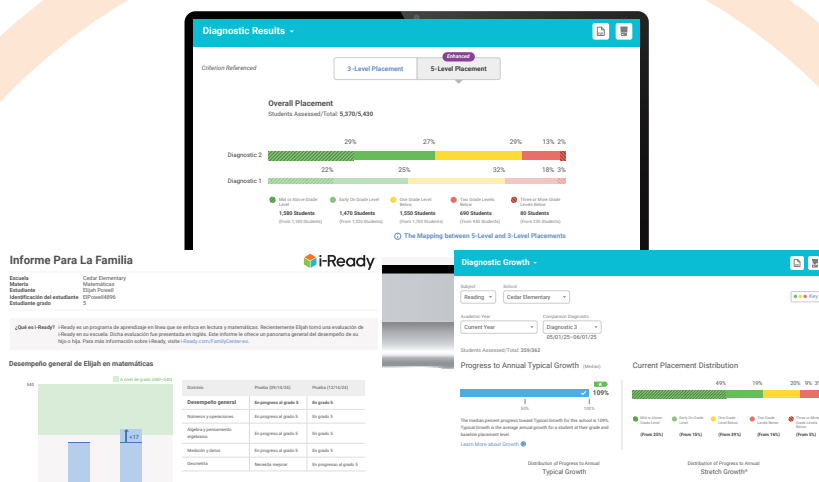
Get to Know the Power of One Coherent Program





Clear Data

Easily Understand Precisely What Students Can Do with a Full Suite of Assessments



Pinpoint What Students Know and Where They Need Support

*i-Ready Diagnostic** for Reading and for Mathematics: available for Grades K–12

i-Ready Diagnostic for Mathematics in Spanish: available for Grades K–12

i-Ready Growth Monitoring for Reading and for Mathematics: available for Grades K–8

[Learn more on page 6.](#)

*The *i-Ready Diagnostic* will be renamed to more clearly convey the scope and purpose of the assessment beginning in school year 2026–2027.

Evaluate Student Performance on Grade-Level Standards

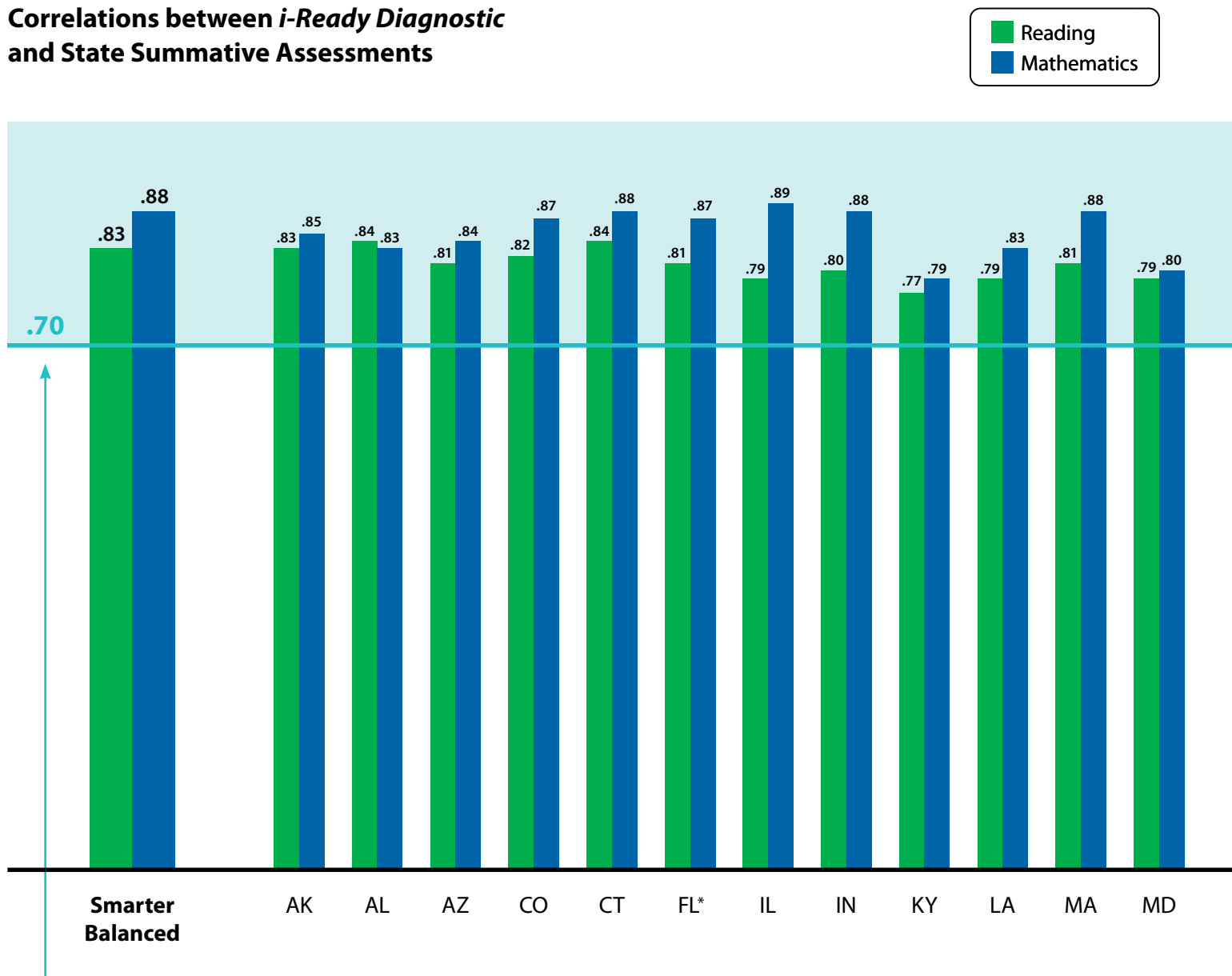
Ensure Students Are on Track for Reading Success

Understand Spanish-Speaking Students' Reading Performance

Trusted by Educators, Validated by Research

i-Ready is highly rated by the National Center on Intensive Intervention (NCII), strongly correlated with state assessments, and trusted by educators—with 13 million students using these accurate and actionable assessments.

Correlations between *i-Ready Diagnostic* and State Summative Assessments



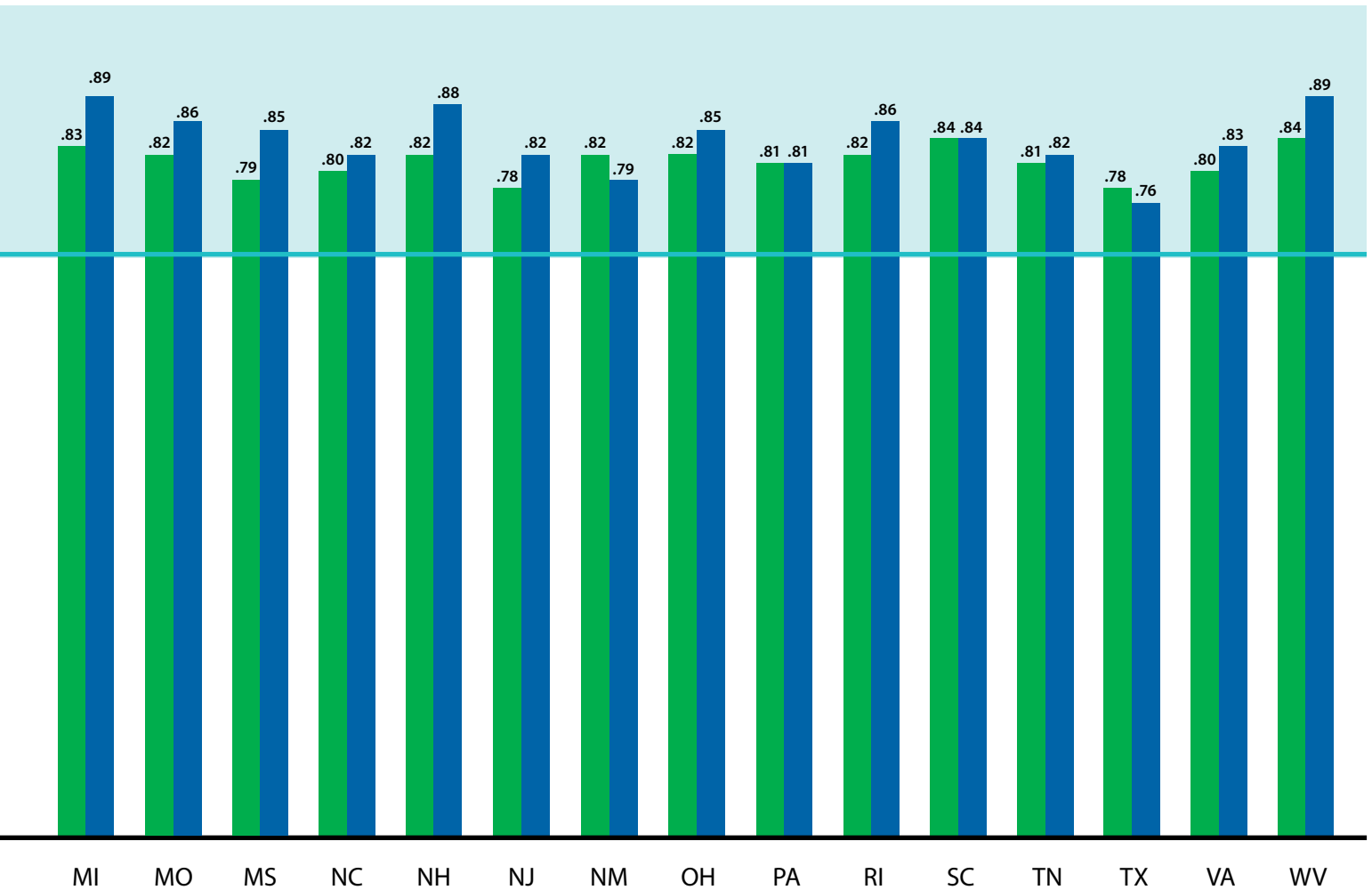
*Florida correlations for Grades 3–5



***i-Ready* Receives High Ratings from NCII**

i-Ready received high ratings in reading and mathematics from the NCII in all three categories NCII reviews: Academic Screening, Academic Progress Monitoring, and Academic Intervention.

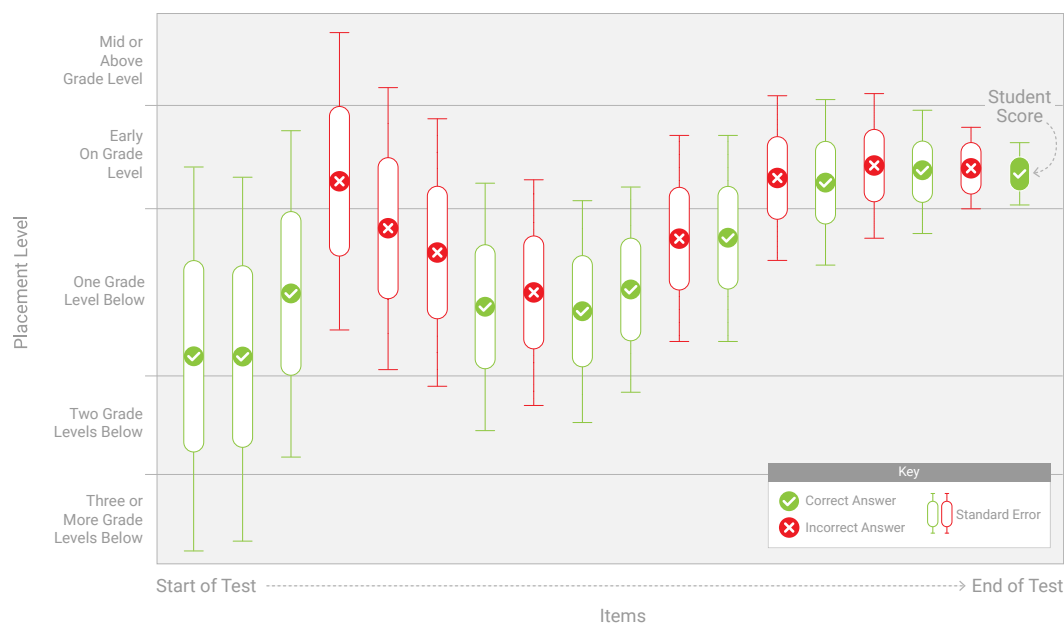
Access a summary of the report at CurriculumAssociates.com/NCII.



“The *i-Ready* K-12 Diagnostic and K-8 instruction [are] well designed and executed. The heart of the program—the pool of test items—is superb.”

Know Students Deeply with a Powerful Adaptive Assessment

At the heart of the *i-Ready Assessment* suite is the adaptive *i-Ready Diagnostic* for Reading and for Mathematics in Grades K–12 that shows what students know, how much growth is needed to reach grade-level expectations, and which instruction is needed to get them there.



The assessment adapts based on student responses to find the precise performance level of each student in the quickest, most efficient way possible.

“The Diagnostic provides precise information on student strengths and weaknesses. I know where I should work with each student.”

—Mary Rivers, Grade 3 Teacher, Krystal School of Science, Math, and Technology

Diagnostic Results ▾ Elijah Powell ▾ Grade 5

Subject
Math

Diagnostic
Diagnostic 1

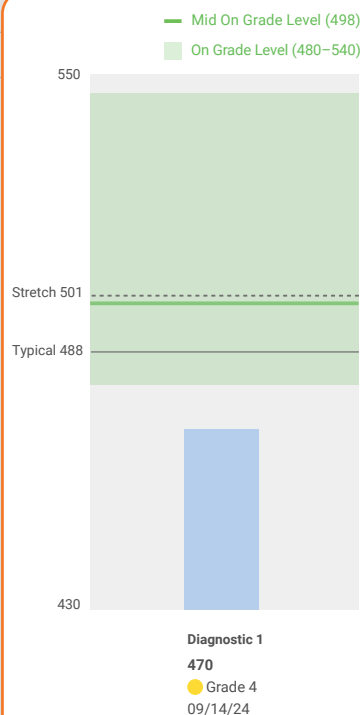
Diagnostic 1

Typical Growth

The average annual growth for a student at this grade and placement level on their baseline Diagnostic. ⓘ

Stretch Growth®

An ambitious, but attainable, level of annual growth that puts students who are below grade level on a path toward proficiency. ⓘ



This Diagnostic is considered the baseline and is used to establish Growth Measures for this student.

93 Percent

of students who met Stretch Growth® in two consecutive years across Reading and Mathematics finished on grade level their second year.¹



Key

Overall

Grade 4 (470)
Standard Error +/- 7

Domain	Placement	Can Dos & Next Steps
Number and Operations	Grade 4	↓
Algebra and Algebraic Thinking	Grade 4	↓
Measurement and Data	Grade 4	↓
Geometry	Grade 3	↓

Motivate students to reach ambitious yet attainable goals, including a Stretch Growth goal to give them a path to proficiency.

Can Do ⓘ

Base Ten

Understand what students can do and need next with instructional resources to meet the unique needs of each learner.

Read and write whole numbers through thousands in expanded form and standard form, and identify the value of the digits.

Standards

Read and write whole numbers through hundred millions in expanded form and standard form, and identify the value of the digits.

Standards

Compare and order numbers through hundred millions.

Standards

Add multi-digit numbers.

Standards

Next Steps & Resources for Instruction ⓘ

Base Ten

– Subtract multi-digit numbers.

Subtract multi-digit numbers.

Tools for Instruction

Subtract Multi-Digit Numbers
Restar números enteros de varios dígitos

Additional Resources

Ready® Math Instruction
Or
Digital Access to Ready through Teacher Tools

Tools for Instruction

Subtract Multi-Digit Numbers

Objective: Use place value concepts and the standard algorithm to subtract multi-digit numbers.
This activity builds on a conceptual understanding of place value and using the algorithm to subtract numbers through 1,000. Students work with large numbers, first estimating and then finding the difference by using knowledge of place value and the standard algorithm. The activity includes a variety of problems that require students to use place value concepts and the standard algorithm to subtract multi-digit numbers. This activity is designed to be used as a supplement to the Ready Math Instruction.

Step by Step

1 Provide a multi-digit subtraction problem.

• Write "4,000 - 1,200" on the board.

• Ask the student to estimate the difference.

• Support English Learners: The word "subtraction" is a key word in this problem.

2 Use place-value concepts to subtract.

• Have the student write the number 4,000 on the board.

• Have the student write the number 1,200 on the board.

• Have the student write the number 2,800 on the board.

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Recursos de instrucción

Restar números enteros de varios dígitos

Objetivo: Usar conceptos de valor posicional y el algoritmo estándar para restar números enteros de varios dígitos.
Esta actividad desarrolla la comprensión conceptual del valor posicional y el uso del algoritmo para restar números hasta 1,000. Los estudiantes trabajan con números grandes. Usan sus conocimientos del valor posicional y del algoritmo convencional para estimar y luego hallar las diferencias. Se les da un conjunto de valor posicional (forma desarrollada) para restar números ayuda a los estudiantes a desarrollar una comprensión conceptual de la resta. Cuando pasan al algoritmo convencional, se les da una versión abreviada de lo que hicieron con números en forma desarrollada. Esta actividad apunta especialmente a estudiantes con retos que requieren apoyo adicional para comprender los resultados de este tipo de problema. Los estudiantes deben dominar el algoritmo convencional de la resta con enteros de cualquier tamaño para poder comprender cómo aplicar el proceso para restar decimales.

Paso a paso

1 Proporcionar un problema de resta de varios dígitos.

• Escribir "4,000 - 1,200" en la pizarra en formato vertical.

• Pídele al estudiante que estime la diferencia al restar más cercano. Que el estudiante que que realice una resta.

• Pídele al estudiante que escriba la forma desarrollada de 4,000. Recuérdale que cada parte de la forma desarrollada representa el valor de un dígito en el número original: 4,000 = 4,000 + 0 + 0 + 0.

• Demuéstrale cómo restar 1,200 de 4,000, un valor posicional a la vez. Señala que se comienza con el dígito de mayor valor. Escríbelo el problema en la pizarra. Muestrale completa cada paso dígito.

4,000 menos 1,200 es 2,800.

4,000

1,200

2,800

300

2,700

2,700 menos 2,700 es 0.

0

2,700

2,700

2,700

2,700

2,700

2,700

2,700

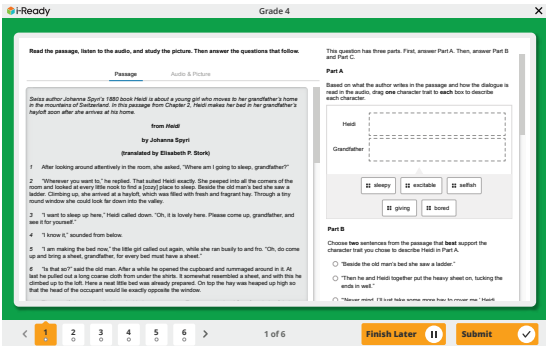
2,700

¹ Rome, L., & Daisher, T. (2023). *i-Ready Stretch Growth in the pandemic context*. Curriculum Associates.

Gain a Comprehensive Picture of Student Learning

The *i-Ready Assessment* suite includes additional tools that can be administered to complement *i-Ready Diagnostic* data and give educators insights they need to drive key instructional decisions and accelerate learning.

Evaluate performance on grade-level standards and identify performance trends with Standards Mastery assessments.



Standards Mastery Results by Test

Subject
Reading

Class/Report Group
Grade 5, Section 1

Assessment
Grade 5 Reading

Students Completed/Assigned: 14/19 Students Unassigned: 1

Skills Summary

Standards	Skill	Performance Distribution	Avg. Score
RI.5.5	Compare Text Structures: Grade 5		57%
RI.5.7	Find Information from Multiple Sources: Grade 5		43%
RI.5.7	Analyze Visual Elements: Grade 5		39%

Assessment Summary

46% Average Assessment Score

3 Proficient

5 Progressing

6 Beginning

i-Ready Standards Mastery: Differentiated Instructional Support

Find Information from Multiple Sources

Standard
RI.5.7 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question rapidly or to solve a problem efficiently.

Prerequisite Standard
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, flow lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

Overview of Tested Skills
On this assessment form, students read informational passages and draw on information to answer questions and solve problems. Students need to understand the most useful at least two passages with differing but complementary information about a topic.

Common Misconceptions and Errors
Errors may result from misunderstandings or if students:
- do not know how to draw on information from multiple sources to answer questions or solve problems.
- do not understand how to make use of text features to locate information quickly and efficiently, including subheads, key words, bullet points, flow lines, and footnotes.
- do not understand how to navigate between passages in the user interface.
- do not understand academic language, including information, description, topic, or quotation.
- are unfamiliar with the various informational text structures.

Ready & i-Ready Instructional Resources

Consider using the following as additional instructional resources for students who have focused on an above level in *Comprehension Informational* Test. See additional recommendations on page 3 for students performing below grade level.

Beginning
Focus: Developing Underlying Concepts
Help students understand how to draw information from sources quickly and efficiently. Share two short passages with common text features such as subheads, key words, footnotes, and even visual resources such as charts and graphs. Discuss how readers can use such features and resources to locate information quickly and efficiently. Talk about which school subjects have texts that commonly contain such features and resources and reasons why such texts have them.

Teacher Aid Small Group
Teacher: Ready Instruction
Grade 5, Lesson 18
- Finding Information from Multiple Sources

Progressing
Focus: Practicing and Building Confidence
Provide a strategy for locating information quickly and efficiently in multiple texts, such as scanning passages before reading them, locating text features intended to help the reader find information quickly, and thinking about what kind of information each feature typically provides. Discuss circumstances in which finding information from more than one text is important.

Teacher Aid Small Group
Teacher: Ready Instruction
Grade 5, Lesson 18
- Finding Information from Multiple Sources

Proficient
Focus: Deepening Understanding
Using your classroom, school library, or a digital resource, have students choose two short informational texts that cover different aspects of the same topic and compare text features that can help them find information quickly. As students read, have them make a list of how they can use such features to obtain information quickly.

i-Ready Instruction
- Close Reading: Finding Information from Multiple Sources

Find resources to support student proficiency.

Student	Assessment Score	Skill Score	1	2	3	4A	4B	5
Class Summary	46%	60%	60%	85%	76%	64%	43%	35%
Ramirez, Gabriella	90%	100%						
Tan, Melanie	85%	79%						
Sanchez, Abby	84%	79%						
Singh, Brian	64%	51%						
Powell, Elijah	51%	51%						
Wade, Kiara	42%	62%						
Stanton, Geena	34%	30%						
Ruiz, Justin	31%	30%						
McDonald, Kal	30%	30%						

Standards Mastery Results

School
Student
Student ID
Student Grade
Assessment
Score
Completion Date

Order Elementary
Baker, Danielle
012142
5
Grade 5 Reading RI.5.5 Compare Text Structures
55%
11/10/24

Use this report to review a student's results on a Standards Mastery assessment. Review the student's responses and common misconceptions for each wrong answer.

Read the passages. Then answer the questions that follow.

Saving the Bald Eagle

A Bird in Need

- The bald eagle is an important bird in the United States because it is the nation's symbol for freedom. However, this beautiful creature was almost destroyed in the very nation that honors it. The bald eagle was dying out slowly over hundreds of years due to a few major problems.
- One problem was that people were taking over the eagle's habitat and destroying its home. People cut down trees where the birds nested and ate the eagle's food sources. As people moved into areas where the birds lived, they even killed eagles!
- Another problem was that people were using a pesticide¹ called DDT on plants. Fish ate the plants, and eagles, in turn, ate the fish. DDT made the eagles very sick, and their eggs could no longer hatch. Over time, there were very few bald eagles left in the United States.
- The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.
- The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald

Working Together

4 The government developed ways to solve the problems we had created. It did not want to lose its national symbol, so it listed the bald eagle as an "endangered species." This meant that the bird was in danger of dying out completely. It became against the law to kill or hurt bald eagles. Another law was passed against the use of DDT, and this poison was no longer allowed to be used anywhere in the country.

5 The government and other groups also worked hard to protect the bald eagle's habitat. Special groups raised baby bald

6.25/1 point

Parts of both passages use a similar structure. The problem of the disappearance of the bald eagle is described in both passages. The sentences below describe solutions for that problem. Decide whether each solution on the left below is found in Passage 1, Passage 2, or both passages. Drag your answers to the boxes on the right.

Special groups raised baby bald eagles and released them.

1 Passage 1

A poison that almost destroyed the bald eagle is gone.

2 Passage 2

A law was passed to prevent killing or hurting bald eagles.

3 Both Passages

The bald eagle's trees are no longer chopped down.

4 Passage 1

Correct answers:

8 | i-Ready

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Introducción: Vas a leer un pasaje sobre algo que sucede cuando un niño llamado Jaime y su hermano encuentran algo interesante en el parque.

El nido

Jaime y su hermano mayor Sergio caminaban por el parque cuando, de repente, Jaime se detuvo sorprendido y señaló algo que estaba en el suelo. Cuando Jaime y Sergio se acercaron, vieron en el suelo tres pequeños huevos azules.

—El nido debe haberse caído preocupado. Entonces, sacó una cuerda y organizó una red de rescate.

Pronto llegaron dos expertos en aves. Traían una cuerda, una cesta y una escalera.

—Nos alegra que nos hayan ayudado a encontrar el nido en una rama alta. Ahora el pajarito puede regresar.

Mientras Dana colocaba la cesta en la rama, el hermano de Jaime, Mina, subió con ella poco a poco a una rama fuerte.

Introduction: You will read a passage about what happens when a boy named Jamil and his brother find something interesting in the park.

The Nest

Jamil and his older brother Cyrus were walking through the park when, suddenly, Jamil stopped in surprise and pointed to something on the ground. As both Jamil and Cyrus stepped a little closer, they saw a nest on the ground, with three small blue eggs in it.

"The nest must have fallen from the tree," Cyrus said, looking worried as he took out his phone and called the local bird rescue.

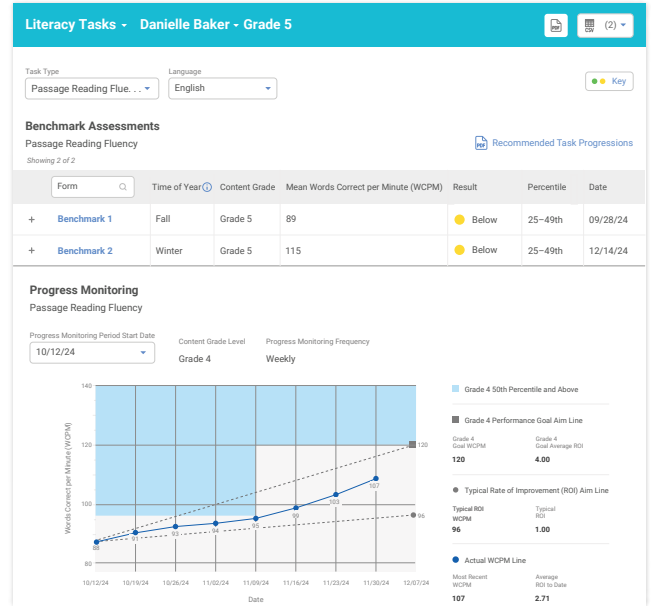
Soon, two bird experts named Dana and Millie arrived, carrying some rope, a small basket, and a ladder.

"We're glad you called us," said Dana, "since the nest needs to be put back up on a branch of this tree so the mother bird will come back to it."

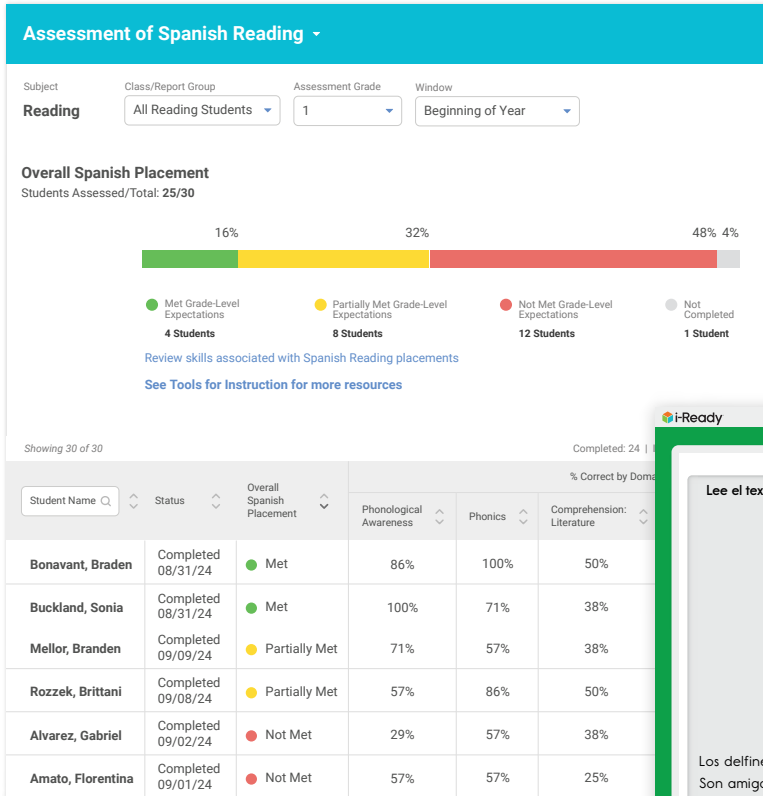
As Dana carefully put the nest into the basket, she explained that the basket would make the nest stronger and help it to stay up in the tree. Then, after tying some rope around the basket, Millie slowly climbed up the ladder with it until she reached a strong branch.

*Assess more efficiently
by digitally marking
Literacy Tasks in real time.*

Ensure students are on track for reading success with educator-administered *i-Ready Literacy Tasks* assessments.



*Understand student- and class-level
performance with intuitive reporting
in i-Ready Connect™.*



Get insights into the grade-level reading performance of students receiving instruction in Spanish with the Assessment of Spanish Reading.

i-Ready Grade 1

Lee el texto. Luego responde las preguntas.

Un color muy especial

¿Por qué hay que cuidar los delfines del texto?

Están tristes.

Han cambiado.

Hay pocos.

Los delfines rosados viven en los ríos de América del Sur. Son amigables y muy inteligentes. Quedan muy pocos por la contaminación del agua.

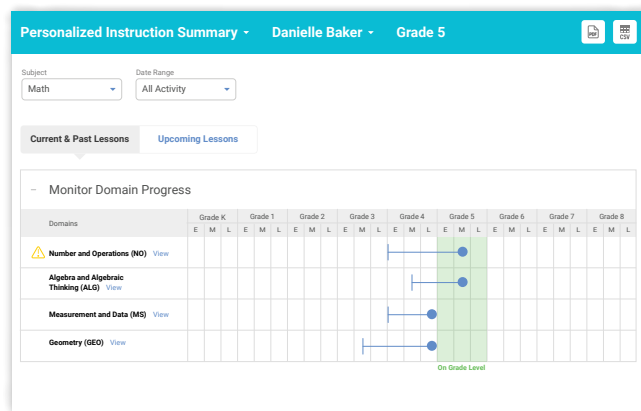
Mi progreso 1 de 35 completo **Acabé**



Connected Instruction

*Multiple Instructional Opportunities
Tailored to Students' Needs*

i-Ready Personalized Instruction builds the **exact skills** needed to progress students to grade level and beyond . . .



. . . while engaging them as **active participants in their learning** with intentional adaptivity and scaffolded instruction . . .

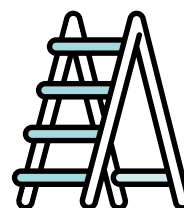
. . . with supports for **English Learners** grounded in three key principles:



**Promote Engagement
and Access**



**Support Academic
Language Development**



**Integrate Strategic
Scaffolds**

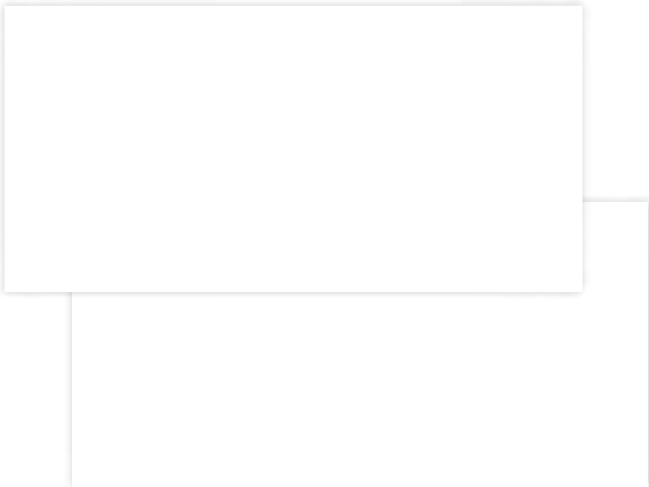
INTRODUCING



During the 2024–2025 school year, older striving learners in Grades 6+ will have early access to:

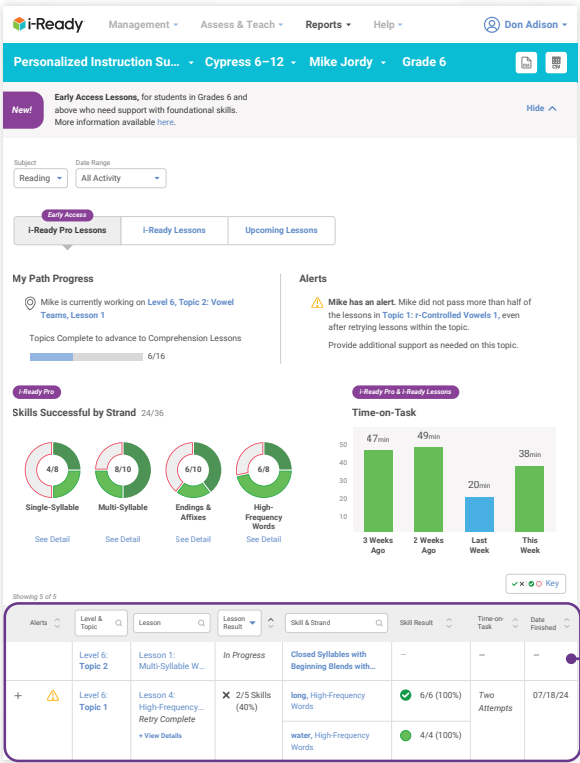
Essential Lessons in Foundational Skills

Essential Lessons in Core Numeracy



New Reading lessons build from single-syllable words to multisyllabic words and prepare students for words found in grade-level texts.

New Mathematics lessons bridge content across different grade levels with a focus on developing critical skills.



Alerts	Level & Topic	Lesson	Lesson Result	Skill & Strand	Skill Result	Time-on-Task	Date Finished
	Level 6: Topic 2	Lesson 1: Multi-Syllable W...	In Progress	Closed Syllables with Beginning Blends with...	—	—	—
+	Level 6: Topic 1	Lesson 4: High-Frequency... Retry Complete	✗ 2/5 Skills (40%)	long, High-Frequency Words	✓ 6/6 (100%)	Two Attempts	07/18/24
				water, High-Frequency Words	● 4/4 (100%)		
				called, High-Frequency Words	○ 2/4 (50%)		
				almost, High-Frequency Words	○ 2/4 (50%)		
				thought, High-Frequency Words	○ 1/4 (25%)		
	Level 6: Topic 1	Lesson 3: Endings & Affixes Retry Available	✗ 2/4 Skills (50%)	Inflectional -ed, Morphemes	● 4/6 (67%)	12m	07/11/24
				Inflectional -ing, Morphemes	● 6/8 (75%)		
				Prefixes pre-, Morphemes	○ 3/7 (43%)		

With **enhanced** skill-level reporting for educators

Learn More about the Evolution and Explore Key Resources:
i-Ready.com/Pro

Targeted, Teacher-Led Resources at Your Fingertips

i-Ready ties rich assessment data directly to teacher-led resources that can accelerate growth.

Access resources across all grades, regardless of the grade you teach.

Identify research-based resources to support both on-level and differentiated instruction across grades with Teacher Toolbox.

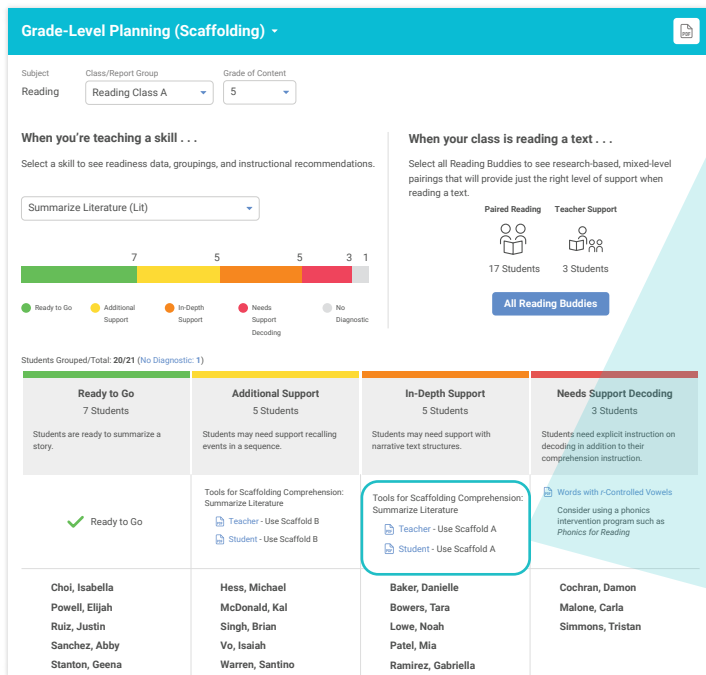
“It has the whole package—adaptive assessment, prescriptive lesson path, supportive lessons for prerequisites and specific skills.”

—Kim Schoenau, Math Coordinator, Tulare City School District

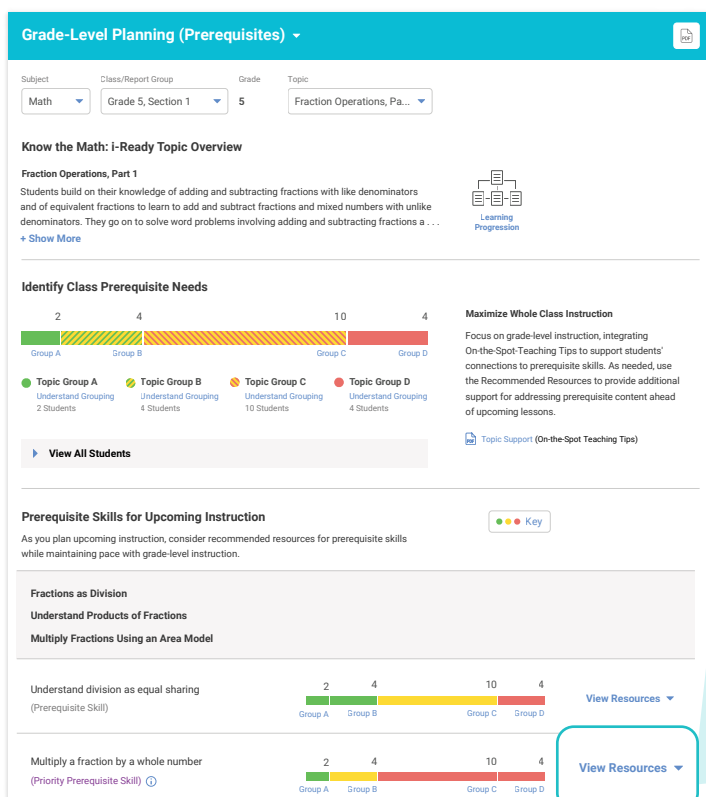
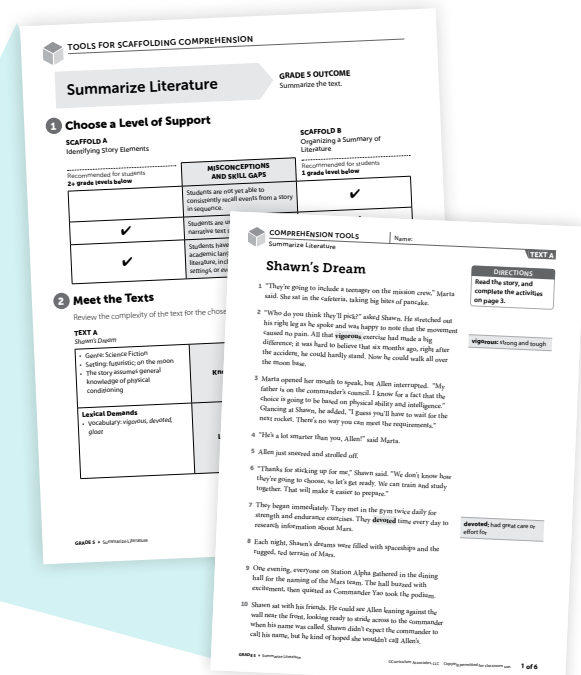
Accelerate students to grade-level learning with targeted, teacher-led resources for whole class, small group, and one-on-one instruction in Reading and Mathematics.

Understand student needs related to grade-level content.

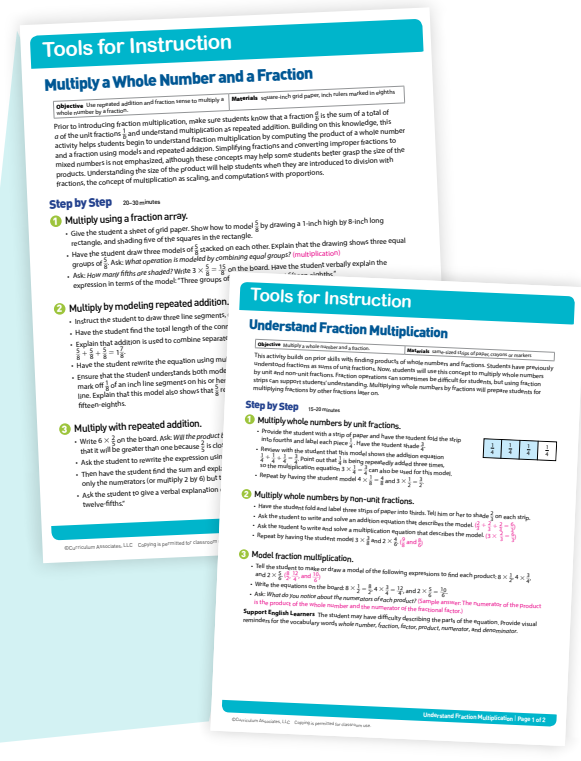
Use pre-identified resources to address essential skills.



Grade-Level Planning (Scaffolding) Report



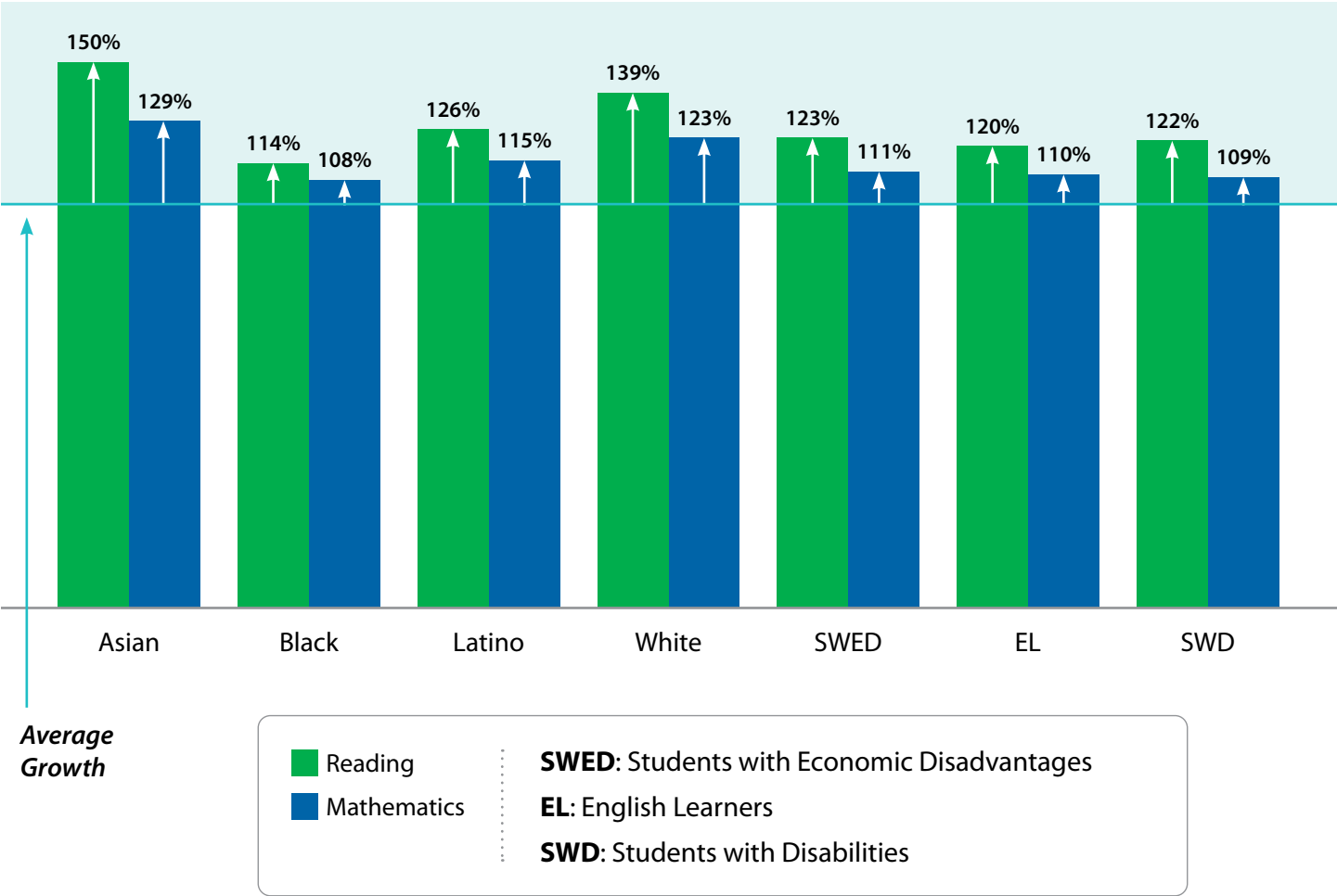
Grade-Level Planning (Prerequisites) Report



Research-Backed, Expert-Guided, Proven Effective

i-Ready Personalized Instruction leverages research and academic partnerships to positively impact student outcomes, as demonstrated by Every Student Succeeds Act (ESSA) efficacy research.

Students in Diverse Demographic Groups Exceed Typical Growth Targets



A study meeting ESSA Tier 3 evidence of students in Grades K–5 who used *i-Ready* for Reading (more than 570,000) and *i-Ready* for Mathematics (more than 700,000) found that students in various demographic groups who used *i-Ready* instruction as recommended exceeded their Typical Growth targets and achieved higher Typical Growth than comparison group students.²

²Curriculum Associates. (2022) *The impact of i-Ready Personalized Instruction during the 2020–2021 school year: Evidence to support historically marginalized student groups*. Author.

Students Learn More with *i-Ready Personalized Instruction*

A 2022 study of students in Grades K–8 who used *i-Ready* for Reading (more than 740,000) and *i-Ready* for Mathematics (more than 900,000) provides evidence that students in Grades K–8 who use *i-Ready* as recommended make greater learning gains than students who do not use *i-Ready* as recommended.

Students who used *i-Ready Personalized Instruction* with fidelity . . .
(i.e., 30–49 minutes on average per week with a lesson pass rate of 70 percent)



Had **greater**
fall-to-spring gains



Achieved a
higher grade-level placement
by spring



Exceeded their Typical
Growth targets



Achieved a **higher percentage**
of their Stretch Growth targets
across all grade levels³

To read more about the extensive research behind *i-Ready*—including studies meeting ESSA evidence criteria—please visit our Research Library at CurriculumAssociates.com/Research.

³Curriculum Associates. (2022). *Using i-Ready Personalized Instruction with fidelity: Results from the 2018–2019 school year*. Author.

Enhance Your *i-Ready* Implementation

Get to know our proven supplemental and core instructional programs that complement *i-Ready* to help students at all levels, from all backgrounds, achieve their greatest potential.



Core Mathematics Instruction

i-Ready Classroom Mathematics is a comprehensive core mathematics program for Grades K–8 that uses mathematical discourse and rigorous practice opportunities to help students take ownership of their learning.

Also available in Spanish!



Mathematics, Reading, and Writing Instruction

Ready programs support teachers in differentiating instruction for small groups and individuals, enabling all students to receive the instruction they need to build their confidence and help them grow.



Foundational Reading Instruction

Magnetic Reading Foundations is a comprehensive foundational skills program for Grades K–2 that includes everything educators need to deliver systematic foundational skills instruction for students to become confident and skilled readers.

Magnetic Reading™

Reading Comprehension Instruction

Magnetic Reading is a reading comprehension program for Grades 3–5 that builds knowledge, scaffolds instruction for all learners, and uses actionable data to help teachers support student learning. Built in partnership with the Johns Hopkins Institute for Education Policy.

Phonics for Reading®

A purple starburst shape with a white border, containing the text "New Edition!" in white.

**New
Edition!**

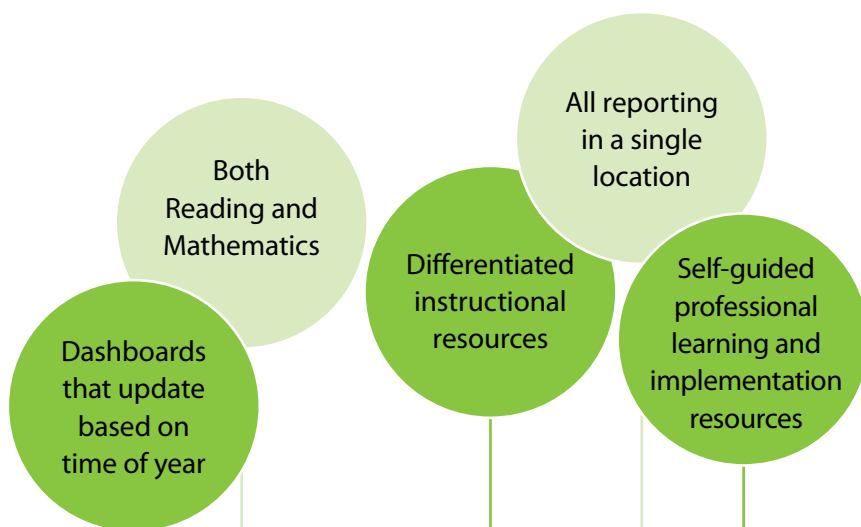
Phonics Intervention for Striving Readers

Authored by reading expert Dr. Anita Archer, *Phonics for Reading* is a systematic, research-based intervention program that helps students in Grades 3–12 rapidly build the skills they need to become fluent, independent readers.



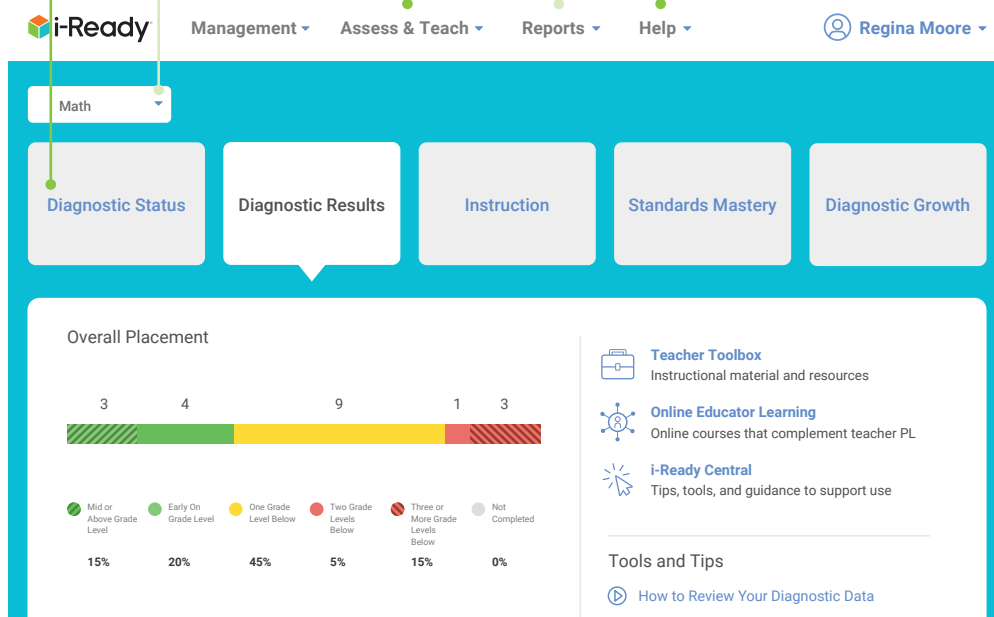
Committed Service

Powered by People and an Educator-Friendly Platform to Reach a Shared Goal



One Integrated and Intuitive Platform

The *i-Ready* platform makes actionable next steps easy with assessment data, instructional content, and support resources located in the same place.



Your Impact Is Our Purpose

Unparalleled service and educator support make up the *i-Ready* difference in empowering educator confidence and student growth. We align program, technical, and professional learning with strategic expertise to your goals, so you get the most out of *i-Ready*.



Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* data into classroom instruction and address your district goals



Professional Learning

Experienced educators focused on best-practice teaching to drive student growth



Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support



Educational Sales Consultants

Program design and pedagogy experts providing strategic guidance



Technical Support

Responsive technical support and proactive issue identification

More Than 40%

Your success matters to us—which is why more than 40 percent of the Curriculum Associates team is devoted to roles directly serving educators.

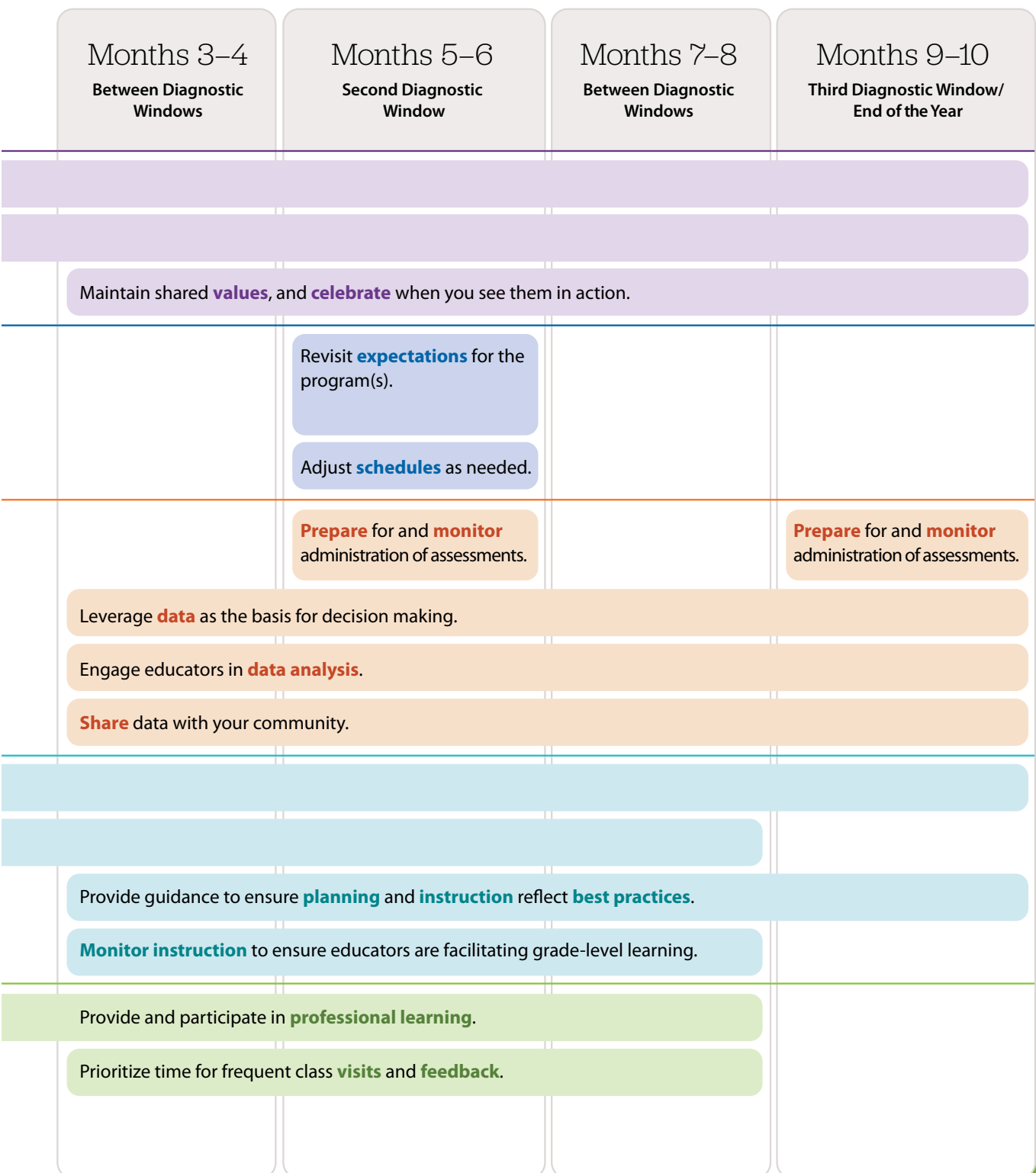
Drive Student Growth and Proficiency

Leaders play a critical role in the success of any program or initiative. School administrators, instructional leaders, and coaches who focus on these Top Leader Actions can unlock the potential of *i-Ready* to drive student growth and proficiency for all students.

	Before the Year Begins Before the First Diagnostic	Months 1–2 First Diagnostic Window
 BUILD COMMUNITY & CULTURE	Generate excitement for the program(s). Get to know the program(s) and establish a vision . Establish shared values that reflect equity and inclusivity .	Maintain excitement for the program(s). Set goals and celebrate progress.
 CREATE STRUCTURES & SCHEDULES	Communicate expectations for the program(s). Develop an effective schedule . Allocate resources appropriately.	Empower program champions .
 USE ASSESSMENT & DATA		Prepare for and monitor administration of assessments.
 SUPPORT TEACHING & LEARNING	Enable educators to use the program(s) . Reserve time for educators to plan and collaborate .	
 PROMOTE PROFESSIONAL GROWTH	Schedule targeted professional learning .	Cultivate a climate of professional growth . Help educators pursue growth opportunities .

“We’ve had multiple assessments that we’ve used through the years. This is the first time we felt like a company really partnered with us. The relationship part is important. We have a common goal, and Curriculum Associates helps us grow our students.”

—Chere Fetter, Director of Instructional Services, Haleyville City Schools



Discover the Power of One Coherent Program at i-Ready.com/TryIt

**“A strong data culture exposes information to everyone,
giving them notice and putting them on alert.**

They are more aware of everything that is going on with
our students and how they can take action.”

—Gisela Feild, Administrative Director for Assessment,
Research, and Data Analysis, Miami-Dade County Public Schools

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**Follow us to see how other educators are using
i-Ready to personalize learning and accelerate growth.**



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