Jones County School District

Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources

RFP# 042820252

Due: May 23, 2025 at 1:00 PM

Submitted via Central Bidding to:
Dr. Missy Bufkin, Director of Federal Programs
Jones County School District
5204 Hwy 11 North
Ellisville, MS 39437 (601)649-5201
E-Mail: mabufkin@jonesk12.org

Submitted by:
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Curriculum Associates®

May 23, 2025

Jones County School District
Attn: Dr. Missy Bufkin, Director of Federal Programs
5204 Hwy 11 North
Ellisville, MS 39437

RE: Literacy/Math Assessment Program with Diagnostic, Intervention, and Supplemental Resources, Bid# 042820252

Dear Dr. Bufkin:

Jones County School District (JCSD) is seeking a screener and diagnostic assessment program that includes learning paths for students and teacher resources, all aligned/correlated to the Mississippi College- and Career- Readiness Standards (MCCRS). This proposed fully web-based solution will support JCSD's vision to "unleash the possibilities for students through expanding their special skills and talents, while guiding their learning according to high expectations and standards."[1]

To continue our esteemed partnership and meet the needs denoted in the RFP, Curriculum Associates, LLC (Curriculum Associates) proposes our research-based, award-winning, and classroom-proven *i-Ready® Assessment and Personalized Instruction* (*i-Ready*) for English Language Arts (ELA)/reading with the cost-optional *i-Ready Learning Teacher Toolbox* **for Mississippi (K–8)** and *Phonics for Reading*® **©2024–2025**, all supported by *i-Ready Partners.*

i-Ready first helps teachers **pinpoint** areas **where students need instruction** through *i-Ready Assessment's* suite of computer-adaptive assessments, which are easy to administer, designed to engage students so that they do their best. *i-Ready* **assessments are also aligned to MCCRS and include items similar to those students experience on the Mississippi Academic Assessment Program (MAAP).**

i-Ready Assessment comprises the adaptive *i-Ready Diagnostic* (K–12) and optional assessments included in the license fee at no additional cost: *Growth Monitoring* (K–8) and *Standards Mastery* (2–8):

- *i-Ready Diagnostic* accurately and efficiently pinpoints students' needs and helps teachers better understand the root causes behind student challenges by dynamically adapting based on student response patterns. With *i-Ready Diagnostic*, large amounts of useful data are derived from a limited number of test items—helping educators assess less and know more.

- Using the adaptive *Growth Monitoring* assessments—which draw on the same item bank as the *Diagnostic*—teachers and administrators can monitor students' progress between *Diagnostic* administrations to determine if students are on track to meet annual growth targets.

- *Standards Mastery* provides flexible, user-controlled, fixed-form assessments that allow for targeted evaluation of specific MCCRS. This tool makes it easy to obtain regular formative and benchmark information on standards mastery as students progress throughout the year

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[1] Retrieved from Jones County School District's *Mission and Vision,* 6.5.2025:
https://jonesk12.org/en-us/mission-vision-df41daad

i-Ready will continue to offer JCSD educators a comprehensive suite of intuitive, actionable reports that they have come to rely upon to provide in-depth insight into individual strengths and learning needs in the assessed reading and mathematics domains, aligned with MCCRS and strongly correlated with MAAP.

Available for students performing at grade levels K–8, *i-Ready Personalized Instruction's* interactive lessons deliver a consistent best-practice lesson structure and build conceptual understanding, in addition to being engaging and relevant for diverse learners. For students in need of additional support or further challenge, lessons are prescribed to meet these needs (as identified by the *Diagnostic*). The classroom teacher can assign extra lessons to augment grade-level instruction in K–8 classrooms. *i-Ready Personalized Instruction* meets every child at their zone of proximal development. Lesson quizzes at the end of each online module allow teachers to regularly track student advancement toward grade-level expectations.

Additionally, teachers will benefit from the cost-optional *Mississippi Teacher Toolbox*, a digital filing cabinet of teacher-led lessons with searchable content across grades for differentiation and *Phonics for Reading*, authored by Dr. Anita Archer, an intensive phonics intervention program designed for students in grades 3–12. The program provides systematic, explicit instruction to accelerate student acquisition of foundational skills—phonemic awareness, phonics, high-frequency words, and spelling—in service of decoding, word recognition, and fluency and it supports vocabulary, background knowledge, and comprehension. A Digital Resource Site accompanies the program and includes resources for educators to enhance and deepen instruction, such as articulation videos and practice, multimodal learning enhancements, and various instructional supports.

In all, nearly 13,452,713 U.S. students are using *i-Ready*. Teachers are saving time and are administering instruction that is proven to make a difference. Students are engaged in their learning and feel empowered to contribute. At Curriculum Associates, we want to go beyond improving test scores—we want to inspire teachers to be intentional and purposeful in their planning through valid and reliable data and targeted, best-practice instructional resources that truly yield learning gains for every learner.

We are confident that our blended assessment and instruction solution—backed by our comprehensive professional learning and support—will ensure JCSD students and staff receive the resources and support they need to succeed.

This proposal is valid until December 31, 2025. Please note that our clarifications and exceptions follow this page. For additional information about our proposal or to arrange a presentation, please contact me by phone at 614.721.9573 or by email at RFPs@cainc.com. On behalf of Curriculum Associates, thank you for your review and consideration of our submission.

Sincerely,

Erin Rush
VP, Adoptions and Proposals
Curriculum Associates, LLC

Clarifications and Exceptions

Curriculum Associates respectfully requests that Jones County School District (the "District") consider the following clarifications and exceptions in connection with RFP #042820252 (the "RFP") and incorporate them into this proposal and any contract resulting from this RFP. For the avoidance of doubt, use and inspection of Curriculum Associates' digital products is subject to the applicable terms of use for such products. We look forward to working collaboratively with the District to find solutions to these areas that are amenable to both parties:

1. SECTION 7, MINIMUM ELIGIBILITY REQUIREMENTS (PAGE 2)

   Curriculum Associates requests that it have an opportunity to renew and negotiate, as may be necessary, any terms/agreement and any addendum set forth by the school district's school board attorney, to achieve a mutually satisfactory contract.

2. SECTION 11, SPECIAL TERMS/CONDITIONS, TERMINATION FOR CONVENIENCE (PAGE 3)

   In the event Curriculum Associates is unable to provide the contracted services and mutually acceptable alternatives cannot be arranged, the contract may be terminated upon written request, and a pro-rata refund will be issued.

   For any non-print products, subscription may be terminated for convenience, and District may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, District may request a refund for unused services within 90 days of purchase date. After 90 days, District's non-print products and Professional Learning purchase shall be final and no refunds are available.

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List of Appendices

Tab I: Executive Summary

Jones County School District's Needs

To meet Jones County School District's (JCSD) need for a literacy and math diagnostic, intervention, and supplemental program that can be used as a screener and diagnostic assessment program and that includes learning paths for students with teacher resources solution aligned with the Mississippi College- and Career-Readiness Standards (MCCRS), Curriculum Associates, LLC (Curriculum Associates) proposes the use of our suite of assessment and instructional solutions.

This program should be aligned/correlated to the Mississippi College and Career Readiness Standards; Strategic Plan Goal II: Improve Student Achievement through a Rigorous and Relevant Curriculum; and, Objective A: Implementation of MS College and Career State Standards and High Stakes Assessments.

Adaptive Assessment and Personalized Instruction to Meet JCSD's Needs

To enhance our successful partnership, Curriculum Associates is confident that forging ahead with our solution not only meets the District's needs but also aligns with JCSD's belief that, "All students should receive quality instruction daily in every class."[2] To continue meeting JCSD's needs, we propose *i-Ready® Assessment* **(K–8)**, *i-Ready Personalized Instruction* **(K–8)** (*i-Ready*), with *i-Ready Learning Teacher Toolbox* **for Mississippi (K–8)** for reading and mathematics and *Phonics for Reading*® **©2024– 2025**, both cost-optional. [3] Our solution includes *i-Ready Partners*—a connected and experienced group of professionals focused on meeting the needs of educators, students, and communities—for implementation with fidelity. We are confident that *i-Ready* will offer the District a robust evaluation of student proficiency, influence identification of students in need of additional support, and accelerate student learning.

- *i-Ready Assessment* offers a proven, data-driven assessment system with extensive evidence of validity and reliability. Aligned to the Mississippi Career- and College-Readiness Standards (MCCRS). *i-Ready* helps teachers pinpoint students' individual instructional needs with the adaptive *Diagnostic*, which is highly correlated to Mississippi Academic Assessment Program (MAAP) and the optional assessments *Growth Monitoring*, *Standards Mastery*, *Literacy Tasks*, and *Evaluación*). *i-Ready* generates user-friendly reports with detailed domain- and skill-level data and recommends differentiated instruction.

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[2] Retrieved from Jones County School District's *Strategic Plan,* 6.5.2023: *https://drive.google.com/file/d/1ze9bhBdapx0cG76FrseqJbpP_8qGbd6l/view*
[3] While offered for grades sought in this RFP (K 8), please note our programs are available for additional grades: *i-Ready Assessment* including *Diagnostic* (K–12), *Growth Monitoring* (K–8), *Literacy Tasks* (K–6), *Standards Mastery* (2–8), *Evaluación* (K–6 adaptive, 7–8 fixed form); *Personalized Instruction* (K–8); and *Teacher Toolbox* (K–8).

- ***i-Ready Personalized Instruction***—available in the same, easy-to-use platform as *i-Ready Assessment*—is an online instructional supplemental and intervention resource for reading and mathematics, aligned to MCCRS. Based on *Diagnostic* data, *Personalized Instruction* builds a unique lesson plan of online instruction with a personalized starting point for each student with scaffolds. Supported by research, *i-Ready* is an effective solution for all learners.

- ***i-Ready Learning Teacher Toolbox* for Mississippi** (cost-optional) —available in the same *i-Ready* platform—is an online filing cabinet of standards-based teacher-led instructional resources for reading, writing, and mathematics. Materials are organized by grade and standard, so teachers can pinpoint resources for a specific skill. Educators can access resources for all available grade levels, thereby supporting differentiated instruction across grades. Lessons are often recommended in *i-Ready* reports.

- ***Phonics for Reading*** (cost-optional)—authored by reading expert, Dr. Anita Archer, Phonics for Reading is a systematic, research-based intervention program that helps students in grades 3–8 rapidly build the skills they need to become fluent, independent readers. Three levels of content can be used to improve students' decoding skills. Designed to appeal to older students, each level features consistent teaching routines, repeated practice, and immediate corrective feedback. Built on Science of Reading and Science of Instruction, Phonics for Reading includes additional instructional materials available on Teacher Toolbox and on the included Digital Resource Site.

i-Ready provides a complete picture of student performance and combines a research-based online assessment platform with numerous data-driven instructional paths, offering a holistic approach to address major assessment needs through formative assessment, growth monitoring, and standards mastery. Every piece of data informs instruction, and we designed *i-Ready* to be easily consumable and actionable—whether the user is a director of assessment, a first-year teacher, or has any experience or background level in between.

In a single program, *i-Ready:*

- Integrates powerful assessments and rich insights with effective and engaging instruction in reading and mathematics to address students' individual needs.

- Empowers teachers to make more informed decisions.

- Motivates students with access to their own personalized path to growth.

- Supports English learners and offers a variety of assessments in instruction in Spanish.

i-Ready embodies the philosophy that learning is a continuous cycle of assessment linked to instruction.

- **Pinpoints specific student needs with an adaptive K–8 *Diagnostic***—*i-Ready Diagnostic* automatically and accurately identifies each student's overall and sub-skill needs by domain in reading and mathematics, providing a valid and reliable measure of student growth with detailed results and personalized next steps for instruction.

- **Provides immediate, prescriptive reports that inform data-driven instructional decisions**— From offering insight as to why students need additional support to tracking their response to instruction and progress toward mastery of the standards, *i-Ready* presents all data in actionable, easy-to-read reports available to teachers in real time.

- **Monitors growth and standards mastery between administrations of the full *Diagnostic***— *Growth Monitoring* and *Standards Mastery* assessments offer progress monitoring. Additionally, the scored section at the end of every *Personalized Instruction* (K–8) lesson serves as embedded progress monitoring, so teachers can track how well students are doing.

- **Ensures a comprehensive view of each student's reading performance**—*Literacy Tasks* complement the *Diagnostic* to help provide a comprehensive snapshot of a student's overall reading performance.

Connects valid and reliable data to differentiated online and teacher-led instruction—Based on *Diagnostic* results, students are automatically placed into standards-based online instruction customized to their placement levels. Furthermore, *Diagnostic* reports provide a developmental analysis for each student, as well as specific teacher-led resources for instruction, such as Tools for Instruction, or lessons within other Curriculum Associates' programs (available as cost options)—such as *Ready®* print materials and/or the online *Mississippi Teacher Toolbox.*

Professional Learning

Curriculum Associates' wide array of Professional Development offerings meet educators where they are and addresses their specific concerns and requests. Our research-driven approach is based on effective adult learning theory and is delivered by our talented facilitators multiple times over the course of the school year. We propose our Advanced User Professional Development for JCSD, to include tailored support for educators across the district, as well as data-driven best practices for leaders looking to get the most from this program.

For those looking to learn asynchronously, several online vehicles will continue to be available to JCSD users 24/7, including Online Educator Learning, *i-Ready Central*, and Collaborative Learning Extensions (CLEs). These resources can help to supplement online sessions and ensure JCSD staff always have access to necessary information and trainings.

Tab II: Service Specifications and Provisions:

The program must adhere to, align with, and provide the following:

Assesses as a Screening Instrument for Pre K-8th Grades for Reading and Math

Assess as a screening instrument for Pre K-8th grades for Reading and Math

Screening Assessment for K-8th

i-Ready Diagnostic can be used as a universal screener, as its reports provide teachers with an overall picture of each student's performance relating to both grade level and national norms. For reading, pair data from the *Diagnostic* with *i-Ready Literacy Tasks* for more targeted understanding of foundational reading skills. *Literacy Tasks* enable educators to observe, quantify, and record student reading behaviors that are best suited to one-to-one evaluation.

i-Ready Diagnostic offers easy-to-use reports that give teachers detailed information on many specific skills. With just one assessment, teachers can see a clear profile of each student and their entire class. The assessment provides a criterion-referenced placement score for each subject overall and for each content domain, giving insights into where each student is in relation to grade-level expectations. These comprehensive reports help teachers tailor their instruction to meet individual needs, making teaching more effective and personalized.

5-Level Placement provides a detailed breakdown of performance for a district, school, grade, class, or student to better target student needs. With these enhanced placements, educators can maintain a consistent perspective on placement throughout the school year and better see movement between placements. Teachers have deep insights into how groups of students are progressing towards proficiency and the level of scaffolding individual students need to be successful.

Teachers can see results in terms of these five levels, as listed below and shown in Figure 1:

- Level 1: Mid on-grade level or above

- Level 2: Early on-grade level

- Level 3: One grade level below

- Level 4: Two grade levels below

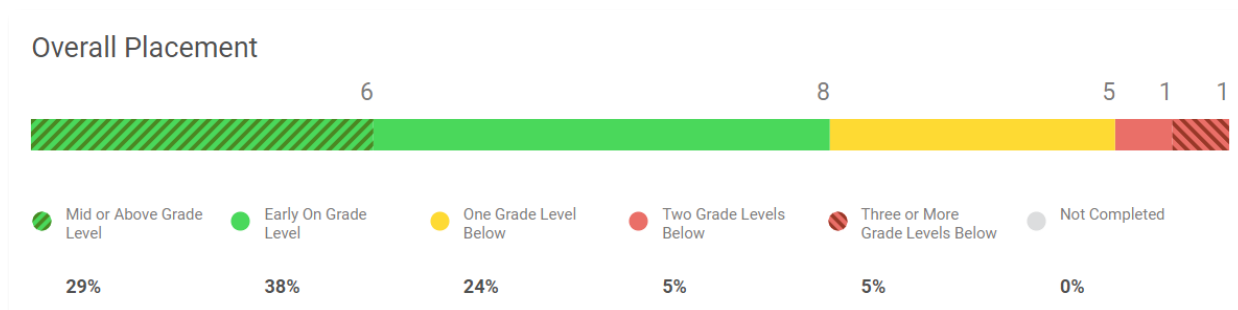- Level 5: Three or more grade levels below

Figure 1. With *i-Ready's* five-level placement system, educators get a granular view of placements so they can target student needs, see movement in student placements, and maintain a consistent perspective on placement throughout the school year.

The Diagnostic Results reports provide more than just scores. They show individualized growth measures for each student and track their progress towards goals throughout the year. Typical Growth is the average yearly growth expected for a student at their grade and placement level. Stretch Growth is an ambitious, but achievable, level of growth that helps below-level students move towards proficiency. This detailed information supports teachers in guiding every student to succeed. An example of the Diagnostic Results (Student) report is provided in Figure 9 on Page 14.

i-Ready immediately links *Diagnostic* student data to a personalized learning path. This minimizes the need for multiple tests and streamlines the instructional planning process. The *Diagnostic* also groups students with similar skill needs for small-group instruction and provides targeted resources for the skills those students most need to develop. This approach aligns with MTSS guidelines, especially for students in Tiers 2 and 3.

Additionally, *i-Ready* was reviewed by the National Center on Intensive Intervention (NCII) Academic Screening Tools Charts and **earned high ratings from the National Center on Intensive Intervention (NCII) as an academic screening tool.**

The high ratings in **Academic Screening** signify that *i-Ready Diagnostic* meets NCII's rigorous technical standards and can be used to identify students at risk of poor academic outcomes, including those who may need intensive instruction. These ratings (Figure 2) provide external evidence of *i-Ready Diagnostic's* rigorous design. The full results are posted on the NCII website at: https://charts.intensiveintervention.org/ascreening.

Legend ● Convincing evidence ◑ Partially convincing evidence ○ Unconvincing evidence ▬ Data unavailable

Academic Screening Tools Chart

An Overview of *i-Ready Diagnostic*'s Results

Grade	Classification Accuracy			Reliability	Validity	Sample Representativeness	Bias Analysis Conducted
	Fall	Winter	Spring				
i-Ready Diagnostic for Reading							
K	◑	●	●	●	●	National with Cross-Validation	Yes
1	◑	●	●	●	●		
2	●	●	●	●	●		
3	●	●	●	●	●		
4	●	●	●	●	●		
5	●	●	●	●	●		
6	●	●	●	●	●		
7	●	●	●	●	●		
8	●	●	●	●	●		
i-Ready Diagnostic for Mathematics							
K	◑	◑	◑	●	●	National with Cross-Validation	Yes
1	◑	●	●	●	●		
2	●	●	●	●	●		
3	●	●	●	●	●		
4	●	●	●	●	●		
5	●	●	●	●	●		
6	●	●	●	●	●		
7	●	●	●	●	●		
8	●	●	●	●	●		

Figure 2. *i-Ready Diagnostic* received high ratings for classification accuracy, reliability, and validity.

NCII also conducted a Bias Analysis of *i-Ready Diagnostic* to ensure the assessment tool is free from bias and rated it "yes" in every grade for both subjects. Read the full analysis on NCII's website:

- Reading: https://charts.intensiveintervention.org/screening/tool/?id=4c5fbfb725845db3

- Mathematics: https://charts.intensiveintervention.org/screening/tool/?id=dbb425fc248db8fd

> *i-Ready Diagnostic* for reading and for mathematics provides an online, vendor hosted, adaptive assessment for students in grades K–12. *i-Ready Diagnostic* for reading is on the Mississippi Department of Education approved list of universal reading screeners (https://mdek12.org/studentassessment/usda/).

Assesses In A Computer Adaptive Platform

Assess In A Computer Adaptive Platform

The core component of *i-Ready Assessment* is **i-Ready Diagnostic,** a computer-adaptive assessment that provides a deep, customized evaluation of every student and tracks student growth and performance consistently and continuously over a student's entire K–8 career in both reading and mathematics. By dynamically adapting based on student response patterns, *i-Ready Diagnostic* derives large amounts of information from a limited number of test items. This allows the *Diagnostic* to accurately and efficiently pinpoint students' needs and helps teachers better understand the root causes behind student challenges. This is especially beneficial for identifying gaps spanning back multiple years, determining where students are ready for further challenges, and providing differentiated instruction.

To successfully teach students to meet the expectations of challenging academic standards, it is crucial to have clear insight into student performance on rigorous assessments of those standards. *i-Ready* prepares students to meet college- and career-readiness expectations by aligning with current state standards and summative assessments.

Built upon research and data-driven insights, *i-Ready Assessment* evaluates, and *i-Ready Personalized Instruction* teaches important domains in reading and mathematics, as listed in Table 1.

Table 1. *i-Ready* Assesses and Teaches Key Domains	
Reading/English Language Arts (ELA)	**Mathematics**
• Foundational Skills: Phonological Awareness, Phonics, High-Frequency Words, and Fluency[4] • Vocabulary • Comprehension of Informational Text and Literature	• Number and Operations/The Number System • Algebra and Algebraic Thinking • Measurement and Data • Geometry

i-Ready Diagnostic Pinpoints Student Performance Level

i-Ready Diagnostic starts students at an estimated difficulty level based on their chronological grade. As a student answers questions correctly or incorrectly, the test adapts, adjusting up or down, with questions of varying difficulty, until the assessment reaches the level of difficulty that is "just right" and pinpoints which sub-skills have been mastered and which need additional work. For subsequent *Diagnostics*, the assessment begins at the student's estimated proficiency based on previous performance.

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[4] *i-Ready Assessment* offers assessment and practice in fluency. While *i-Ready Personalized Instruction* does not provide explicit instruction in reading fluency, there are numerous opportunities for students to develop and strengthen their reading fluency within some of the High-Frequency Words, Phonics, and Comprehension lessons.

For example, a student may be performing on grade level with vocabulary but performing below grade level for comprehension. Or in mathematics, a student may need support in algebraic thinking, but is meeting grade-level expectations in numbers and operations. The depth of the item bank enables the *Diagnostic* to truly pinpoint a student's performance and ensures the accuracy of results.

Figure 3 shows how the *Diagnostic* adapts to determine student placement level.
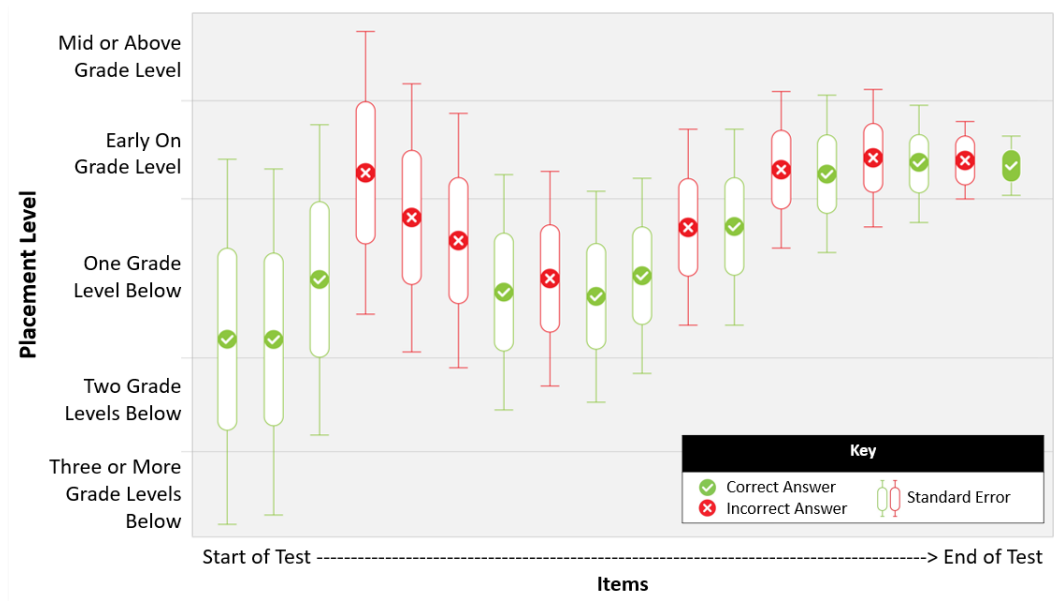
Figure 3. By adapting to student responses and assessing a broad range of skills—including skills above and below a student's chronological grade—the *Diagnostic* pinpoints a student's skill level.

A continuum of scale scores from kindergarten through high school offers powerful longitudinal data by tracking student progress within and across years—essential to evaluating program efficacy, differentiating instruction, and supporting every learner in reaching their potential.

> "I use *i-Ready* data in several different ways. From the minute the *Diagnostic's* completed, I'll use the data to start my instructional groupings. Every week I'll check to see how the students are performing. Are they passing each domain and each standard?"
> —Educator and *i-Ready* User

> "The most significant thing about *i-Ready* is how it places students accordingly and how it guides teachers in addressing the situation regarding students' knowledge."
> —Educator and *i-Ready* User

Highly Correlated to MAAP

Using assessments closely aligned to MAAP is essential. *i-Ready Assessment and Personalized Instruction* are designed to meet the demands of MCCRS, empowering students with the skills they need to excel in state assessments and beyond.

Educators can access the alignment documents embedded in *i-Ready* to search for lessons aligned to each standard. Additionally, clicking on a specific lesson opens a window that displays details about the lesson, including the MCCRS it supports.

Figure 4. When assigning or previewing lessons, teachers can quickly access the alignment to the MCCRS at the top right corner of the screen. Additionally, by clicking on a particular lesson name (highlighted in blue) *i-Ready* opens a window that shows the related MCCRS.

i-Ready Diagnostic **uses the data to create a personalized pathway of reading lessons that employ a research-based selection of informational and literary texts.** Curriculum Associates, in partnership with the Educational Research Institute of America (ERIA), conducted a large-scale study on the relationship between *i-Ready Diagnostic* and the 2019 MAAP. ERIA collected data from approximately 23,000 students across 13 districts in Mississippi. These districts were selected for participation in the study specifically to be representative of the state in terms of factors such as urbanicity, race/ethnicity, and socioeconomic status (using National School Lunch Program as a proxy). The research study found a strong correlation between *i-Ready Diagnostic* scores and scores on the MAAP administered during the 2018–2019 school year (Figure 5).
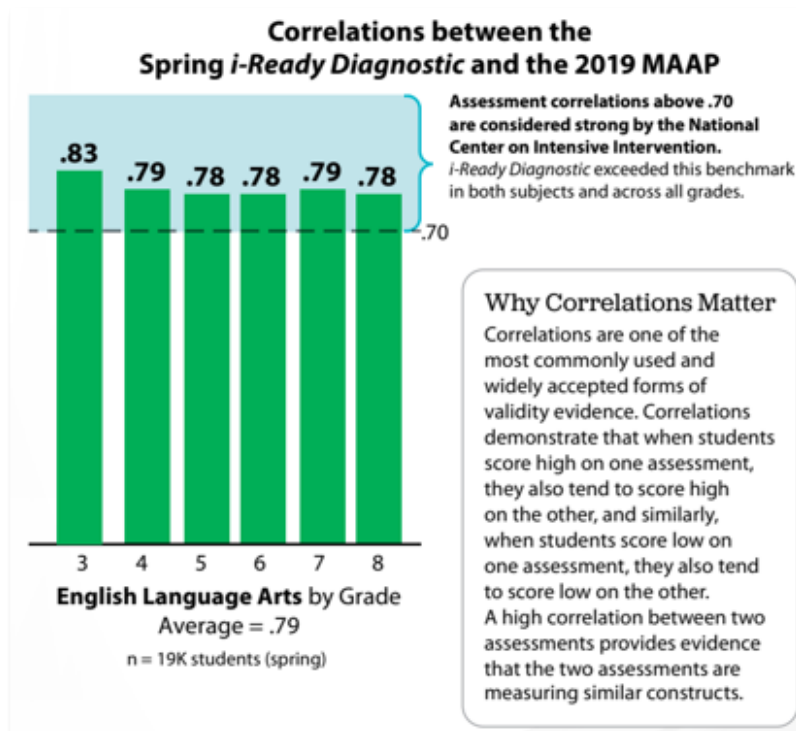
Figure 5. The research study found a strong correlation between *i-Ready Diagnostic* scores and 2019 MAAP.

i-Ready Diagnostic and the 2019 MAAP are highly correlated—with an average spring correlation of .79 for English Language Arts.

Correlations are one of the most commonly used and widely accepted forms of validity evidence. A high correlation between two assessments provides evidence that the two assessments are measuring related constructions. These correlations, all surpassing the .70 standard considered to be strong in education research, provide evidence of a substantial relationship between the *i-Ready Diagnostic* and the MAAP.

Provides diagnostic measures

Provide Diagnostic Measures

i-Ready Assessment: Data to Inform Instruction

While the data are important, what is most critical to improving student learning outcomes is that those numbers directly and explicitly support effective instruction. *i-Ready Diagnostic* provides intuitive reports that track student progress toward mastery of the standards and explicitly inform instructional decision-making. The design of *i-Ready Diagnostic*, which adapts across grade levels, maximizes student engagement and encourages students to put in their best effort when experiencing successes and challenges. These design considerations help yield the most targeted prescription for instruction.

i-Ready's assessment suite is presented in Figure 6.

i-Ready Assessment Suite for Reading and Mathematics

Mastery Assessment
Deeper inspection of grade-level standards

- *i-Ready Standards Mastery* (2–8)

Literacy Assessment
Measure foundational literacy skills

- *i-Ready Literacy Tasks* (K–6)

One Measure to Know More

i-Ready Diagnostic (K–12)

i-Ready Growth Monitoring (K–8)

Spanish Assessments
Help our Spanish-speaking students excel

- *i-Ready Diagnostic,* math (K–12)
- *i-Ready Evaluación Diagnóstica de lectura en español* (K–6)
- *i-Ready Evaluación de lectura en español* (7–8)
- *i-Ready Literacy Tasks* (K–6)

Instruction and Practice
Target skill gaps with included teacher-led resources

- Tools for Instruction (K–8)
- Tools for Scaffolding Comprehension (3–8)
- Passage Reading Fluency Practice (1–8)

Figure 6. *i-Ready Assessment* offers multiple forms of assessment and progress monitoring.

Diagnostic Aligns with MCCRS

Designed and developed to meet the rigor of today's college- and career-ready standards, *i-Ready* is strongly aligned to the Mississippi College- and Career-Readiness Standards (MCCRS) for both reading and mathematics. Alignment of *i-Ready Assessment* and *i-Ready Personalized Instruction* to the MCCRS are available upon request.

Following are examples of how the MCCRS are embedded throughout *i-Ready*.

MS Standards Report

The MS Standards report provides educators with a standard-by-standard analysis that details student performance against the Mississippi College- and Career-Ready Standards. The report shown in Figure 7 is at the student level; it is also available at the class level.

The green check marks signify likely understanding of the skill aligned to the standard, and the clear check marks signify only some understanding (or only partial alignment of the skill to the standard). A standard with an X means that the student has not demonstrated sufficient understanding of the skill.

Figure 7. In the MS Standards report, educators can quickly assess student skills as they relate to the standards. Clicking on the standard provides more detail.

Diagnostic Results Report

Skills listed in the "Can Do" section of the Diagnostic Results (Student) report are aligned to the MCCRS. Educators simply click Standards under the skill, and information on the standard displays in a new window, as illustrated in Figure 8.

Figure 8. Educators can see the associated Mississippi Standard for each skill listed in the "Can Do" section of the Diagnostic Results (Student) report.

Criterion- and Norm-Referenced Scores

i-Ready Diagnostic's reports describe student performance in terms of scaled scores, criterion-referenced scores, and norm-referenced scores. Each score is presented in the Diagnostic Results report.

Scaled Scores

A vertical scale measures how a student's performance has changed between one point in time and the next on a single scale, regardless of the student's grade. By providing a measure of student learning on a single continuum—grade K to 8—allows educators to compare both within and across grade levels.

- **Scale Scores**—*i-Ready Diagnostic's* vertical scale score provides a measure of student learning on a single continuum. The *i-Ready* scale is used to indicate what skills a student has mastered at each administration and what skills the student still needs to develop. Educators can use *i-Ready Diagnostic* to track yearly progress and optimize administration decision-making for long-term performance improvements. Scores are available overall and by domain.

- **Lexile® Measures**—Developed by MetaMetrics®, Lexile measures are widely used as measures of text complexity and each student's current skill level as pertains to reading those materials. The *Diagnostic* has been statistically linked with the Lexile Framework, making it possible to provide a Lexile measure for every overall scale score. The report also has a link "Understanding Lexile measures" to explain the measures and *Diagnostic* linking studies.

- **Quantile® Measures**—Developed by MetaMetrics, the Quantile measures are a unique resource for accurately estimating a student's current skills in thinking mathematically and matching them with appropriate mathematical content. The *Diagnostic* has been statistically linked with the Quantile Framework, making it possible to provide a Quantile measure for every overall scale score. The report also has a link "Understanding Quantile measures" to explain the measures and *Diagnostic* linking studies.

Criterion-Referenced Scores

Placement levels offer an understanding of a student's performance in each domain within each subject relative to their chronological grade. These scores highlight areas for teachers to focus on instruction to move students to the next placement level.

- **Placement Levels**—The *Diagnostic* reports placement levels for students' overall performance and for each domain. *i-Ready's* grade-level placements are designed to help educators target instruction for each student. Grade-level placements also inform classroom instruction with domain-specific insights, allowing for targeted differentiation.

Norm-Referenced Scores

Norm-referenced scores identify how students are performing relative to their peers nationwide. These scores specify a student's ranking compared to students in the same grade.

- **National Norm Scores**—The norm scores are based on a specific population of students who took *i-Ready Diagnostic* who are a nationally representative sample according to the latest available data from the National Center for Educational Statistics. Fall, winter, and spring norms are available for grades K–8.

Figure 9 is an example of how scores are clearly presented in the Diagnostic Results (Student) report.
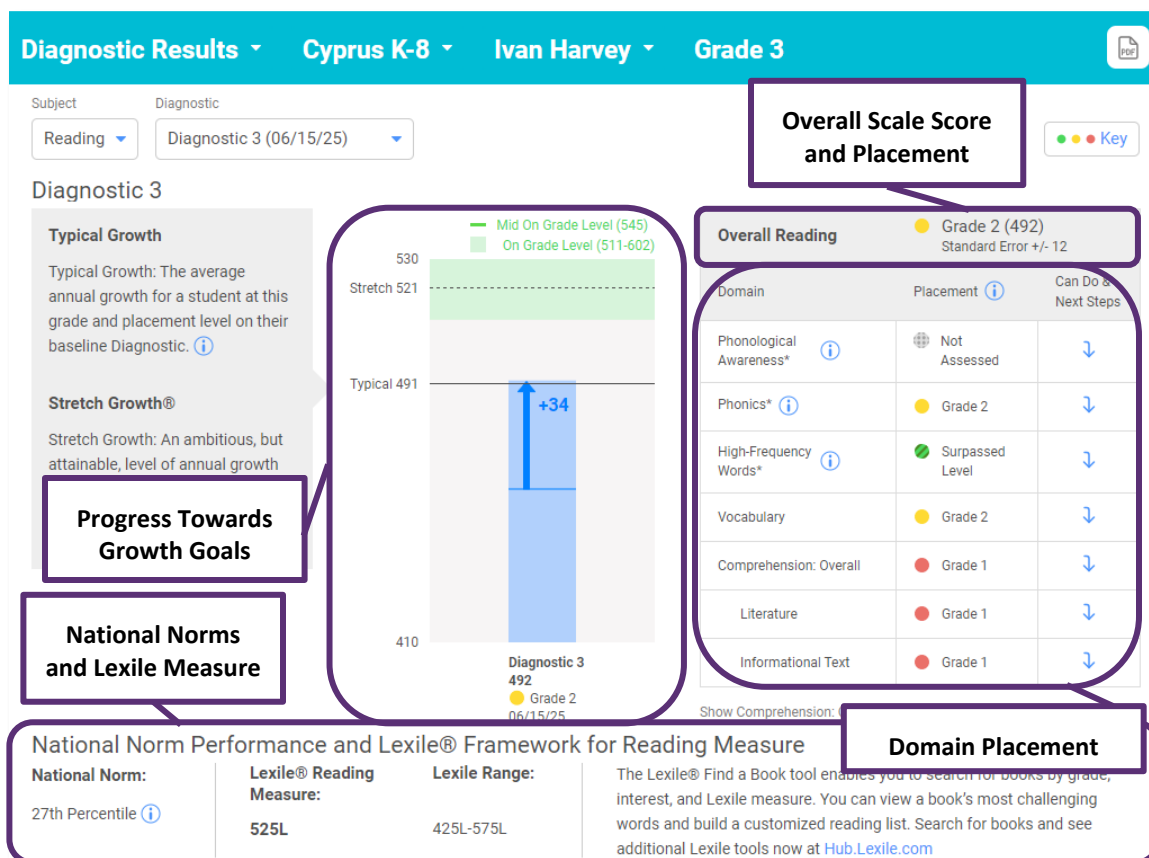
Figure 9. The Diagnostic Results report for a student lists the overall score and a score for each domain assessed. The report also lists norm scores, annual growth expectations, areas of strength ("Can Do"), and areas of need (Next Steps & Resources for Instruction).

i-Ready Personalized Instruction

i-Ready provides multiple ways for educators to identify *Personalized Instruction* lessons that provide support for students on specific MCCRS for reading and mathematics (Figure 10). Educators can access the alignment documents embedded in *i-Ready* to search for lessons aligned to each standard. Additionally, clicking on a specific lesson opens a window that displays details about the lesson, including the MCCRS it supports.

Figure 10. When assigning or previewing lessons, teachers can quickly access the alignment to the MCCRS at the top right corner of the screen. Additionally, by clicking on a particular lesson name (highlighted in blue) *i-Ready* **opens a window that shows the related MCCRS.**

Additional Assessment and Progress Monitoring Tools

In addition to the *Diagnostic*, the following assessment and progress monitoring tools are included with an *i-Ready Assessment* license fee and are optional to administer:

- *i-Ready Growth Monitoring* (K–8) is a computer-adaptive assessment designed to measure overall progress in reading and mathematics. This tool helps educators project whether students are on track to achieve meaningful growth. It is particularly valuable when implementing MTSS and RTI for students who are performing below level. *Growth Monitoring* is intended to be administered monthly, serving as supplemental measures between *Diagnostic* assessments.

- **i-Ready Standards Mastery** is an online assessment tool to monitor students' mastery of each on-grade-level standard in reading and mathematics. These quick, fixed-form assessments evaluate how well students have mastered the material while also identifying potential misconceptions. *Standards Mastery* can also be used as unit assessments aligned with the District's scope and sequence, providing valuable insights into student understanding.

- **i-Ready Literacy Tasks** are fixed-form, offline tasks (with digital data entry and digital scoring available) that provide information on how well students are performing in foundational reading skills. As a complement to *i-Ready Diagnostic* for reading, this suite of tasks helps provide a comprehensive snapshot of a student's overall reading performance, while providing deeper insight into specific skill areas. Districts can choose to have teachers use benchmark and/or progress monitoring tasks. Many *Literacy Tasks* are also available in Spanish.

    Benchmark Tasks are generally administered up to three times per year to gain broad insight into those literacy skills measured in a one-on-one setting.

    Progress Monitoring Tasks monitor the progress of students receiving intervention in specific early literacy skills that are the focus of intervention.

Additional assessments in Spanish include:

- **i-Ready Evaluación** is an online assessment (adaptive for K–6 and fixed-form for 7–8) of students' reading performance in Spanish relative to grade-level expectations. It is an effective tool to determine literacy skills in Spanish and evaluate how students are progressing in Spanish reading skills over time. It can be used to support both Spanish-speaking English Learners and Spanish Learners.

- **i-Ready Diagnostic for Mathematics in Spanish** is based on a careful transadaptation of each item from its English counterpart, using a rigorous process recommended by the International Test Commission. Students being assessed in Spanish have the same testing experience as students being assessed in English.

i-Ready Diagnostic is the heart of the *i-Ready Assessment* suite. The K–8 reading and mathematics adaptive assessments manifests our core belief that all students can grow and achieve grade-level expectations. Use the *Diagnostic* and its robust—yet intuitive—reporting suite to help educators see where students are, set high but achievable expectations for growth, and connect the right instructional tools to help students get there.

i-Ready Diagnostic helps educators to:

- **See Exactly Where Students Are in Their Learning**: Our *Diagnostic* prepares and equips teachers by delivering actionable data that address the first part of the learning process—knowing exactly where each student is in their learning. *i-Ready Diagnostic* provides teachers with a complete picture of student performance with both normative- *and* criterion-referenced data. It also includes Lexile® (for reading) and Quantile® (for mathematics) information for insights into student performance.

- **Get Personalized Next Steps for Student Growth**: Teachers can see both Typical Growth and Stretch Growth® goals for each student. To help students achieve these goals and ultimately reach grade-level proficiency, *i-Ready Diagnostic* reports include a Developmental Analysis, what the student Can Do, and Next Steps & Resources for Instruction. Linked resources in the reports include Tools for Instruction—downloadable, teacher-led lessons that target instruction where it is needed most.

- **Monitor Student Growth throughout the Year**: *i-Ready Diagnostic* can be administered three times per year. Using our *Diagnostic* gives educators a clearer picture of how students are progressing so educators can adjust their lessons to help students achieve their goals.

i-Ready Diagnostic ultimately promotes equitable access and growth for every student—no matter their background. *i-Ready Diagnostic* also correlates to state and national assessments so that students become familiar with the rigor and format they will see on high-stakes tests.

> **"*i-Ready* provides a lot of good resources for teachers to graph student growth. It's a very visual way to show their data, and it's easy for their families to understand. When the students can see where they're starting and where they've grown, I think that it brings up their expectations because they see that they can do it, and they can see where they want to be."**
> **—*i-Ready* Teacher**

Provides Reports Such As Screening, Diagnostic, and Growth

Provide Reports Such As Screening, Diagnostic, and Growth

The goal of *i-Ready* reporting is to provide actionable, detailed screening, diagnostic and growth reports that continue to be useful to JCSD administrators and teachers as they support student learning. Going far beyond merely compiling scores and time-on-task, *i-Ready's* intuitive reports provide developmental analyses, group students who need additional support with the same concepts, make instructional recommendations to target specific skills, and monitor progress and growth as students follow their individualized instructional paths.

Embedded in the program and included with the license fee, *i-Ready's* robust analysis and reporting platform presents all data in practical, intuitive reports that educators can access through their *i-Ready* dashboard in real time—this means that teachers do not need to spend precious time analyzing or organizing data themselves. Always up-to-date, reports are printable and accessible at four levels:

- **1) District- and 2) School-Level Reports:** A district- or school-level view gives administrators a clear indication of overall performance and the extent of intervention needed in the district or school. This visibility enables immediate and effective course corrections.

- **3) Class-Level Reports**: Class reports provide teachers with a wealth of information to monitor and drive student growth. Teachers can quickly see which students need intervention, the key areas to target for each student, and how to group students for instruction.

- **4) Student-Level Reports**: *i-Ready* provides teachers with a detailed, easy-to-read analysis of every student's proficiency levels. Reports detail which skills students have mastered and those skills to prioritize next for instruction, thereby supporting success for every student. Additionally, the For Families report is specifically designed to put student performance data into family-friendly terms to help facilitate teacher-family conversations.

Table 2 presents the standard reports available for screening, diagnostic, and growth measures in grades K–8.

Table 2. Standard Reports for Mississippi, K–8					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
i-Ready Assessment					
Diagnostic Results	• Student-Level: Presents results, including scale score, placement level, norm scores, Lexile/Quantile measure, Typical and Stretch Growth, with what the student "Can Do" and instructional next steps. • Class-, School-, and District-Level: Provides student performance at class/school/grade levels, enabling administrators to inform intervention strategies and resources.	✓	✓	✓	✓
Diagnostic Growth	• Student-Level: Shows Typical and Stretch Growth measure and progress toward each measure for each student. • Class-, School-, and District-Level: Shows how students in a class/school/district are progressing toward growth measures and the median percent towards Typical Growth for a grade by class/school/district.	✓	✓	✓	✓

Table 2. Standard Reports for Mississippi, K–8					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
Diagnostic Status	• <u>Class-Level</u>: Contains each student's *Diagnostic* status (not assigned, not started, in progress, or completed) to help teachers track student completion. • <u>School- and District-Level</u>: Administrators can sort by grade, class, or report group, and view enrollment numbers.		✓	✓	✓
Diagnostic Results Comparison View	• <u>School- and District-Level</u>: Administrators can add a prior *Diagnostic* view, producing parallel visual analyses for comparison of student gains between *Diagnostic*s. It provides insight into performance on state summative assessments to aid planning.			✓	✓
Mississippi Standards report	• <u>Student- and Class-Level</u>: Evaluates how the student/class is performing against the standards based on their *Diagnostic* performance. Includes descriptions of aligned standard(s) and related skill.	✓	✓		
Historical Results If *i-Ready* was used in previous year(s)	• <u>Student-Level</u>: Provides a comprehensive view of student performance for up to three academic years, including *Diagnostic* scores and placements, growth progress, and lesson data (if applicable). • <u>Class-Level</u>: Shows how a class progressed through the *Diagnostic* in the previous year, helping educators with analysis.	✓	✓		
Instructional Groupings	• <u>Class- and School-Level</u>: Organizes students who need support with the same skills in each class/grade for small-group instruction. It provides instructional priorities and resources.		✓	✓	
Growth Monitoring Results	• <u>Student-Level</u>: Shows how much growth a student should be making and whether the student is on track. • <u>Class-, School-, and District-Level</u>: Monitors the likelihood that students in a group will meet their Typical Growth, Stretch Growth, and on-grade level measures.	✓	✓	✓	✓
Growth Monitoring Status	• <u>Class-, School-, and District-Level</u>: Contains each student's *Growth Monitoring* status (not started, in progress, or completed); and expiration alerts.		✓	✓	✓

Table 2. Standard Reports for Mississippi, K–8					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
Standards Mastery Results by Test (2–8)	• <u>Student-Level</u>: Helps teachers understand student performance on each skill/standard assessed. It displays correct answers, student answers, and common misconceptions. • <u>Class-, School, and District-Level</u>: Shows class/school/district performance on each skill/standard assessed with the number of students performing at each level (Beginning, Progressing, Proficient), per standard and overall.	✓	✓	✓	✓
Standards Mastery Results Year-to-Date (2–8)	• <u>School- and District-Level</u>: Provides a view of school/district performance on skills/standards assessed during the current academic year. Data includes average score, percentage performing at each level, and number who completed or were assigned the assessment.			✓	✓
Standards Mastery Status (2–8)	• <u>Class-Level</u>: Contains each student's *Standards Mastery* status (not started, in progress, or completed with assessment score); and expiration alerts.		✓		
Grade-Level Planning (Prerequisites) (1–8) Mathematics only	• <u>Class-Level</u>: Informs unit/lesson planning by identifying essential prerequisite skills, potential student groupings, and recommended instructional resources in relation to upcoming grade-level content.		✓		
Grade-Level Planning (Scaffolding) (3–8) Reading only	• <u>Class-Level</u>: Helps teachers prepare students for an upcoming comprehension skill they are about to teach with suggested reading buddies, instructional groupings, and standards-based instructional scaffolds.		✓		
Assessment of Spanish Reading Reading only	• <u>Class-Level</u>: Provides a single source for monitoring test completion, reviewing results, and accessing instructional resources. It provides overall placements and domain-specific data.		✓		
Literacy Tasks (K–6) Reading only	• <u>Student-Level</u>: Combines all task types into one report to view Benchmark assessments with Progress Monitoring. • <u>Class-Level</u>: View benchmark assessment data and progress monitoring status for each student in a class or report group.	✓	✓		

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Table 2. Standard Reports for Mississippi, K–8					
Report	**Description**	**Student-Level**	**Class-Level**	**School-Level**	**District-Level**
For Families	• Student-Level: Provides families with their student's overall performance, scale scores, placement levels, Stretch and Typical Growth goals, and term definitions.	✓			
i-Ready Personalized Instruction					
Personalized Instruction Summary	• Student-Level: Shows student performance on lessons: time spent and progress by domain and alerts educators when further support in a specific domain is needed. • Class-, School-, and District-Level: Provides a comprehensive look at student activity by level. Administrators see average time on task, pass rates, and can sort by group.	✓	✓	✓	✓
Personalized Instruction by Lesson	• Class-Level: View all lessons students have recently completed to identify similar needs and common areas of understanding. Filter by Teacher-Assigned or *i-Ready* Assigned lessons.		✓		
Learning Games					
Learning Games Playtime Mathematics Only	• Measures the number of minutes each student has spent playing Learning Games. It also displays average number of Playtime minutes for the class as a whole.		✓	✓	✓
Learning Games Skills Progress Mathematics Only	• Provides a real-time snapshot of how students are performing across individual math standards. It allows educators to see each student's performance by domain.		✓	✓	✓
Learning Games Factors of Learning Mathematics Only	• Provides an assessment of how students approach games across four key factors of learning (Growth Mindset, Confidence, Productive Strategy, and Self-Regulation).		✓	✓	✓

Authorized JCSD administrators can run a data export that includes demographic information along with pertinent assessment or instruction data. Table 3 presents school- and district-level reports that can be exported as CSV files and then saved to Excel or other CSV-compatible applications for external analysis.

Table 3. Standard Exports, K–8			
Export	**Description**	**School-Level**	**District-Level**
i-Ready Assessment			
Diagnostic Completion Export	• Provides details regarding individual student demographics and the number of *Diagnostic* assessments completed in the given window.	✓	✓
Diagnostic Results Export	• Provides information on student *Diagnostic* performance, such as start date, completion date, if the data is for the student's baseline or most recent *Diagnostic*, duration in minutes, rush flags, overall scale score and relative placement, percentile, etc.	✓	✓
Standards Mastery Results by Test Export (2–8)	• Provides individual student scores on each *Standards Mastery* assessment. (Only if administered.)	✓	✓
Standards Mastery Results YTD Export (2–8)	• Provides individual student scores on each standard assessed throughout the year. (Only if administered.)	✓	✓
Growth Monitoring Results Export	• Allows administrators to track specific students to understand their likelihood of reaching annual Typical Growth and annual Stretch Growth goals throughout the year. (Only if administered.)	✓	✓
Assessment of Spanish Reading Export Reading Only	• Provides student data on all completed Spanish Reading assessments. (Only if administered.)	✓	✓
Literacy Tasks Exports (K–6) Reading Only	• Features separate exports for all student *Literacy Tasks* Benchmark data, Progress Monitoring Passage Reading Fluency data, and Progress Monitoring data from other *Literacy Tasks*.	✓	✓
Literacy Screening Export (K–3) Reading Only	• Reports student Early Literacy Benchmark Indicator and Dyslexia Risk Level Indicator.	✓	✓
Foundational Reading Extension Export (K–6)	• Displays information about the foundational reading domains that were assessed, as well as a column showing if Read Aloud support was utilized as part of our accessibility offering.	✓	✓
i-Ready Personalized Instruction			
Personalized Instruction	• Allows administrators to review instructional usage information across *i-Ready* and *i-Ready Pro* lessons.	✓	✓

Table 3. Standard Exports, K–8			
Export	**Description**	**School-Level**	**District-Level**
Summary Export			
***i-Ready* Instruction by Lesson Export**	• Allows administrators to review all available data by lesson report for all students in one CSV file. Lessons are identified as *i-Ready*-Assigned versus Teacher-Assigned so administrators can understand how students are performing for each lesson type.	✓	✓
***i-Ready Pro* Instruction by Lesson Export (6–8)**	• Allows administrators to review all available data by lesson report for all students in one CSV file.	✓	✓
Instructional Usage Export [Legacy]	• Tracks how much time individual students have spent in online *Personalized Instruction*, including monthly time-on-task and percent lessons passed data.	✓	✓

Provides Supplemental Software Enhancements to Drive Student Instruction

Provide Supplemental Software Enhancements To Drive Student Instruction

The hard work of connecting digital and classroom resources often falls to the teacher. *i-Ready* alleviates that burden with rich assessment data to provide teachers with a complete picture of student performance and ties data directly to included resources that enhance and drive instruction, accelerating growth.

Tools for Instruction

Tools for Instruction—included with the *i-Ready Assessment* license—are actionable, in-the-moment lesson plans for addressing skill needs identified by *i-Ready Diagnostic*. These lessons, available at point-of-use in *i-Ready* reports, or searchable via *i-Ready Connect*, are perfect for:

- **Introducing or Reviewing a Skill**: Use as a morning warm-up for the whole class

- **Additional Practice**: Apply emerging skills in new contexts for the whole class or in small groups

- **Enrichment**: Introduce advanced skills to those ready for a challenge in small groups

- **Intervention**: Use teacher-facing checks for understanding in intervention and support programs

Tools for Instruction are designed for 20–30 minutes of instruction for students performing at grades K–8 (Figure 11). The resources are also available in Spanish for reading (K–6) and mathematics (K–8).
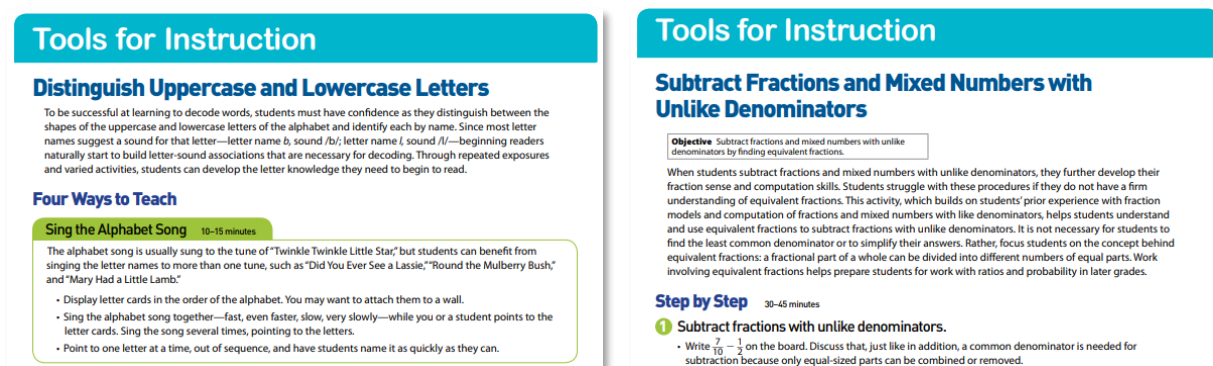
Figure 11. Tools for Instruction are teacher-led lessons that focus instruction on areas of need. Shown here are grade K reading (left) and grade 5 mathematics (right) Tools for Instruction excerpts.

Each step-by-step lesson includes an introduction, an activity, and a Check for Understanding to ensure that students master each concept. All Tools for Instruction follow this structure, allowing these lesson plans to be implemented again and again with little preparation time. They are designed to be flexible so they can be used by a lead teacher, intervention specialist, or classroom aide.

Online Access to Printed Resources: i-Ready Learning Teacher Toolbox for Mississippi

Teacher Toolbox offers Mississippi educators an extensive digital collection of K–8 instructional resources to enhance mathematics and ELA/writing instruction and intervention (Figure 12). With *Teacher Toolbox*, teachers can quickly find lessons and resources to provide on-level instruction while differentiating instruction to meet the unique needs of each student. Regardless of the grade they teach, educators can access the full range of resources for all available grade levels, thereby supporting differentiated instruction for students performing on-, below-, or above-grade level.

Teacher Toolbox provides a wealth of resources in one easy-to-use online platform, including:

- Digital access to PDF versions of *Ready Mississippi Mathematics*, *Ready Mississippi Reading*, and *Ready Writing*. *Ready Mississippi Mathematics* and *Ready Mississippi Reading* specifically reflect the same focus as the Mississippi College- and Career-Readiness Standards (MCCRS); correlations to the MCCRS are provided in *Teacher Toolbox*, on the Program Implementation tab.

- Interactive tutorials to help increase student participation and engagement.

- Tools for Instruction, which are targeted lesson resources to support the review and reinforcement of specific mathematics and ELA skills.

- Ability to project lessons onto whiteboards for whole-class and small-group instruction.

- Access to read-aloud trade books for ELA grades K–1.

- Benchmark and formative assessments for mathematics, reading, and writing.

Teacher Toolbox

📄 Support for Tutoring and At-Home Learning

Program
Ready - MS ▾

Subject
Reading ▾

Grades   K   1   **2**   3   4   5   6   7   8

Program Implementation

Classroom Resources   **Assessment Practice**

	Whole Class			Small Group Differentiation	
	Instruct		**Assess**	**Reteach**	**Teacher-led Activities**
	Interactive Tutorials	Ready Instruction Book	Interim Assessments	Prerequisite Ready Lessons	Tools For Instruction
Unit 1: Key Ideas and Details in Informational Text					
Unit 1: Unit Opener		📄			
Lesson 1: Ask and Answer Questions About Key Details RI.2.1 (R)	👆	📄		📄	📄

Ask and Answer Questions About Key Details
Student
p. 10-23
2017

Ask and Answer Questions About Key Details
Teacher
p. 10a-23
2017

Figure 12. Teacher Toolbox provides digital access to Ready Mississippi student- and teacher-facing books, interactive tutorials, Discourse Cards, Fluency and Skills Practice, Assessment Practice, and more.

Correlation Charts

Mississippi College- and Career-Readiness Standards for Mathematics Coverage by *Ready® Instruction*

The table below correlates each Mississippi College- and Career-Readiness Standard for Mathematics to the *Ready® Instruction* lesson(s) that offer(s) comprehensive instruction on that standard. Use this table to determine which lessons your students should complete based on their mastery of each standard.

Ready® Mathematics Standards Correlations

Mississippi College- and Career-Readiness Standards for Mathematics for Grade 3	Ready® Instruction Lesson(s)
Operations and Algebraic Thinking (OA)	
Represent and solve problems involving multiplication and division	
3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. *For example, describe a context in which a total number of objects can be expressed as 5×7.*	1
3.OA.2 Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. *For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.*	4
3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	11
3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48, 5 = ? \div 3, 6 \times 6 = ?$*	6
Understand properties of multiplication and the relationship between multiplication and division	
3.OA.5 Apply properties of operations as strategies to multiply and divide. *Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative*	2, 3

Figure 13. Correlations to the MCCRS are provided in the Teacher Guides for *Ready Mississippi Mathematics* (top) and *Ready Mississippi Reading* (bottom).

With purchase, *Ready Mississippi Mathematics* and *Ready Mississippi Reading* can also be accessed digitally via *i-Ready Learning Teacher Toolbox*, which provides teachers with online accessibility to printable teacher and student resources.

Provides Lesson Plans/Paths For Individual Students and Student Groups

Provide Lesson Plans/Paths For Individual Students and Student Groups

i-Ready Personalized Instruction Offers Individual and Group Pathways

i-Ready Personalized Instruction uses insights from *i-Ready Diagnostic* to create a personalized path of engaging online lessons. In this way, students receive instruction and practice in areas where they need the most support. Students feel motivated because lessons are active, supportive, and relevant to their lives. Teachers love our personalized learning curriculum because they can add lessons, adjust the lesson sequence for their students, create all so they are confident their students receive explicit, systematic instruction by:

- individual student
- groups of students
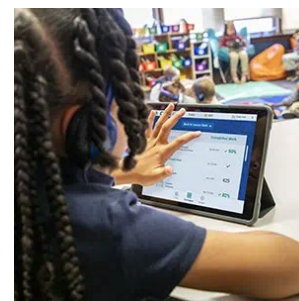
Individualized Pathways

i-Ready Personalized Instruction delivers:

- **Greater Learning Gains**: *i-Ready Personalized Instruction* supports all students, including those at greatest risk of getting left behind to those working above grade level. Research found that students who engage in *Personalized Instruction* for an average of 45 minutes per subject per week for at least 18 weeks attain significantly more growth than students who did not.

- **Motivating Lessons for Students**: Personalized lessons make learning active and engaging for students in several ways. Lessons:

    Feature culturally relevant topics, so students see themselves reflected in their learning

    Use corrective feedback to promote productive struggle and inspire independence

    Adapt to provide the right amount of practice and instruction at the right time

    Encourage participation, as students interact with the program every 30 seconds or less

    Help students understand the "why" behind the "how"

    Let students track their progress in their own dashboard, so they own their growth

- **Data-Driven Instruction**: Students receive a personalized curriculum of engaging instruction and practice based on their *Diagnostic* results. Teachers get intuitive reports with actionable data. *Personalized Instruction* lesson types include:

    Classic Lessons: Students in grades K–5 are assigned classic lessons that can support any learner, whether they need instruction that is below-, on-, or above-grade level.

    Essential Lessons: Students in grades 6–8 are assigned Essential Lessons if they need support with foundational reading skills or core numeracy skills.

    Elevate Lessons: Students in grades 6–8 are assigned Elevate Lessons if they are ready for near- or on-grade instruction.

- **High-Quality Lessons in Spanish**: *Personalized Instruction* for reading and mathematics is also available in Spanish. Enhance instruction for Spanish learners with these lessons, designed to:

    Engage Spanish learners with motivating, interactive instruction

    Affirm students' unique backgrounds with rich contexts, passages, and visuals, allowing them to see themselves and their communities reflected in their learning

    Promote deeper learning with research-based instruction optimized for Spanish learners

    Support all Spanish learners (English Learners, dual-language, bilingual students)

Tip: Implementation Timing

Our analysis of *i-Ready* data found that students using *i-Ready Personalized Instruction* for at least 45 minutes per week showed significantly greater gains over average student growth—on average, **46 percent higher reading scores** and **38 percent higher math scores** than students who did not use *i-Ready Personalized Instruction*.

Student Experience

Once each student has completed their first *Diagnostic*, *i-Ready* builds a unique lesson plan consisting of online instructional lessons based on assessment performance, with a personalized starting point for every student. The depth of the *Diagnostic* identifies specific areas of need, and the *Personalized Instruction* lessons then target those skills. *i-Ready* meets students in their zone of proximal development, providing the guidance and scaffolding they need to advance.

Personalized Instruction lessons—both *i-Ready* assigned "My Path" and additional "Teacher Assigned"—are easily accessed in the same student dashboard where the students access their *Diagnostic* assessment.

An example of the To Do tab in the student dashboard is provided in Figure 14.

Figure 14. *i-Ready's* user-friendly student dashboard, shown here for the grade 3–8 band, can be customized. Shown here is "My Path" with automatically assigned lessons in the student's queue, alongside Teacher Assigned lessons.

Personalized Instruction lessons follow a natural, developmental progression: skills that students learn in earlier lessons build the foundation for later lessons. In our newer lessons, students dive right into a challenge. The results of this activity determine whether students need instruction/practice with this activity or can skip to the next lesson. As needed, each module provides explicit instruction, guided practice with scaffolds, and a scored section for progress monitoring.

- **Explicit Instruction**: The first portion of each lesson explains the topic and encourages students to draw upon prior knowledge. The explicit instruction includes modeling the skill in engaging scenarios. Next, students practice the new skill. *i-Ready* embeds numerous instructional supports, such as defining academic language in context at point-of-use, which are particularly helpful to English learners and students served by Special Education.

- **Guided Practice**: *i-Ready* fosters internal motivation: students dive in and have productive struggle and receive strategic and interactive scaffolds when and where they need them. When students answer incorrectly, they are presented with instructional feedback that guides them toward understanding. Students advance through a lesson without listening to instruction they do not need if they answer initial questions correctly. In this way, each student is sufficiently challenged and progresses at an appropriate pace through each lesson and through the entire lesson pathway. Additionally, students can decide if they want extra support or choosing to use optional *i-Ready* scaffolds, empowering them to take ownership over their learning.

- **Scored Practice**: Each *i-Ready* lesson has a scored section, designed to assess students' understanding of the focus skill of that lesson.

Examples of lesson activities are provided in Figure 15 for reading and Figure 16 for mathematics.
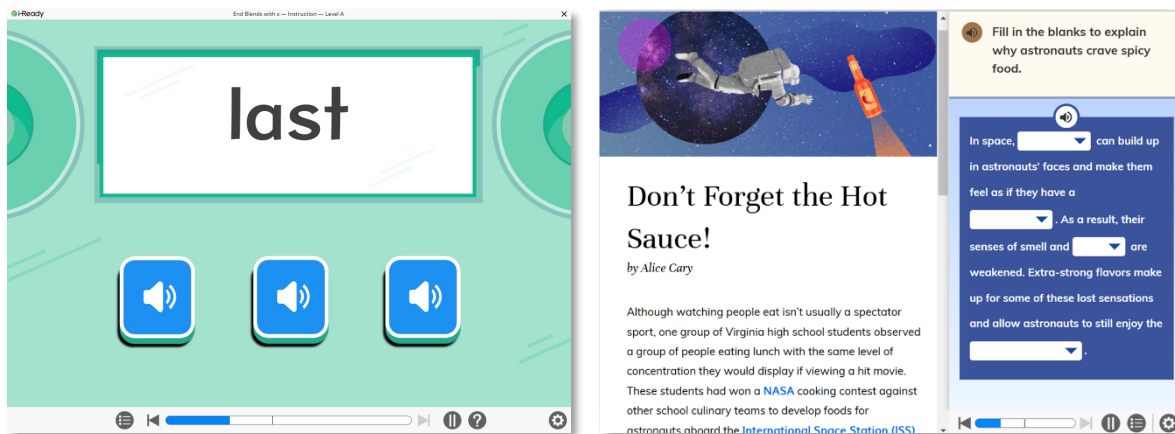
Figure 15. In this grade 1 Classic Lesson activity in Phonics on "End Blends with s" (left), students are asked to listen to each answer choice, then tap on the audio button that matches the word they read. In this grade 7 Elevate Lesson activity for Comprehension (right), students are asked to explain what they have read.

"*i-Ready's* different than learning in class because *i-Ready* knows exactly what you need. I like seeing the numbers . . . and when I improve, I get really happy. That means *i-Ready* is helping me a lot."
—*i-Ready* Student
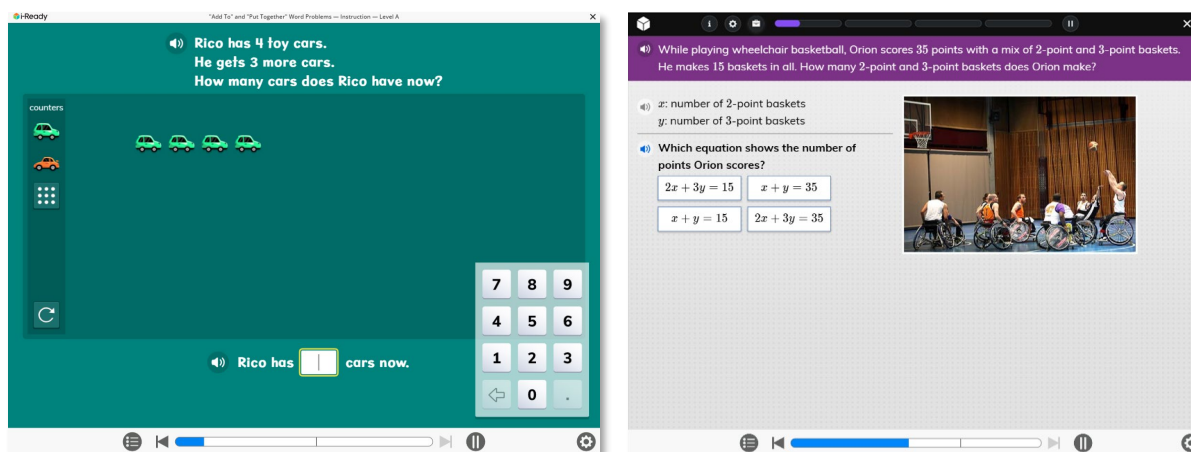
Figure 16. In this grade 1 Classic Lesson activity for Algebra and Algebraic Thinking (left), students are presented with an addition word problem asking them to find the unknown total. In this grade 8 Elevate Lesson activity for Algebra and Algebraic Thinking (right), students are asked to choose the correct equation.

After a student completes the lesson, the screen displays the lesson score as a percentage, showing if they passed or did not pass the lesson. In the dashboard, the student can navigate to the My Progress tab to view lesson stats: time-on-task, lessons passed, and lesson streak (number of lessons passed in a row). Within this tab, students can also click on the Completed Work button to see a list of all completed lessons, with the date they were completed and the score they received.

An example of the My Progress tab in the student dashboard is presented in Figure 17.
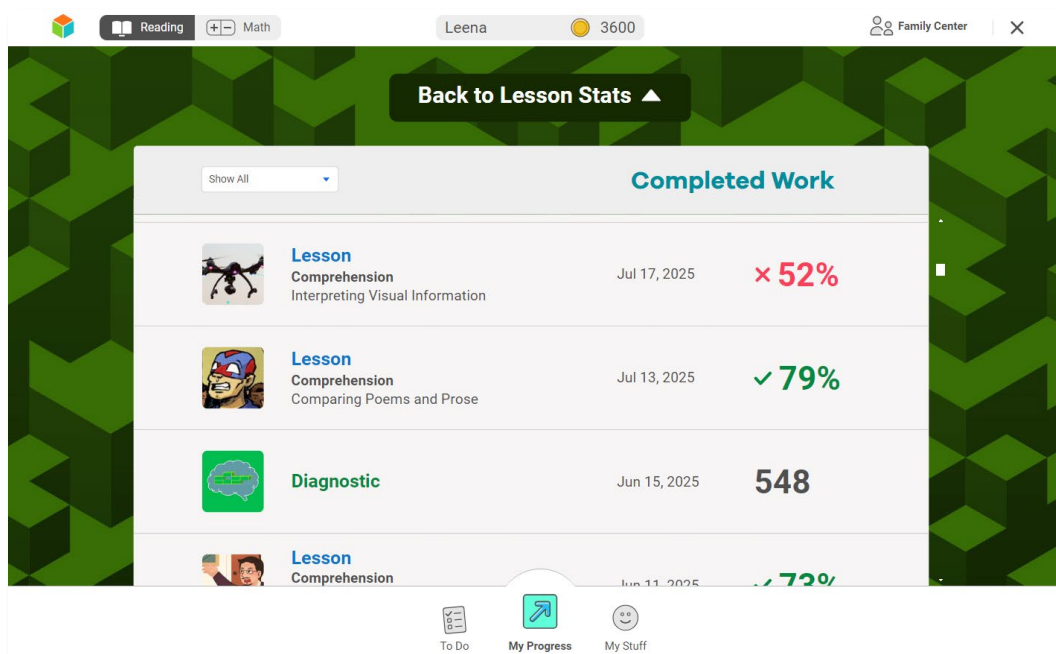
Figure 17. Students can see their *Diagnostic* and lesson scores on the My Progress > Completed Work page of their dashboard.

Resources for Individual Intervention Delivered with Respect

Phonics for Reading

Phonics for Reading (cost-optional) meets your students where they are. Longer, decodable texts (Figure 18) – both informational and literary – help students build confidence while engaging with age-appropriate information and sophisticated ideas.
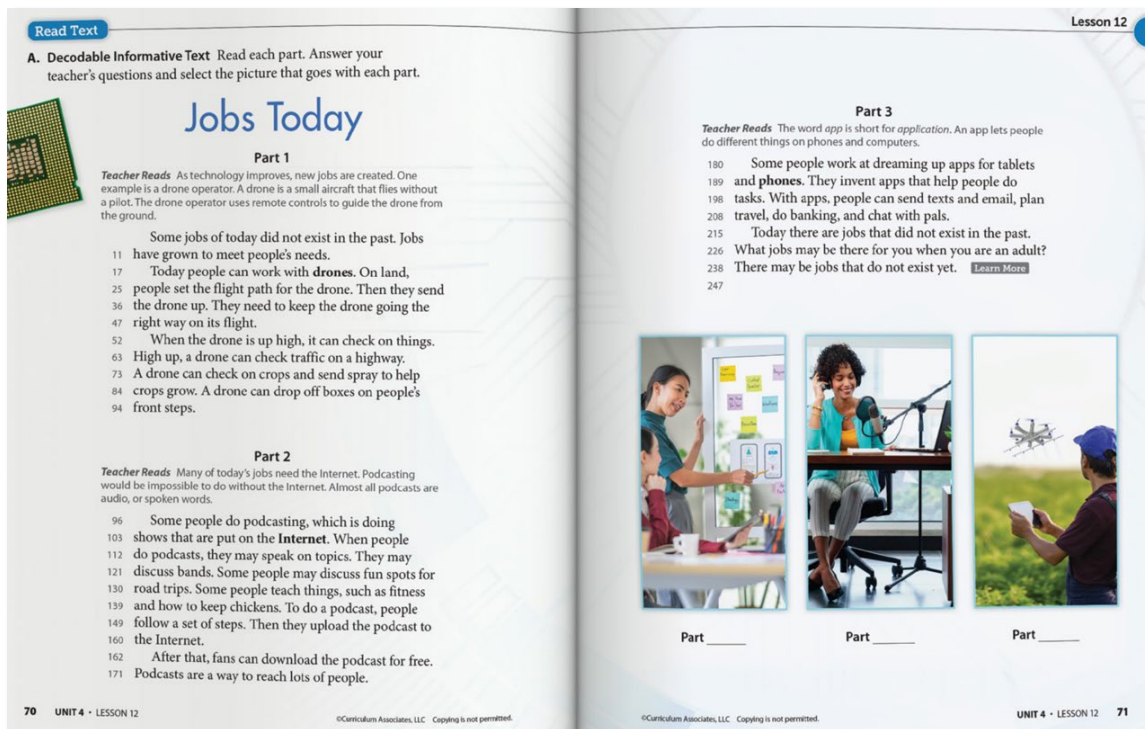
Figure 18. Decodable texts are developmentally appropriate. Texts affirm the range of cultures and communities in our schools.

- **Identify Striving Readers with *i-Ready*:** *i-Ready* data pairs seamlessly with *Phonics for Reading* to identify the students who will benefit from intensive phonics intervention. You can also use other assessments to identify these students. An example of the Diagnostic Results (Class) report is included in Figure 19.

Student	Scale Score	Overall Placement	PA	PH	HFW	VOC	LIT	INFO	
									Placement by Domain
Lopez, Jesse	506	● Grade 2	Tested Out	Tested Out	Max Score	Early 3	Grade 1	Grade 2	Grade 2
Do, Brian	489	● Grade 2	Tested Out	Grade 2	Max Score	Early 3	Grade 1	Grade 2	Grade K
Jenkins, Devin	468	● Grade 1	Tested Out	Grade K	Grade 2	Grade 1	Grade 1	Grade 1	Grade 1
Shin, Hae	468	● Grade 1	Tested Out	Grade 1	Max Score	Grade 1	Grade 1	Grade 1	Grade 2
Romero, Isaiah	508	● Grade 2	Tested Out	Grade 2	Max Score	Grade 2	Mid 3	Grade 2	
Sharpe, Lucy	541	● Early 3	Tested Out	Tested Out	Max Score	Early 3	Mid 3	Mid 3	

Look for students in Grades 3 and up scoring below level in Phonics.

Figure 19. Starting at grade 3, any student who has placed one or more grade levels below in phonics will benefit from *Phonics for Reading*.

- **Start each student where they will succeed**: *Phonics for Reading* includes a fast-paced, facilitator-administered **Placement Test** to group your students and start them in the level where they will make the most progress.

- **Monitor progress and see meaningful results**: Frequent **Unit Check-Ups** in *Phonics for Reading* identify the students who are ready to move ahead and those who need additional practice.

Supportive for Teachers, Effective for Students

Lessons follow repeated routines with a clear and easy-to-follow teacher script. This means you can leverage the staff you have available, including classroom teachers, reading specialists, interventionists, paraprofessionals, and more.

Phonics for Reading bridges the Science of Reading with the Science of Instruction to provide educators with an **explicit and systematic approach to phonics intervention that works.**

Instructional Pathways For Groups

Educators use the Instructional Groupings report at the class or school level to offer targeted support to students performing at different levels after instruction. This report guides teachers in grouping students so that those who need support with the same skills can get the most out of small-group instruction. It affords educators flexibility in categorizing students and targeting effective remediation.

An excerpt from this report at the class level is provided in Figure 20.

Instructional Groupings ▾

Overview of Students: by clicking on each group, the educator can see domain level placements for each student in the group

Subject	School	Teacher	Class/Report Group	Diagnostic	Grade
Math ▾	Cyprus K-8 ▾	All Teachers ▾	B. Graves - Grade 3, S... ▾	Most Recent	3 ● ● ● Key

| View All Groupings | Grouping 1 2 Students | Grouping 2 7 Students | Grouping 3 0 Students | Grouping 4 3 Students | Grouping 5 9 Students |

Students

Showing 3 of 3

Student	Diagnostic Language ⓘ	Overall Placement & Scale Score	NO	ALG	MS	GEO
Farrell, Alvaro		● Early 3 (459) 🚩	Early 3	Mid 3	Grade 2	Grade 2
Finch, Carla		● Early 3 (459)	Mid 3	Mid 3	Grade 2	Grade 2
Jenkins, Deven		● Grade 2 (446)	Mid 3	Early 3	Grade 2	Grade 2

Instructional Priorities

Priorities and Recommendations: for each group, there are identified instructional priorities, along with specific resources for instruction

Test results indicate that students in this profile group are working at or above grade level and Algebra and Algebraic Thinking domains. However, they seem to be struggling with ap Geometry and Measurement and Data. Students may simply lack experience with the skills struggle with analyzing visual representations. For example, they may have difficulty dividi find area. It's likely they also struggle with the mechanics of measuring the lengths of real metric units. For these students, frequent hands-on practice connecting geometry, measurement, and data skills is recommended.

Recommendations for Teacher-Led Instruction

Geometry

- Recognize and draw shapes with certain attributes.
- Find the area of a rectangle by counting unit squares.

Give students repeated opportunities to sort shapes by their attributes and discuss why shapes belong in a given category. Once students have enough exposure to the attributes of shapes, have them draw shapes to match a given set of attributes. Then, have students further explore shapes by dividing rectangles into unit squares and counting to find the area. Since these students have strong number skills, they may soon be ready to find the area by multiplying.

Resources

Tools for Instruction

English (18)   Spanish (18)

Measurement and Data

Estimate and Measure Lengths 📄
Telling Time to the Nearest Five Minutes 📄
Problem Solving: Money Amounts 📄
Finding Area 📄

Figure 20. The Instructional Groupings report groups students with similar instructional needs and, for each group, provides detailed instructional guidance and classroom resources to support differentiated instruction.

At the class level, the report groups students with similar instructional needs and, for each group, provides detailed instructional priorities and classroom resources to support differentiated instruction. This report helps to answer: Which students fall into each of the tiers, based on their performance? How do I plan differentiated instruction and identify the right resources to best support my students' needs?

At the school level, the report groups students in each grade with similar instructional needs. The report provides detailed instructional priorities and classroom resources to support differentiated instruction for each group. This report answers the question: Across classes within a grade level at a specific school, which students have similar instructional needs, and how can they be grouped for instruction?

Provides Literature and Informational Texts Online with Correlating Assessments

Provide Literature and Informational Texts Online with Correlating Assessments

i-Ready Comprehension lessons and correlating assessments feature high-interest literary and informational texts of appropriate complexity and rigor to build student knowledge and vocabulary that align with MCCRS. Lessons have been designed to deepen student reading comprehension and motivate them as they experience and grow accustomed to reading these more challenging texts independently.

Literature and Informational Texts Online

i-Ready Comprehension lessons provide a roughly 50–50 balance between informational and literary reading. The texts include a wide variety of genres and expose students to content that expands students' knowledge about the world.

High-interest texts are part of all *i-Ready* Comprehension lessons. Curriculum Associates' internal research has determined that content priorities for students in grades K–5 include humor, imagination, mysteries or problems to solve, fresh perspectives on science and social studies topics, and opportunities to learn something new. The new reading comprehension lessons for grades 6–8 texts address contemporary, relevant topics and themes that middle school students care about and that reflect students' life experiences, interests, and knowledge. Across grades K–8, the texts are culturally and linguistically responsive to reflect everyone that uses *i-Ready* and foster students' investment in reading.

i-Ready Comprehension Lessons Focus on the Text with Correlating Assessments

The design of *i-Ready* Comprehension lessons reflects the focus of MCCRS, making the text central to the learning experience—correlations are available upon request. The lessons put the focus on deep understanding of text by creating a personalized learning experience with software that responds to student actions and inactions and by supporting student conceptual understanding of the text via scaffolding.

Each *i-Ready* Comprehension lesson teaches and assesses a target standard, with one to two previously taught integrated standards also practiced and assessed, which allows for cumulative review of previously taught skills. Further, after the Instruction and Practice portion of the lesson, students move to the scored section of the lesson, which provides a cumulative review of the skills that were the focus of the instructional portion of the lesson.

For example, in the late grade 4 lesson, "Comparing Story Topics and Themes," the lesson focuses on the standard about comparing and contrasting how similar topics and themes are treated in traditional stories from different cultures. However, before students can compare and contrast stories, they first need to identify the theme in each text. This provided us with a natural opportunity to review a previously taught standard about determining theme (Figure 21). We take a similar thoughtful approach to cumulative review in all the lessons in the comprehension domain.
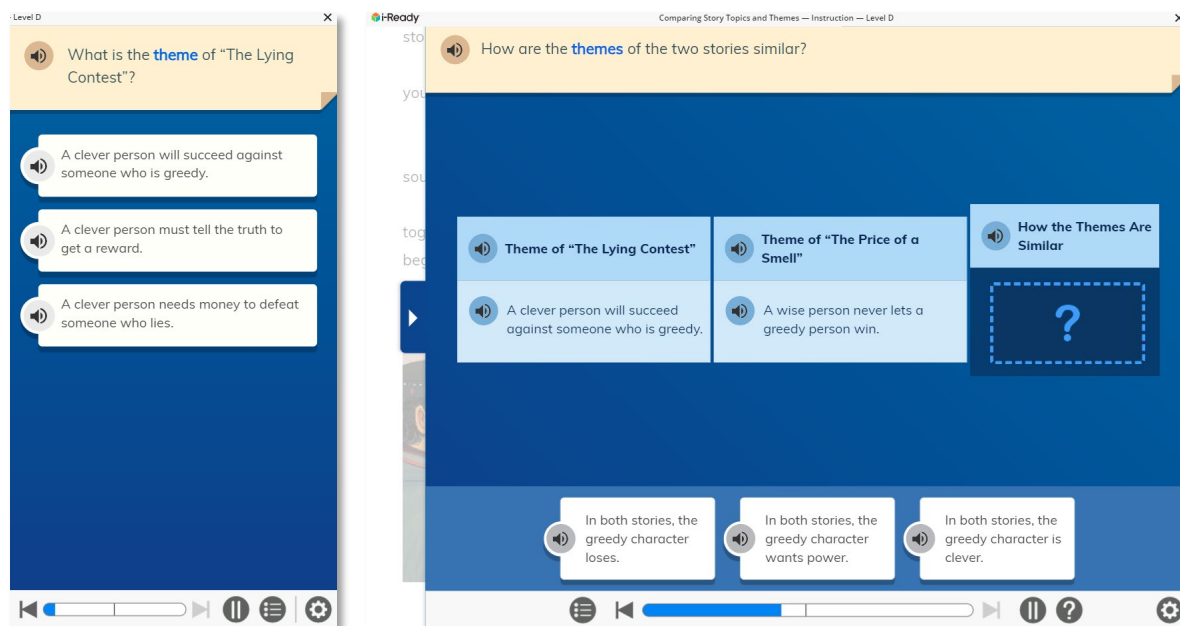
Figure 21. Early in this lesson, a comprehension question (left) focuses on the previously taught skill about identifying theme in one of the two stories the student reads. Later in the lesson—once the student has identified the themes in each story—they answer a comprehension question about the skill that is the focus of this lesson, comparing themes.

i-Ready Assessment addresses key foundational reading skills through the adaptive, online *i-Ready Diagnostic* and the optional, offline *i-Ready Literacy Tasks* (with digital data entry and digital scoring available). *i-Ready* also provides instruction and practice opportunities.

Provides mathematics lessons and assignments to progress at individual student's pace

* Provide Mathematics Lessons and Assignments to Progress at Individual Student's Pace

One of the design principles for *i-Ready Personalized Instruction* is to build adaptive instruction. Providing the right amount of practice and instruction at the right time keeps students motivated and working at the most efficient pace. Mathematic lessons that feature adaptive instruction adjust the pacing and content of a lesson to meet individual learning needs. For these reasons, two students who spend the same amount of time on *Personalized Instruction* would likely complete differing numbers of lessons based on their individual performance and needs.

i-Ready Personalized Instruction, K–5

Adaptive instruction for mathematics—across domains—in *Personalized Instruction* is as follows:

Step It Out Instruction

When a student needs extra support with certain items within lessons, they receive the option of an interactive, step-by-step walkthrough that scaffolds through to solving the problem (Figure 22). Because the walkthrough is detailed, it is only given to students who need this extra support. Students who successfully pass items will see a more streamlined lesson.
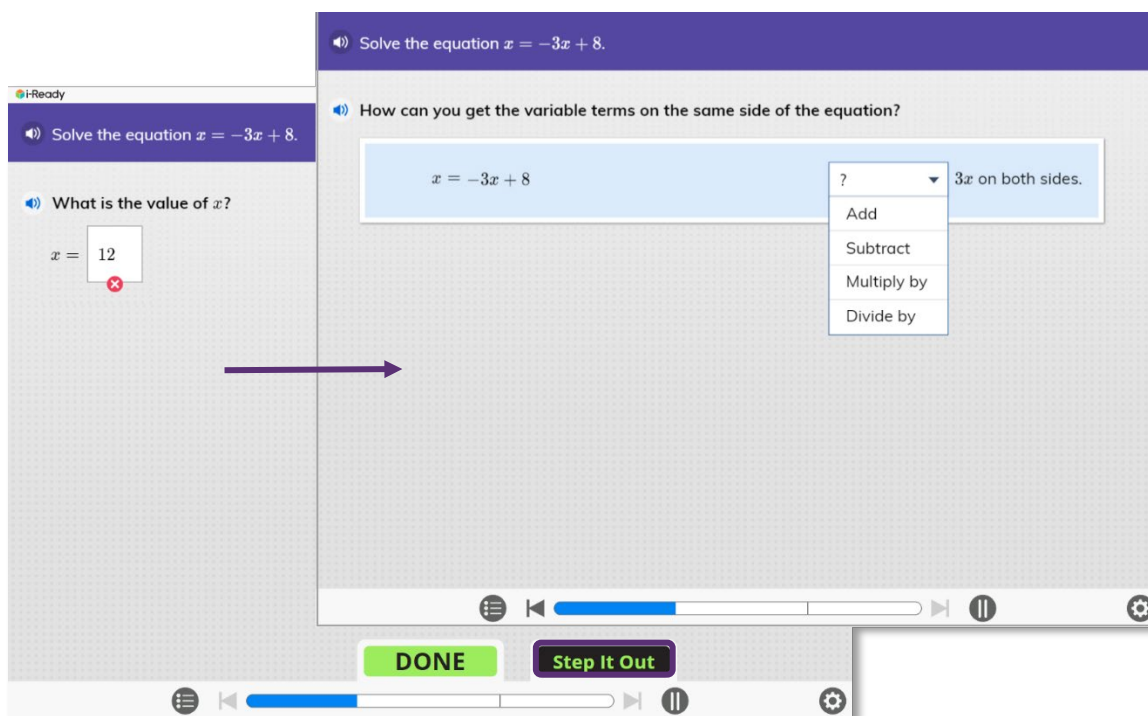
Figure 22. If the student is unable to answer the original problem (left) correctly, they can step out the problem (right) for extra support.

Adaptive Practice

In lessons with adaptive practice, students are offered additional practice if they need more work on a particular skill. Students who demonstrate a need for extra support also receive rich feedback within each problem. First, if a student gets a problem incorrect, they then receive visual and audio feedback that helps them to correctly answer the question on their second try. Only after that, does the student receive the additional adaptive practice (Figure 23), allowing them the chance to reinforce what they just learned. This allows students to get more exposure to the skill, receive additional feedback that may help clarify misconceptions, and solidify understanding before moving on to the next part of the lesson. Students who successfully pass items will see a more streamlined lesson.
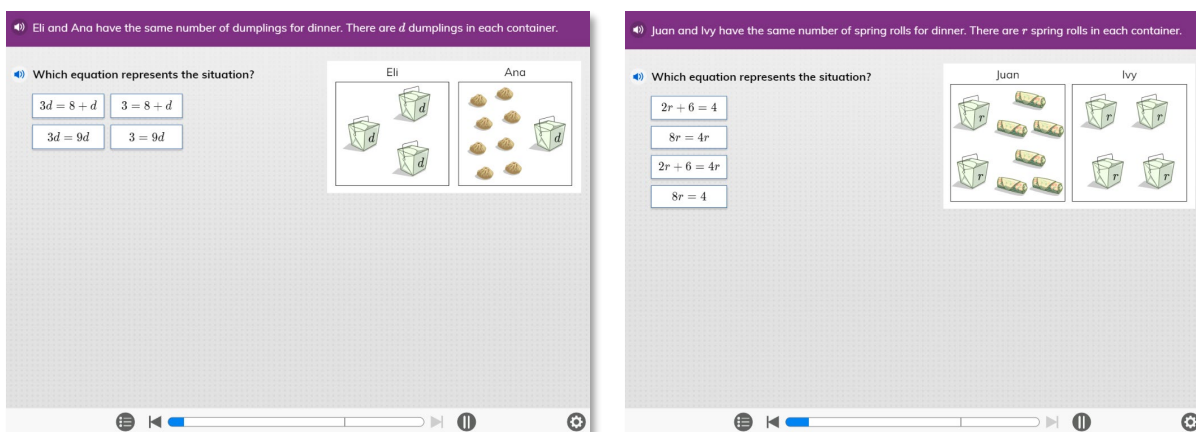
Figure 23. Depicted here is the original problem (left) and the adaptive practice problem (right).

Response-Based Feedback

Feedback in lessons can be conditional, based on a student's specific answer. This is most useful when trying to account for misconceptions. Students will hear custom audio, static text and images, and short animations that will account for how they answered the item (Figure 24).
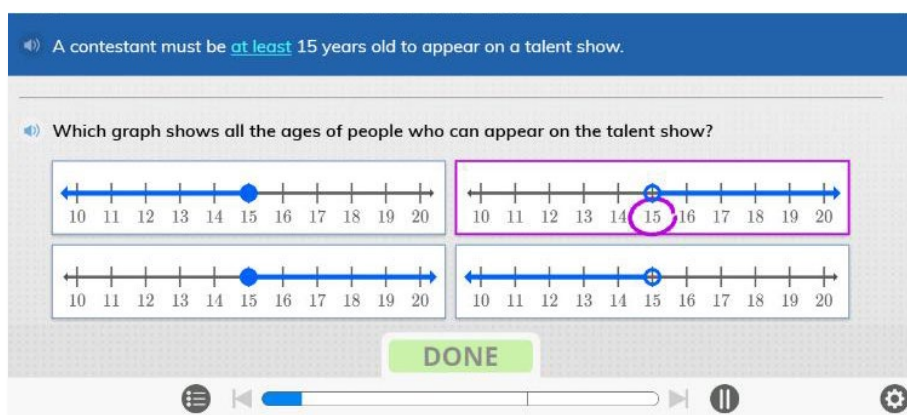
Figure 24. A student who chooses the answer shown above receives feedback from *i-Ready*: "The graph you chose did not include 15-year-olds. Look for a graph where 15 is part of the solution."

Essential Lessons in Core Numeracy, 6–8

Adaptive supports in lessons are provided to ensure that students with only a few gaps will move through lessons more quickly, meanwhile those who need extra support will get the practice they need to develop their skills. Lessons expand when students need additional support to provide additional instruction, scaffolds, feedback, and practice for students who need it, ensuring productive struggle.

For example, in Figure 25, this student reached the application section of one of the skills taught in the lesson. The student needed help with problems in this section, and the lesson expanded to provide the student with scaffolded support to help solve the problem. Once the student has solved the original problem, a second "redemption" task will then be provided, offering the opportunity to apply the learning to a new problem that covers the same skill. Students who are successful with the original task will not receive an additional "redemption" task and will progress through the lesson content more quickly if readiness to move forward is demonstrated.

Pathway Adaptivity for Essential Lessons in Core Numeracy

Lesson Structure: Getting an "A" task wrong leads to a "B" task. Getting an "A" task correct means no "B" task.
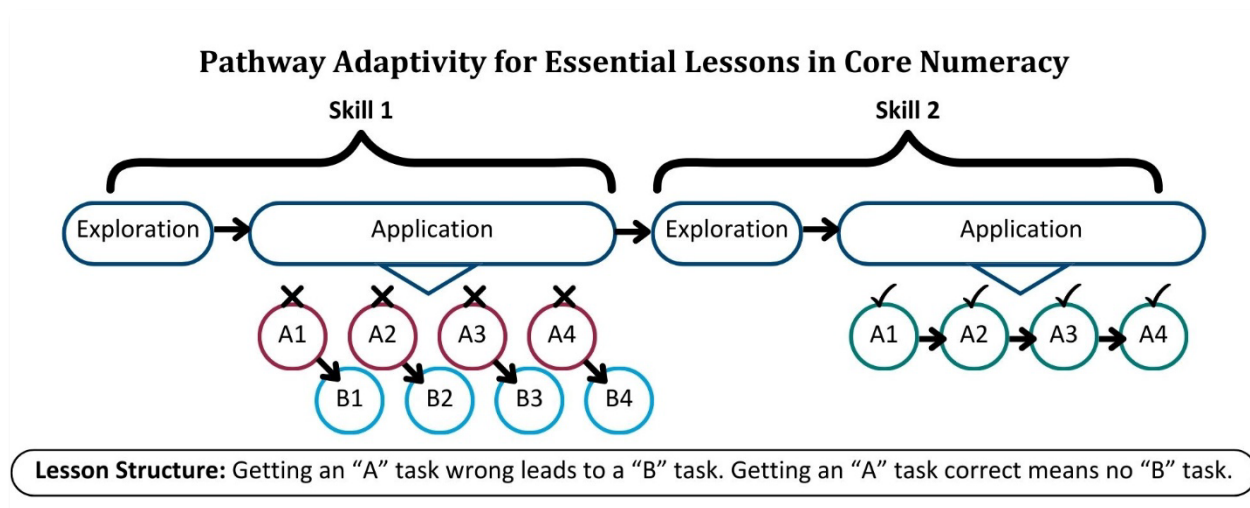
Figure 25. With *i-Ready Pro* Essential Lessons for math, lessons expand for students who need extra support.

Elevate Lessons in Mathematics, 6–8

In Elevate Lessons, students receive a personalized prerequisite review lesson when needed (Figure 26). For example, a grade 7 student who is one grade level below in Algebra will see lessons covering critical prerequisite concepts from grade 6 Algebra, focusing primarily on ratios and unit rates (Understand Ratio Concepts, Equivalent Ratios, Equivalent Ratio Tables, Understand Rate and Unit Rate, Solve Problems with Ratios and Unit Rate, Compare Unit Rates) before beginning work in grade-level content.
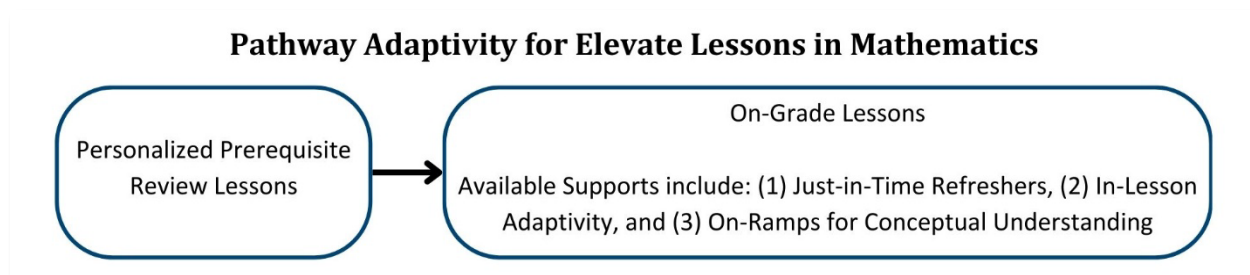
Figure 26. Elevate Lessons for Mathematics adapt to provide personalized prerequisite lessons when needed.

Elevate Lessons include multiple layers of adaptive scaffolding, designed to provide the right level of support for each student. Students with minor errors or misconceptions get rich visual feedback and optional support, like interactive walkthroughs. Students with major unfinished learning who demonstrate a need for extra help in a lesson will receive all these supports, along with extensive additional practice. In this way, *i-Ready* personalizes instruction for each student, ensuring they receive the content they need to succeed at each grade-level skill.

Provides Professional Learning as Needed Virtual, On-Demand, or In-Person

Provide Professional Development as Needed Virtual, On-Demand, or In-Person

i-Ready Partners Professional Learning Support

In tandem with our dedication to designing and developing high-quality, virtual, on-demand, and in-person programs that drive measurable student achievement, *i-Ready Partners,* who work alongside JCSD, will continue to share our commitment to being the best service provider in the publishing industry, providing as needed virtual, on-demand, and in-person professional learning for the District.

i-Ready Partners, a connected and experienced group of professionals focused on meeting the needs of educators, students, and communities, will keep serving JCSD **new and experienced** administrators and teachers. *i-Ready Partners* offers:

- **A Partner Success Manager You Know on a First Name Basis**: A dedicated Partner Success Manager, Angela Chamblis, will work with you to build and execute an implementation plan to get the most from our products and is your point of connection to a powerful network of experts solely focused on making your implementation successful.

- **Consultative Professional Learning Program Planning**: Tailored professional learning pathways address the specific needs of your educators including facilitated sessions and Online Educator Learning resources to move teachers and leaders along the continuum from product to practice.

- **Guidance on Education Trends and Implications**: Consultation from our experienced Educational Consultants in group settings as well as individual consultation with your district ensures you stay up to date and are prepared to implement education best practices.

- **Real-Time Achievement Data After Every Assessment**: Get detailed student performance and growth analysis at key points in the implementation—and on an ongoing basis—to empower data-driven practices in classrooms.

- **Technical Support and Health Checks**: Proactive support anticipates and heads off issues before they start, promptly addresses your concerns, and delivers clear answers to your questions.

i-Ready Partners provide award-winning service that is designed to help your District succeed (Figure 27).

Figure 27. Each *i-Ready Partner* will have a different role to play in a successful implementation, working alongside you every step of the way to help drive the greatest impact.

In-Person Professional Learning

With Curriculum Associates, Jones County School District will have a partner who will carry on an understanding that real change and student growth moves the needle. With carefully planned hard work, day after day, our team partners with the District in that work, doing our part to help your educators, and in turn your students, succeed.

Professional Learning Specialists work closely with key educator contacts to ensure courses and learning outcomes match school and district initiatives by customizing content and delivery packages.

Flexible Content

Tapping into our integrated, comprehensive network of support, educators learn carefully developed practices built around the most important actions that drive student growth. We scaffold knowledge to help educators use *i-Ready*, with the cost-optional *i-Ready Learning Teacher Toolbox* for Mississippi for reading and mathematics and *Phonics for Reading*, from day one to deeply infuse data-driven practices into everyday instruction, and to bring new techniques and new insights from our ongoing research to even the most experienced users. **Our Professional Learning is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their learning development: New, Practicing, and Advanced**. Our courses address a set of common learning outcomes, while our Tailored Support courses deliver targeted outcomes specific to your needs.

Draft Implementation and Support Plan: i-Ready Advanced Users

Key Implementation Milestones for JCSD

Table 4 covers key milestones in planning, account setup and delivery, professional learning, and program review/evaluation. Exact dates will be determined with the District.

Table 4. Key Implementation Milestones			
Milestone	**What**	**When**	**Who**
1. Implementation Planning (as needed)	Determine or solidify District/school goals, participants, and deliverables to establish accountability measures.	Soon after award	District/school leadership team; Curriculum Associates' *i-Ready Partners*,[5] with Partner Success Manager as key point of contact
2. Account Setup and Delivery	Import all users into *i-Ready* prior to implementation/deployment	When rosters are available for the new school year	School/District coordinators and data manager; Curriculum Associates' Partner Success Manager
3. Centralized[6] Professional Learning: Tailored Support	Leaders who are already experienced managers of effective *i-Ready* implementations are offered options to explore multiple ways of analyzing and using data, deepening data culture, and strengthening their implementation to increase student growth.	To be determined with District	Principals; other site-level leaders, e.g., instructional coaches; District leaders responsible for implementation; Curriculum Associates' Professional Learning Specialist(s)
4. Onsite[6] Professional Learning: Tailored Support	Educators will focus on topics that meet specific, building-level user needs that could include Data-Driven Differentiated Instruction, *Personalized Instruction*, Data Culture, Building Coaching Capacity, Implementation Support, Student/Family Engagement, Examining Growth and Accelerating Learning.	Between *Diagnostic* administration windows	Teachers; Curriculum Associates' Professional Learning Specialist(s). Limit of 30 participants.
5. Program Review and Evaluation	Review results, evaluate program efficacy, and revisit/revise Professional Learning support plan	After second and third *Diagnostic* assessments	District and school leadership team; Curriculum Associates' *i-Ready Partners*

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5 Dedicated support team, including Partner Success Management, Professional Learning, and Technical Support staff.

6 Centralized = Participants from multiple sites/schools/buildings attend a session at one central location. Onsite = Participants from one site/school/building attend a session held at that same location.

Curriculum Associates®

Please see the professional learning brochure in Appendix B for more details on courses.

Assessments and Instruction

Table 5 summarizes the school year's key assessments and ongoing instruction.

Table 5. Key Assessments and Ongoing Instruction			
Element	**What**	**When**	**Who**
Diagnostic **Assessment Administration** 3 times/school year	Pinpoint student strengths and needs to the sub-skill level, with comprehensive reports and resources to inform instructional decision making.	Administer at the beginning of the school year, mid-year, and end of the school year (12–18 weeks between administrations).	Students in grades K–8, teachers, and assessment administrators
Growth Monitoring **Assessment Administration** Included but optional to administer	Monitor ongoing student growth between administrations of the full *Diagnostic.*	*Growth Monitoring* assessments are designed for monthly administration but may be administered more frequently, if desired.	Teachers and students in grades K–8
Standards Mastery **Assessment Administration** Included but optional to administer	Assess standards, mapping to the District's/school's unique scope and sequence, allowing educators to assess mastery of the standards they just covered.	*Standards Mastery* may be administered throughout the school year to align with the school's or District's scope and sequence.	Teachers and students in grades 2–8
Literacy Tasks **Assessment Administration** Included but optional to administer	A suite of companion tasks, teachers can administer tasks to assess students' foundational and fluency skills.	Benchmark Tasks may be used three times a year; Progress Monitoring Tasks are used for intervention.	Teachers and students in grades K–6
Personalized Instruction **Individual, Online Lessons**	Based on results from the *Diagnostic, i-Ready* places learners into online, student-driven lessons that are customized to each learner's placement levels that they complete at their own pace.	Lessons are ongoing throughout the school year; we recommend that students aim for 45 minutes of *Personalized Instruction* per week per subject.	Teachers and their students performing at grade levels K–8
Teacher-Led Instruction Tools for Instruction, Tools for Scaffolding Comprehension, and the cost-optional Mississippi Teacher Toolbox	Support student learning with targeted, differentiated instruction delivered in-class by teachers (whole class, small group, or individual).	Ongoing throughout the school year as needed and recommended by included *i-Ready* reports.	Teachers and their students performing at grade levels K–8

Ongoing Support

Curriculum Associates' Partner Success Manager is solely focused on making JCSD's implementation successful. As such, they will be the primary point of contact for contract deliverables, including monitoring *i-Ready* usage throughout the school year to ensure established procedures are being followed and conduct regular check-ins. The Partner Success Manager also connects the District in a timely manner to appropriate *i-Ready Partners* team members when needed (e.g. Professional Learning, Educational Consultant, Program Management, Technical Support, Custom Analytics).

i-Ready Partners Personnel Supporting JCSD

The following are biographies of the key personnel who will work with JCSD For this proposed implementation.

Partner Success Management and Implementation

Angela Chambliss | Partner Success Manager

Education: B.S., Elementary Education, K–3, 4–8, University of Southern Mississippi

A.A., General Education, Mississippi Gulf Coast Community College

Angela resides in Mississippi, is a former Mississippi educator, and has been with Curriculum Associates since 2018. Angela brings more than 30 years of education experience to her work, in which she partners with districts and schools to determine and meet their specific needs. She will work with the Partner Success Management team assigned to the District to help support program implementation and improve outcomes for students and educators. She enjoys working with districts on their implementations, brainstorming ways to facilitate improved outcomes, and sharing in their successes. She previously worked on the Professional Learning team at Curriculum Associates. During that time, she supported leaders and educators throughout Mississippi and beyond with all our educational solutions. Angela's vast teaching experience and her time working with educational partners through professional learning informs her current role in supporting schools and districts.

Professional Learning

Jayda Fountain | Senior Professional Learning Specialist

Education: Ed.S., Educational Leadership, Argosy University

M.S., Special Education, University of Southern Mississippi

B.S., Child and Family Studies, University of Southern Mississippi

Jayda resides in Mississippi and has been with Curriculum Associates since 2019. She provides on-site and virtual targeted support to teachers, coaches, and leaders. This includes lesson planning and pacing support, analyzing data to inform instruction, and identifying evidence of implementation. Her prior work includes being a certified PreK–5 teacher, lead teacher and grade-level chair, summer school administrator, and kindergarten administrator in North Carolina. In addition, Jayda taught PreK at the University of Southern Mississippi's Center for Child Development and was also a certified teacher in Georgia. As a former educator, Jayda equates the opportunity to work with a new school to that of a student starting a new grade level for the new school year.

Regional Sales Support

Andrea Shane | Educational Sales Consultant, Mississippi

Education: B.S., Management, Auburn University

Andrea will provide JCSD with program oversight and local support of the implementation of *i-Ready*, as needed. She will support the District's implementation by (1) providing ongoing product overviews and enhancements support, and (2) serving as a thought partner to support the alignment of District goals with the goals of Curriculum Associates to increase academic performance and achievement. She will also be available for consultation, at the request of the District's leadership team. Prior to joining Curriculum Associates in 2013, Andrea worked with Renaissance Learning for more than seven years, first as an account executive and then as a vice president. In these customer-facing roles, she gained years of experience serving and supporting complex school and district accounts with a range of curriculum and assessment programs. Andrea also developed and nurtured state-level relationships with Departments of Education.

Kevin Englande | Director of Sales

Education: M.B.A., Management and Finance, Tulane University–A.B. Freeman School of Business
              B.S., Business Management and Marketing, Tulane University–A.B. Freeman School of Business

Kevin manages our sales teams in Mississippi, Arkansas, and Louisiana as they work to create and sustain partnerships with educators throughout the region. Drawing on his many years of experience, he will share his knowledge on effective approaches to education with JCSD. Prior to joining Curriculum Associates in 2020, Kevin was a Regional Vice President for Teacher Created Materials, and he held several positions with Voyager Sopris Learning, including working with the Mississippi Department of Education to help implement training for all 10,000 K–3 teachers across the state.

Virtual and On-Demand

In addition to embedded support and professional learning with *i-Ready Partners*, with the purchase of *i-Ready,* users have access to the following virtual and on-demand resources in every year of the contract.

- *Success Central*: Comprehensive and easy to access, *Success Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.

- **Collaborative Learning Extensions (CLEs)**: Dive deep into the areas of *i-Ready* that are most useful to your implementation. CLEs are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers— to facilitate collaborative meetings with colleagues.

- **Online Educator Learning (OEL)**: Engaging OEL courses complement *i-Ready* professional learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.

    o The **Educator Prep Series** is a flexible complement to and extension of our live professional learning. Available on demand to help educators extend or refresh their learning, these short modules are interactive vehicles for learning that ask educators to think critically and deeply about how they are using the program in their classroom. Focus areas include setting and measuring growth goals, using data to plan instruction, differentiating instruction, and more.

- *Teacher Toolbox*: With the purchase of *Teacher Toolbox* in addition to *i-Ready*, the Program Implementation tab in *Teacher Toolbox* provides a wide array of resources to support implementation, such as background information on the curriculum and routines, glossaries, rubrics, and more.

Must Have Capability to Link And Sync with Classlink and OneRoster

Must Have Capability to Link and Sync with Classlink and OneRoster

Curriculum Associates can provision data using multiple methods. Our experienced team will continue to closely coordinate with JCSD to ensure the district's account is set up and ready to use.

Automated provisioning: The preferred provisioning method is automated provisioning, which will be accomplished in the following ways: ClassLink® and OneRoster® V1.1 as described in Figure 28.

	ClassLink®	OneRoster®	
		CSV	API
Description	Curriculum Associates will retrieve the roster data from the ClassLink OneRoster API.	Files are generated by the SIS administrator and delivered to the Curriculum Associates SFTP site every night.	Curriculum Associates will retrieve the roster data from your OneRoster API on a nightly basis.
Setup Support	Support from CA and ClassLink in setting up automation	Self-service with IMS Global Standard	Self-service

ClassLink — School districts set up a roster sync with ClassLink. i-Ready will retrieve the roster data from the ClassLink OneRoster API.

One Roster API — i-Ready will retrieve the roster data from your OneRoster API on a nightly basis. The avaibility of this option is specific to your SIS. Please ask your district IT staff to see if you have this in place already.

There are also OneRoster API integration vendors we work with that support this method. (GG4L).

Figure 28. Our provisioning experts will review the options and details of each with you to determine the best method for your district.

Confirmation about each of these provisioning methods will be provided and reviewed during initial implementation discussions.

Single Sign-On: *i-Ready* provides Single Sign-On (SSO) capability, which eases the login process by allowing students and staff to log in to *i-Ready* via their District portal. We support SSO for clients using an automated provisioning option, which can be performed using one of the following methods:

• Clever SSO: Clever Badges and Clever Portal are both supported.

• OAuth 2.0 SSO: Available with ClassLink

- Security Assertion Markup Language (SAML) Authentication: Examples include ADFS, ClassLink, Stoneware, and other SSO portals that support SAML 2.0.

For technical information on the program's support of SSO, see the following:

- *i-Ready* Support for Single Sign-On at https://cdn.i-Ready.com/instruction/content/system-check/iReady_Support_for_SSO.pdf.

i-Ready Single Sign-On Troubleshooting Guide at https://cdn.i-Ready.com/instruction/content/system-check/iReady_SSO_Troubleshooting.pdf.

Curriculum Associates®

Prepared For:

Michelle Buckley
Jones County SD
5204 Highway 11 N,
Ellisville, MS 39437

5/8/2025

Dear Michelle Buckley,

Thank you for requesting a price quote from Curriculum Associates. The chart below provides a summary of the products and i-Ready Partner Services included. If you have any questions or would like any changes, please contact us.

Implementation Starting: 2025-2026   Quote ID: 418874.1   Quote Valid through: 12/31/2025

Product	List Price	Net Price
i-Ready	$212,320.00	$201,704.00
Professional Learning	$4,500.00	$0.00
i-Ready Partners Services	$0.00	$0.00
List Total:		$216,820.00
Savings:		$15,116.00
Shipping/Tax/Other:		$0.00
Total:		**$201,704.00**

Thank you again for your interest in Curriculum Associates.

Sincerely

Andrea Shane
(251) 455-7695
ashane@cainc.com

i-Ready Partners Services Includes:

- *Initial Implementation Services: Provisioning, Initial Rostering, Hosting, Technology Assessment*
- *Implementation Management: Partner Success Manager You Know On A First Name Basis, Implementation Guidance, Realtime Achievement Data After Every Assessment, Ongoing Data Management*
- *Staff Development Consultation and Resources: Consultative services to help you plan and make the most of Professional Learning sessions; Access to Online Educator Learning (OEL) Digital Courses, and i-Ready Central Self-Service Resources*
- *Technical Support: Proactive Network Monitoring & Issue Notification, Annual Health Check, Technical Support*

Please submit this quote with your purchase order

Curriculum Associates wishes to clarify that any renewals beyond the initial one-year term will be at Curriculum Associates' then-current pricing.

Curriculum Associates, 153 Rangeway Road, North Billerica MA 01862-2013
Phone: 800-225-0248, Fax: 800-366-1158, E-Mail: orders@cainc.com, Website: CurriculumAssociates.com

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Curriculum Associates®

Prepared For:
Michelle Buckley
Jones County SD
5204 Highway 11 N,
Ellisville, MS 39437
mbuckley@jones.k12.ms.us

Your Representative:
Andrea Shane
(251) 455-7695
ashane@cainc.com

East Jones ES 108 Northeast Dr, Laurel, MS 39443

Total Building Enrollment: 742, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$23,970.00	$22,771.50	$22,771.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$22,771.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$22,771.50

Glade ES 990 Highway 15 S, Laurel, MS 39443

Total Building Enrollment: 399, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,350.00	$19,332.50	$19,332.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$19,332.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$19,332.50

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Moselle ES 168 Rayner Rd, Moselle, MS 39459

Total Building Enrollment: 532, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$23,970.00	$22,771.50	$22,771.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$22,771.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$22,771.50

North Jones ES 650 Trace Rd, Laurel, MS 39443

Total Building Enrollment: 791, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$23,970.00	$22,771.50	$22,771.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$22,771.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$22,771.50

Northeast Jones HS 68 Northeast Dr, Laurel, MS 39443

Total Building Enrollment: 308, Grade Range: 7 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 201-350 Students 1 Year	K-8	15002.0	1	$14,320.00	$13,604.00	$13,604.00
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$13,604.00
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$13,604.00

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South Jones ES 27 Warrior Rd, Ellisville, MS 39437

Total Building Enrollment: 1015, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$30,710.00	$29,174.50	$29,174.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$29,174.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$29,174.50

South Jones Jr Sr HS 313 Anderson St, Ellisville, MS 39437

Total Building Enrollment: 450, Grade Range: 7 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 351-500 Students 1 Year	K-8	15003.0	1	$20,350.00	$19,332.50	$19,332.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$19,332.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$19,332.50

West Jones ES 5652 Highway 84 W, Laurel, MS 39443

Total Building Enrollment: 1022, Grade Range: PK - 6

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 801-1200 Students 1 Year	K-8	15005.0	1	$30,710.00	$29,174.50	$29,174.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$29,174.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$29,174.50

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West Jones Jr Sr HS 254 Springhill Rd, Laurel, MS 39443

Total Building Enrollment: 524, Grade Range: 7 - 12

Product Name	Grade	Item #	Qty	List Price	Net Price	Total
Online Educator Learning Site License - Digital PL Courses and Personalized Learning to Compliment Professional Learning Sessions	Multiple	40124.0	1	$500.00	$0.00	$0.00
i-Ready Assessment and Personalized Instruction Math and Reading Site License 501-800 Students 1 Year	K-8	15004.0	1	$23,970.00	$22,771.50	$22,771.50
i-Ready Partners Implementation Support - Provisioning + Tech Support + Hosting + Data Management + Implementation Planning + Data Reviews + and Check ins 1 Year	Multiple	27939.0	1	$0.00	$0.00	$0.00
					Subtotal:	$22,771.50
					Shipping:	$0.00
					Tax:	$0.00
					School Subtotal:	$22,771.50

Total

List Total:	$216,820.00
Savings:	$15,116.00
Merchandise Total:	$201,704.00
Voucher/Credit:	$0.00
Estimated Tax:	$0.00
Estimated Shipping:	$0.00
Total:	$201,704.00

Special Notes

All i-Ready purchases require professional learning.

F.O.B.: N. Billerica, MA 01862
Shipping: Shipping based on MDSE total
Terms: Net 30 days, pending credit approval
Fed. ID: #26-3954988

Please submit this quote with your purchase order

Y9

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![i-Ready] Partners

Unparalleled Service and Educator Support

The *i-Ready Partners* team was born from our core value: the quality of our services is as important as the quality of our products. Know that when you implement our programs, your local *i-Ready Partners* will be there to support your team every step of the way.

Service Components

Our *i-Ready Partners* team is tasked with helping you implement our programs to meet ambitious district goals. *i-Ready Partners* support includes:

- **An Account Manager You Know on a First-Name Basis:** Dedicated account managers are your point of connection to a powerful network of *i-Ready* experts focused on making your implementation successful.

- **Consultative Professional Development Planning:** Tailored professional development plans ensure that PD is tied to your implementation goals and that educators are equipped to optimize the use of our programs from day one.

- **Real-Time Achievement Data after Every Assessment:** Detailed student achievement analytics to empower data-driven practices in classrooms.

- **Educational Consultants to Help You Know What's Coming Next:** Educational consultants to keep you up to speed on our latest research, development, and best practices.

- **Technical Support and Health Checks:** Proactive support that anticipates and heads off issues before they start—and is there for you should they arise.

| **Account Management** | **Professional Development** | **Educational Consultants** | **Achievement Analytics** | **Technical Support** |

Your *i-Ready Partners* Team

Dedicated to helping you implement *i-Ready* programs and achieve your district goals

Curriculum Associates®

Email: Orders@cainc.com
Fax: 1-800-366-1158
Mail:
ATTN: CUSTOMER SERVICE DEPT.
Curriculum Associates LLC
153 Rangeway Rd
North Billerica, MA 01862-2013

Please visit CurriculumAssociates.com for more information about placing orders or contact CA's customer service department (1-800-225-0248) and reference quote number for questions.

Please attach quote to all signed purchase orders.

If tax exempt, please submit a valid exemption certificate with PO and quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Shipping Policy

Unless otherwise noted, shipping costs are calculated as follows:

Order Amount	Freight Amount
$74.99 or less	Max charge of $12.75
$75.00 to $999.99	12% of order
$1,000 to $4,999.99	10% of order

Order Amount	Freight Amount
$5,000.00 to $99,999.99	9% of order
$100,000 and more	7% of order

Please contact your local CA representative or customer service (1-800-225-0248) for expedited shipping rates. The weight limit for an expedited order is 500lbs.

The enhanced shipping and handling services listed below are available upon request subject to the availability of our carrier partners. Please notify us of these delivery requests prior to submitting your PO so that we can include the service on your quote appropriately:

- White Glove Delivery Service $500/shipment location

If our carrier partners are unable to deliver to the location instructed on the PO or you need to change the time or location of delivery, one or more of the following fees may be applicable:

- Delivery Address Change $400/shipment location
- Freight Storage $600 /shipment location
- Freight Carrier Redelivery $100/pallet

Unless otherwise expressly indicated, the shipping terms for all deliveries is FOB CA's Shipping Point (whether to a CA or third party facility). Risk of loss and title is passed to purchaser upon transfer of the goods to carrier, standard shipping charges (listed above) are added to the invoice or included in the unit price unless otherwise specified.

Supply chain challenges outside of Curriculum Associates' control may impact inventory availability for print product. We recommend submission of purchase orders as soon as possible to help ensure timely delivery.

Payment Terms

Payment terms are as follows:

- With credit approval: Net 30 days
- Without credit approval: payment in full at time of order
- Accounts must be current before subsequent shipments are made

To ensure payment processing is timely and environmentally conscious, CA encourages ACH payments. If you would like to pay via ACH, please request remittance information by emailing AR@cainc.com.

Please send any payment notifications to payments@cainc.com. Credit card payments are only accepted for purchases under $50,000.

Invoice Receipt Preference

CA is pleased to offer electronic invoice delivery. Electronic invoice delivery allows CA to deliver your invoice in a timely and environmentally friendly manner. To request electronic invoice delivery please contact the CA Accounts Receivable team at invoices@cainc.com or by fax (1-800-366-1158). Please reference your quote number, provide a valid email address where the invoice should be directed, and indicate you would like to opt into electronic invoice delivery.

Terms of Service

Customer's use of i-Ready® shall be subject to the i-Ready Terms and Conditions of Use, which can be found at i-ready.com/support. Customer's professional-learning sessions will expire two years following the date of your purchase order or the implementation year noted on your quote, whichever comes first and are subject to the Professional Learning Terms of Service, which can be found at i-ready.com/support.

Return Policy

For any non-print products - your subscription may be terminated and you may request a pro-rata refund for unused services within 90 days of license start date. For Professional Learning services, you may request a refund for unused services within 90 days of purchase date. After 90 days, your non-print products and Professional Learning purchase shall be final and no refunds are available. Except for materials sold on a non-refundable basis, purchaser may return, at purchaser risk and expense, purchased print materials with pre-approval from CA's Customer Service department within 12 months of purchase. Please examine your order upon receipt. Before returning material, call CA's Customer Service department (1-800-225-0248 option 2) for return authorization and documentation. When returning material, please include your return authorization number and the return form that will be provided to you by CA's Return department. We do not accept returns on unused i-Ready or Toolbox licenses®, materials that have been used and/or are not in "saleable condition," and individual components of kits or sets including but not limited to BRIGANCE® Kits, Ready® student and teacher sets, Ready Classroom® student and teacher sets, and Magnetic Reading classroom kits.

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Demonstration Account Access:

i-Ready Assessment and Personalized Instruction with Teacher Toolbox

Getting Started

The login credentials below provide reviewers access to features and functions available to administrators, teachers, and students in *i-Ready®*.

Three Steps to Log In:

- To get started, go to https://pd.i-ready.com/login/pd.

- Please enter the following login credentials **EXACTLY** as they appear below:

Demonstration Account Login Credentials (Valid Until 8/31/2025)		
Login Type	**Username**	**Password**
Administrator	A08P_DAdmin002a_AAITB	TryIt4Educators
Teacher	A08P_Teacher002a_TAITB	TryIt4Educators
Student, Grade K (Student Diagnostic Sampling)	A08P_GrKStudent005a_SDS	TryIt4Educators
Student, Grade 1 (Student Diagnostic Sampling)	A08P_Gr1Student005a_SDS	TryIt4Educators
Student, Grade 2 (Student Diagnostic Sampling)	A08P_Gr2Student005a_SDS	TryIt4Educators
Student, Grade 3 (Student Diagnostic Sampling)	A08P_Gr3Student005a_SDS	TryIt4Educators
Student, Grade 4 (Student Diagnostic Sampling)	A08P_Gr4Student005a_SDS	TryIt4Educators
Student, Grade 5 (Student Diagnostic Sampling)	A08P_Gr5Student005a_SDS	TryIt4Educators
Student, Grade 6 (Student Diagnostic Sampling)	A08P_Gr6Student005a_SDS	TryIt4Educators
Student, Grade 7 (Student Diagnostic Sampling)	A08P_Gr7Student005a_SDS	TryIt4Educators
Student, Grade 8 (Student Diagnostic Sampling)	A08P_Gr8Student005a_SDS	TryIt4Educators
Student, Grade K (Student Post- Diagnostic Sampling)	A08P_GrKStudent005a_SLS	TryIt4Educators
Student, Grade 1 (Student Post- Diagnostic Sampling)	A08P_Gr1Student005a_SLS	TryIt4Educators

Demonstration Account Login Credentials (Valid Until 8/31/2025)		
Login Type	**Username**	**Password**
Student, Grade 2 (Student Post- Diagnostic Sampling)	A08P_Gr2Student005a_SLS	TryIt4Educators
Student, Grade 3 (Student Post- Diagnostic Sampling)	A08P_Gr3Student005a_SLS	TryIt4Educators
Student, Grade 4 (Student Post- Diagnostic Sampling)	A08P_Gr4Student005a_SLS	TryIt4Educators
Student, Grade 5 (Student Post- Diagnostic Sampling)	A08P_Gr5Student005a_SLS	TryIt4Educators
Student, Grade 6 (Student Post- Diagnostic Sampling)	A08P_Gr6Student005a_SLS	TryIt4Educators
Student, Grade 7 (Student Post- Diagnostic Sampling)	A08P_Gr7Student005a_SLS	TryIt4Educators
Student, Grade 8 (Student Post- Diagnostic Sampling)	A08P_Gr8Student005a_SLS	TryIt4Educators

- Select **Mississippi** as the state in the drop-down menu, then click "Go!".

Accessing Assessments in *i-Ready*

Click on "Assess & Teach" at the top of the screen; then "Assessment" on the left side menu; then click on the desired assessment.
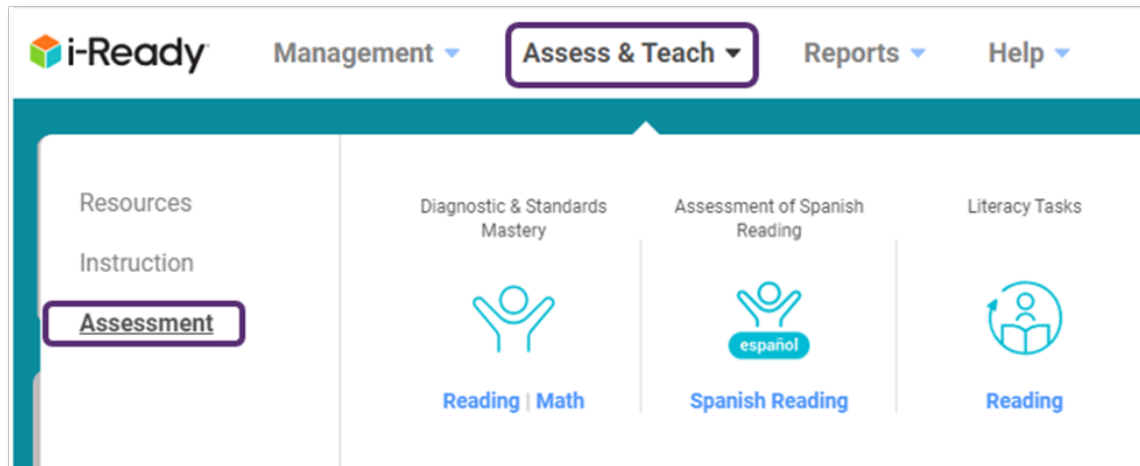
Accessing Reports in *i-Ready*

Click on "Reports" at the top of the screen; then select any data type from the left side menu and user category from the top menu to view all available reports. As an example, here are all reports available on the "District/School" level for the *Diagnostic*.
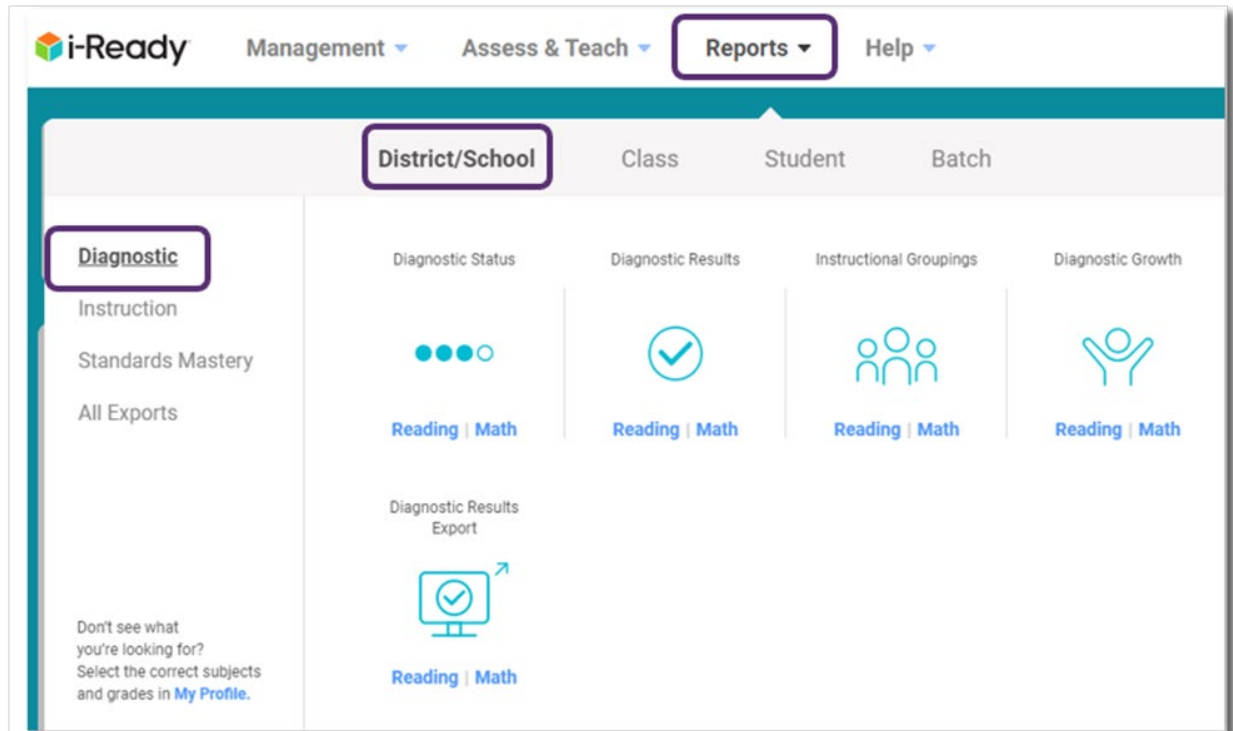
Accessing Personalized Instruction in i-Ready

To access *i-Ready Personalized Instruction* lessons, follow these steps:

1. Click on "Assess & Teach" at the top of the screen; then "Instruction" on the left side menu; then click on the desired subject under "*Personalized Instruction*."
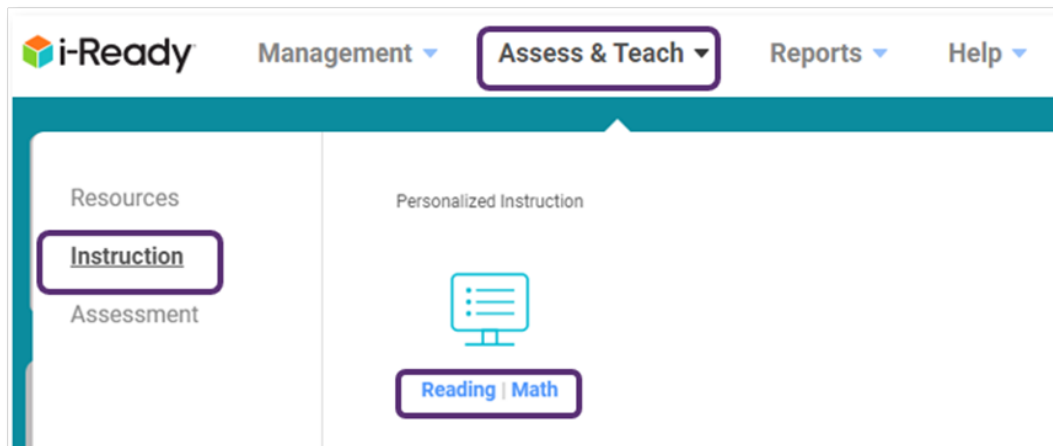
- Scroll down to "Preview or Assign Lessons." (Note: If you are logged in as an Administrator, you will need to select a demo school.) Use the "Lesson Name" field to search for a lesson.

- Once you enter a lesson, you can navigate to a specific part. Click the navigation button on the bottom left, and then scroll through the "Skip to" menu to view and select any activity.

Accessing *Teacher Toolbox* and Other Resources in *i-Ready*

Click on "Assess & Teach" at the top of the screen; then "Resources" on the left side menu; then click on the desired resource.
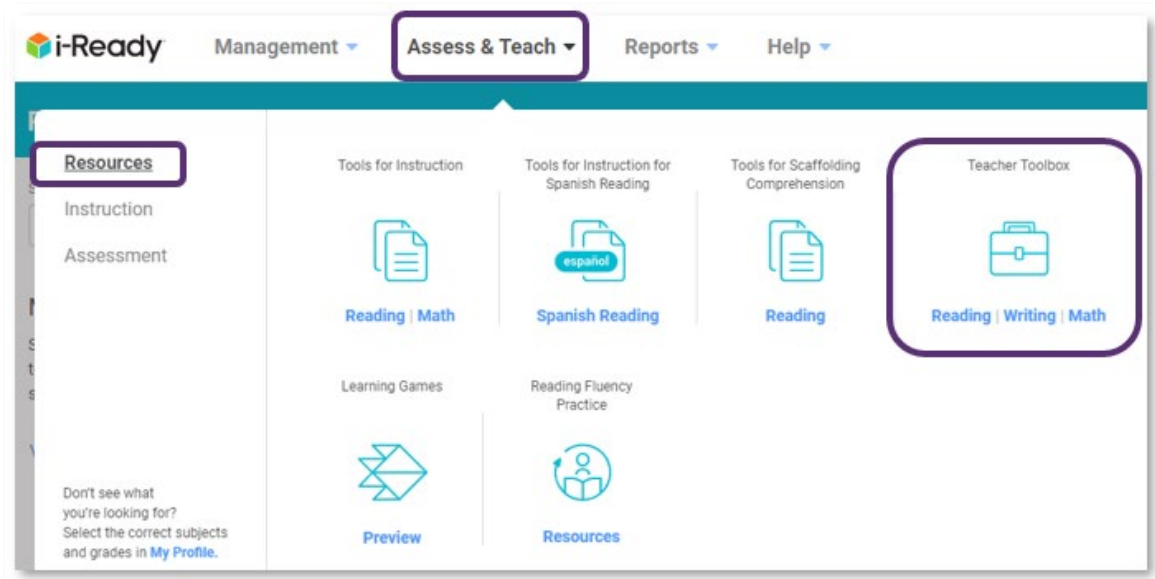
Accessing Help in *i-Ready*

Click on "Help" at the top of the screen to access *i-Ready Central* and other supports to help you implement *i-Ready.*
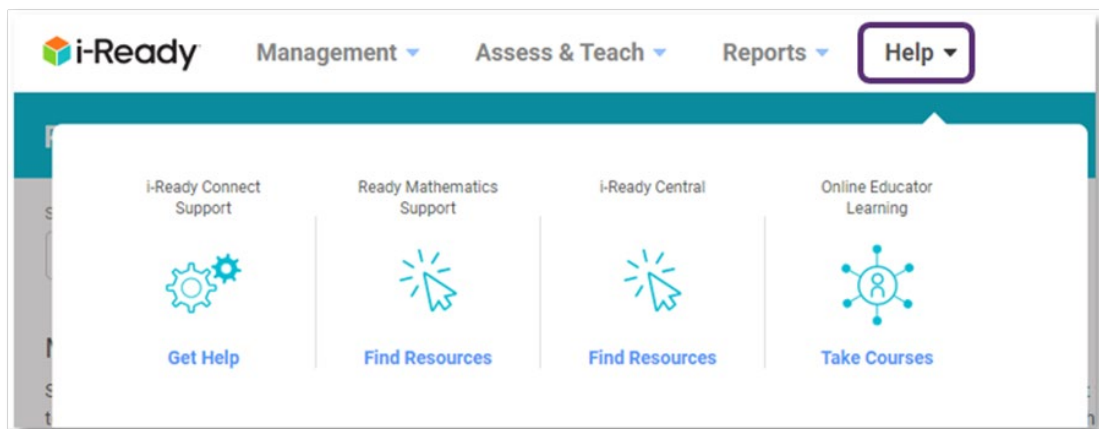
HELP: For questions about the demonstration account contact:
1. Jackie Sullivan at jsullivan@cainc.com / 978-313-1315 or
2. Noah Segal at nsegal@cainc.com / 978-947-7624

i-Ready®

Lead the Charge for Impactful Learning

Looking for grants and funding support? Find out if you are eligible for *i-Ready* Professional Learning at: CurriculumAssociates.com/Grants-and-Funding.

Your Impact Is Our Purpose

Propel your team's professional learning growth to new heights. Curriculum Associates partners with you to guide and strengthen instructional practices based on your classrooms' unique assessment and learning data, all powered by *i-Ready Assessment*. Both teachers and leaders develop muscles ready to flex to make the leap to identify growth opportunities and reinforce daily data-driven instructional strategies. Sustained in-person or virtual sessions drive educator engagement with a partner there to work alongside you as you move along the continuum from product to practice. Educators can inform and make adjustments to their instruction and watch their practice improve with real-time feedback from assessment data and personalized instruction that mirrors what is happening in the classroom.

Create professional learning plans that can be updated and modified along the way. *i-Ready Partners* work alongside you to understand your needs and goals, outlining pathways to measurable and visible growth as your needs and goals change, product enhancements launch, and new educators onboard.

Year 1		Years 3+
Product Knowledge	•·····························➤	**Practice Change**

New Users:	**Practicing Users:**	**Advanced Users:**
Connecting data to instruction	**Embedding** data in daily instruction	**Expanding** use of data for broader impact
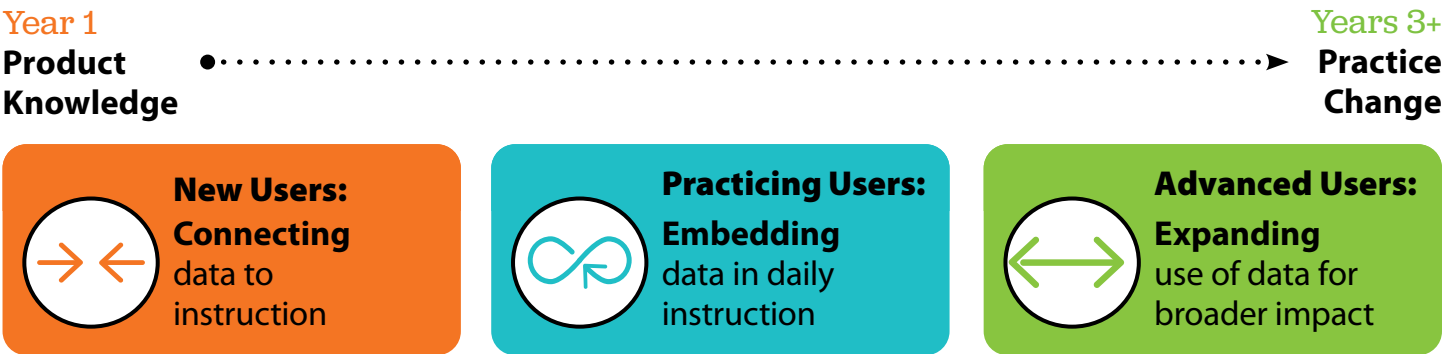
Energize Your Educators with Exceptional Professional Learning

> " My professional learning session taught me so much about *i-Ready*! Our [professional learning] specialist was prepared, knowledgeable, and showed me a lot of ways to use my data to inform my instruction. I feel so excited to go and use what I learned in my classroom!
>
> —Teacher, Memphis, TN "

95%
of educators gained useful and relevant knowledge in their professional learning sessions.

i-Ready® Partners

Your *i-Ready Partners* team is your partner in learning, from successful implementation to data analysis, to improving day-to-day instructional routines.

Partner Success Managers

Dedicated partners working with you to integrate *i-Ready* into your classrooms and create a data culture
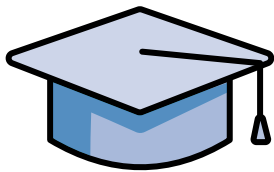
Professional Learning

Experienced educators delivering immersive experiences focused on best teaching practices to drive student achievement
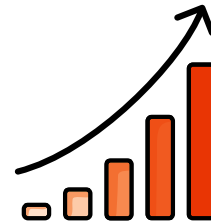
Achievement Analytics

Periodic placement and progress analyses with ongoing analytic support
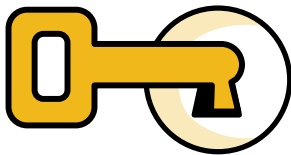
Educational Consultants

Program design and pedagogy experts providing strategic guidance
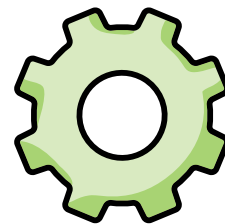
Technical Support

Responsive technical support and proactive issue identification

What We Offer

A System of Support to Meet in-the-Moment Needs to Drive Student Growth

Leader Support

Building Leader Capacity for Successful Implementations

Leaders are an essential component of a strong *i-Ready* implementation, and building their capacity is part of our plan. We offer leader support through focused courses as well as ongoing consultations via Tailored Support sessions. Our specialized tools for data analysis, learning walks, and feedback discussions enable leaders to better manage their implementations to success.

Professional Learning Sessions

Expert-Facilitated, Sustained Support

Led by expert former educators, our live sessions use active, hands-on learning and engagement with data to build practical knowledge and pedagogical change. These sessions can be delivered on site or virtually. **See pages 6–7 for scope and sequence and pricing.**

i-Ready Central®

Curated Resources on a Single Platform

Comprehensive and easy to access, *i-Ready Central* is filled with a wealth of resources for teachers, coaches, and leaders. The platform is carefully curated to help the novice get just what they need in the moment or the expert dive deeply into the many facets of *i-Ready*. Every educator is welcome to stop by and get inspiration or an answer.
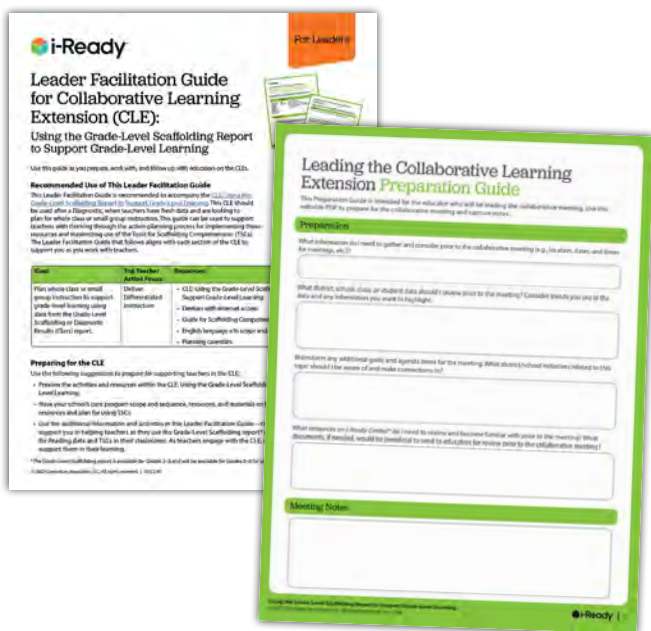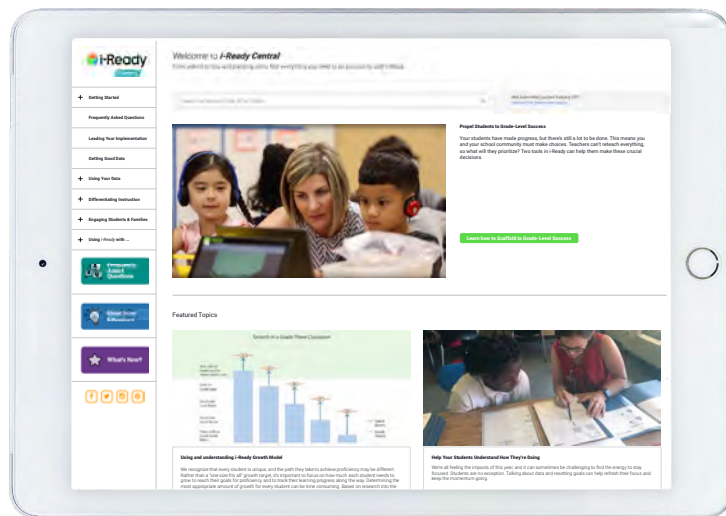
Collaborative Learning Extensions

Tools to Build a Collaborative Learning Community

Dive deep into the areas of *i-Ready* that are most useful to your implementation. Collaborative Learning Extensions (CLEs) are designed to help you explore key steps and strategies in professional learning communities (PLCs), grade-level or team meetings, or other collaborative settings. The CLEs include all necessary resources for educators—including leaders, coaches, or teachers— to facilitate collaborative meetings with colleagues.

Online Educator Learning

On-Demand, Interactive Learning

Engaging Online Educator Learning (OEL) courses complement *i-Ready* Professional Learning sessions by reinforcing key concepts. Educators learn best practices by completing modular courses at the right time, at their own pace. Detailed course completion reports offer school and district leaders insight into their staff's professional learning.
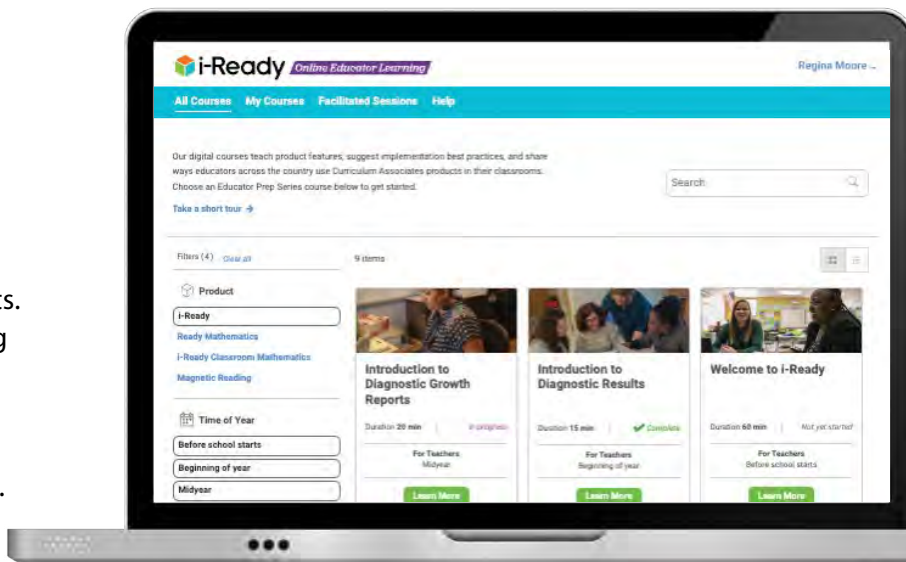
Professional Learning Scope and Sequence

Our professional learning is designed to grow along with your implementation, meeting the learning needs and interests of educators at each phase of their development: New, Practicing, and Advanced. Our courses address a set of common learning outcomes, while our Tailored Support sessions deliver targeted outcomes specific to your needs. All sessions in this scope and sequence can be facilitated on site or virtually. Some sessions may be recommended for virtual facilitation depending on your implementation needs.

	New Connecting Data to Instruction	**3 Sessions*** Total: $6,600/Site	**Practicing** Embedding Data in Daily Instruction
Back to School	*For Leaders:* Starting Strong with *i-Ready*	**Included****	*For Leaders:* Analyzing School Data to Start Your Year Strong *This course can be delivered during Back to School* **or** *after the first Diagnostic.*
	For Teachers: Getting Good Data with *i-Ready*	✓	
After the First Diagnostic	*For Teachers:* Using Data to Plan Instruction	✓	*For Teachers:* Delivering Differentiated Instruction
After the Second Diagnostic	◎ **Tailored Support** **Supporting Fidelity** We identify data trends and recommend topics to get everyone on the path to *i-Ready* success. This session ensures that momentum from Using Data to Plan Instruction extends to the second Diagnostic and beyond.	✓	*For Teachers:* Helping All Learners Succeed ◎ **Tailored Support†** **Supporting Classroom Impact** We collaborate with you to gauge teachers' proficiency so we can build differentiated agendas to meet their needs and help develop internal coaching capacity in providing flexible support to educators as they implement *i-Ready*.

*Each à la carte session is $2,200 ($2,450 in Alaska and Hawai'i). See pages 14–15 for details about our flexible scheduling and grouping.

**Districts with three or more implementing sites purchasing professional learning packages will receive a centralized leadership session (one per every 10 sites) of up to three hours in length.

†Practicing and Advanced Tailored Support sessions can be scheduled at any time during the school year.

i-Ready

New to Teaching Series!

The *i-Ready* New to Teaching series is a three-session*, in-person professional learning series designed for first-time teachers who have not participated in traditional teacher education coursework.

Before a Diagnostic

Session I: Getting and Understanding Good Data *(2 hours)*
- Prepare and motivate students.
- Collect meaningful data.
- Implement data practices.

After a Diagnostic

Session II: Using Data to Plan Whole Class Instruction *(2 hours)*
- Analyze data to strategically plan for whole class instruction.

Session III: Using Data to Plan Small Group Instruction *(2 hours)*
- Analyze data to strategically plan for small group instruction.

	3 Sessions* Total: $6,600/Site	2 Sessions* Total: $4,400/Site
	Included**	Included**
	✔	✔
	✔	✔
	✔	

Advanced
Expanding Use of Data for Broader Impact

🎯 **Tailored Support**†

Supporting Continuous Growth and a Culture of Data
We collaborate with you to deliver targeted support to address building- or classroom-level interests and issues, support new users, and ensure that all educators are evolving their practice using the latest and greatest updates and tools for *i-Ready*.

		2 Sessions* Total: $4,400/Site	1 Session* Total: $2,200/Site
For Leaders: 🎯 Tailored Support		Included**	Included**
For Teachers: 🎯 Tailored Support		✔	✔

Your First Year with i-Ready
Surrounded by Support

New: Connecting Data to Instruction

In your first year with *i-Ready*, our *i-Ready Partners* will support you every step of the way. Your first year of professional learning will include several expert-led sessions, along with just-in-time OEL resources, as well as resources for PLCs or other educator-led groups to deepen learning.

	Professional Learning Led by Our *i-Ready* Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	*For Teachers:* Getting Good Data with *i-Ready* ❶ *For Leaders:* Starting Strong with *i-Ready*	*For Teachers:* Administering the Diagnostic	*For Teachers:* Kit: Get Good Data *For Leaders:* Top Teacher Actions ❸ Classroom Visit Tool: Get Good Data
After the First Diagnostic	*For Teachers:* Using Data to Plan Instruction ❹ *For Leaders:* Analyzing Grade-Level Data and Action Planning†	*For Teachers:* Introduction to Diagnostic Results	*For Teachers:* Kit: Use Data to Plan Instruction ❹ *For Leaders:* Kit: Using Assessment and Data
Between the First and Second Diagnostic		*For Teachers:* Best Practices for Personalized Instruction ❷	*For Teachers:* Kit: Actively Monitor and Respond *For Leaders:* CLE: Scheduling *i-Ready Personalized Instruction* in Your Building
After the Second Diagnostic	*For Teachers:* 🎯 **Suggested Tailored Support** Understanding and Responding to Student Growth Data		*For Teachers:* CLE: Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning *For Leaders:* CLE: Leader Facilitation Guides for Using the Prerequisites or Grade-Level Scaffolding Reports to Support Grade-Level Learning

Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.
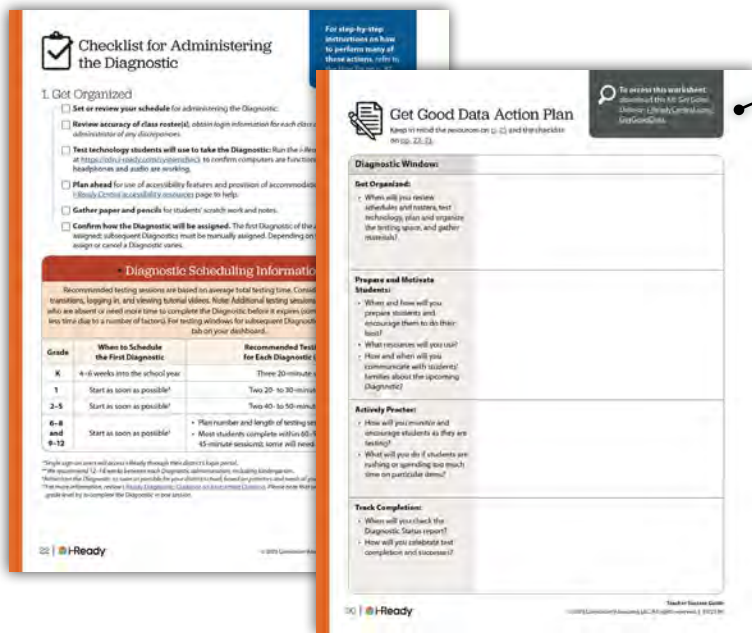
🟦 **i-Ready**

1 The foundation of a successful first year is high-quality, reliable data. In the first session, teachers learn how the *i-Ready Diagnostic* works and make a plan to get good data.

2 Educators use OEL to dive into the areas of *i-Ready* that are most applicable to their needs.
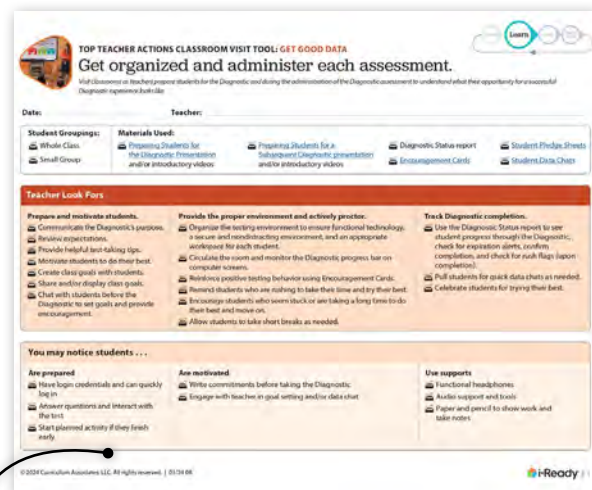
3 Right from the start, leaders are given the tools they need to give their implementation a solid foundation by helping educators establish effective strategies and foundations that unlock *i-Ready*'s potential to drive student growth.
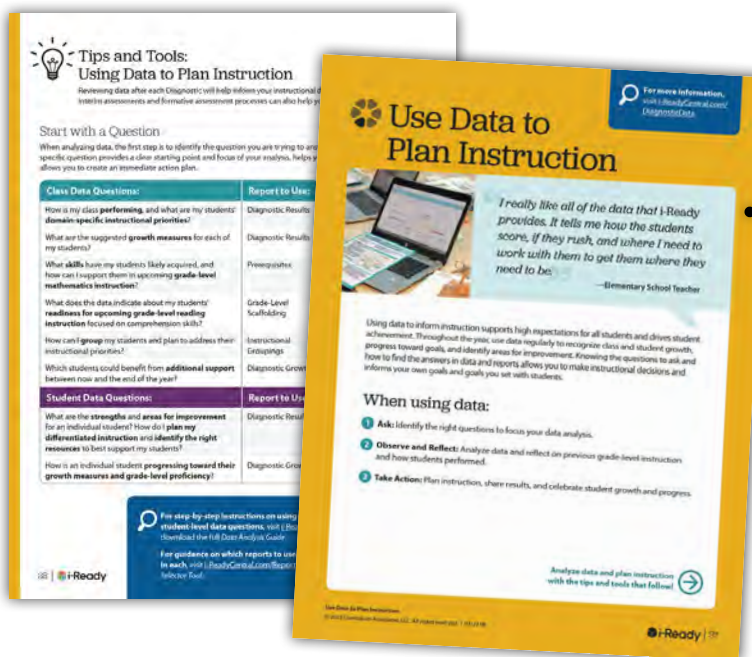
4 After the first Diagnostic, educators analyze their students' data, beginning to build their effective data analysis practices and planning instruction to accelerate student learning. They leave the session with a kit of materials to continue to home in on their students' instructional priorities.

Your Second Year with i-Ready
Making Change through Practice

Practicing: Embedding Data in Daily Instruction

In your second year with *i-Ready*, our *i-Ready Partners* take you deeper into using *i-Ready* to effect change and drive student growth. Professional learning sessions focus deeply on the daily work of data impacting everyday instructional practices, while OEL resources help educators understand all of the instructional materials available through *i-Ready* and how to use them most effectively.

	Professional Learning Led by Our *i-Ready* Experts*	**Online Educator Learning**	**Select Teacher and Leader Resources and Tools****
Before the First Diagnostic	*For Leaders:* Analyzing School Data to Start Your Year Strong	*For Teachers:* Administering the Diagnostic	*For Teachers:* Preparing Students for the Diagnostic Presentations *For Leaders:* CLE: Examining School Historical Results
After the First Diagnostic	*For Teachers:* Planning for Instructional Coherence or Delivering Differentiated Instruction ❷	*For Teachers:* Preparing for Small Group Instruction	*For Teachers:* Kit: Deliver Differentiated Instruction *For Leaders:* Classroom Visit and Implementation Discussion Tools
Between the First and Second Diagnostic	*For Teachers:* 🎯 **Suggested Tailored Support** Monitoring and Responding to Personalized Instruction or Empowering Students to Foster Ownership of Learning	*For Teachers:* • Introduction to Diagnostic Growth • Engaging Students through Data Chats	*For Teachers:* Student Data Chats ❹ *For Leaders:* CLEs on *i-Ready* instructional resources recommended for anytime during the school year
After the Second Diagnostic	*For Teachers:* Helping All Learners Succeed ❶ *For Leaders:* Analyzing School Growth and Performance Data or Supporting Grade-Level Instruction†	*For Teachers:* Using Data to Plan Instruction after the Second Diagnostic ❸ *For Leaders:* Analyzing Growth to Inform Decision-Making	*For Teachers:* Student Growth and Performance Analysis Worksheet

Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

†Site-based leadership support provided before or after teacher session.

i-Ready

Responding to Midyear Diagnostic Growth Worksheet
Analyze your Diagnostic Growth report and additional data, as needed, to determine action steps for your students.

Date: _____
School, Grade Level, and/or Class: _____
☐ Mathematics ☐ Reading

Review *Analyze student data by growth and performance.**	Observe & Reflect *List the students who placed in each category and think about the possible causes. Review individual student data as needed.*	Take Action *Consider these action steps:*

Higher Growth & Higher Performance
Growth: Achieved **at least 50% progress** to Typical Growth
Performance: ● ● Early On or Mid On or Above Grade Level

How can I continue to provide enrichment and challenge for these students?
☐ Provide independent or collaborative opportunities for enrichment.
☐ Provide teacher-led small group instruction to students with similar areas for enrichment using next steps and instructional resources.
☐ Consider how to balance time in online lessons and Learning Games with other forms of enrichment and challenge.
☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
☐ Other: ___

Higher Growth & Lower Performance
Growth: Achieved **at least 50% progress** to Typical Growth
Performance: ● One Grade Level Below ● ● Two or Three or More Grade Levels Below

How can I continue to provide instructional support to promote growth?
☐ Continue individualized instruction, interventions, and/or additional supports that have been effective in promoting growth for these students.
☐ Provide teacher-led small group instruction to students with similar areas for improvement.
☐ Continue to monitor and respond to students' priority domain(s) as they work through Personalized Instruction.
☐ Continue to use engagement strategies you've found to be successful, including opportunities for students to lead their data chats.
☐ Other: ___

Lower Growth & Higher Performance
Growth: Achieved **less than 50% progress** to Typical Growth
Performance: ● ● Early On or Mid On or Above Grade Level

How can I promote growth for these students?
☐ Target instruction and enrichment to students' needs to help promote growth using next steps and instructional resources.
☐ Provide teacher-led small group instruction to students with similar areas for improvement.
☐ Continue to use Personalized Instruction to address priority domain(s) and provide instruction and practice at advanced levels (as available).
☐ Have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
☐ Other: ___

Lower Growth & Lower Performance
Growth: Achieved **less than 50% progress** to Typical Growth
Performance: ● One Grade Level Below ● ● Two or Three or More Grade Levels Below

How will I support these students' instructional priorities to promote growth?
☐ Adjust scheduling to prioritize Personalized Instruction to students' domain(s) of need.
☐ Provide teacher-led small group instruction to students with similar instructional priorities using next steps and instructional resources.
☐ Monitor students' progress in Personalized Instruction and Learning Games, and respond quickly to provide additional support.
☐ Continue to have data chats, and provide opportunities for students to lead data chats to celebrate success, discuss growth, and set goals for the rest of the year.
☐ Other: ___

Please note: These recommendations are based on a midyear Diagnostic that is completed about halfway between the baseline and end-of-year Diagnostics, with equal periods of instruction between each assessment. When the midyear Diagnostic is scheduled earlier or later in the year, look for progress to Typical Growth to vary accordingly.

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① Help educators use data in a continuous feedback process to accelerate student growth.

Differentiated Instruction Planning Worksheet: Supporting Grade-Level Instruction

Keep the Foundations of Effective Data Use in mind:
· Maintain objectivity.
· Use a purposeful, structured process to analyze data.
· Analyze data regularly.
· Engage students and families in growth and progress.

Class: _____ Subject: _____
Report(s) Used: _____

Ask: How is my class performing, and what are their instructional priorities for upcoming grade-level learning?

Whole Class Observations:
Small Group:
Who?
What?
How and When?
Upcoming Grade-Level Instruction:

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i-Ready

② Help educators make the leap from analyzing their data to effectively differentiating instruction.

③ Educators use OEL to learn to design activities that students complete, collaboratively or independently, during station rotations.

Sample Learning Goals and Station Activities
Identify a learning goal and related learning activity that students can complete as part of a station.
Choose the activity that matches each learning goal, then view the related resource.

Draw lines of symmetry in plane figures.
Practice rounding to the nearest 10 on a number line.

Fold paper shapes into two matching parts to identify lines of symmetry.
Complete lessons from their personalized learning path.
Identify known words and look up unfamiliar words using a Word Roots graphic organizer.

Data Chat Worksheet
Using Student-Level Reports

After Each Diagnostic —OR— For Entire School Year

Name: _____
☐ Mathematics ☐ Reading

Diagnostic Data	Previous Year		Current Year		
	Baseline:	Final:	First:	Second:	Last:
Diagnostic Date					
Overall Scale Score					
Overall Placement					
Typical Growth Percent Progress		*Leave blank*			
Stretch Growth* Percent Progress		*Leave blank*			

Personalized Instruction Data

Date	Lessons Passed	Lessons Completed	Time

Click here to download this worksheet as an individual page.
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④ Help educators engage students in goal-setting conversations.

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Years 3 and Beyond
Growing and Changing with You

Advanced: Expanding Data Use for Broader Impact

From your third year on, our *i-Ready Partners* tailor your support to align with the needs you identify for your implementation. Professional learning sessions are carefully chosen to enrich areas of focus, while OEL resources deepen educator understanding and help experienced users keep pace with new *i-Ready* features.

	Professional Learning Led by Our *i-Ready* Experts*	Online Educator Learning	Select Teacher and Leader Resources and Tools**
Before the First Diagnostic	**For Teachers or Leaders:** ◎ **Suggested Tailored Support** Examining Historical Results	**For Teachers:** Administering the Diagnostic	**For Teachers:** CLE: Family Engagement ❹ **For Leaders:** CLE: Strengthening Collaborative Planning in Your School
After the First Diagnostic	**For Teachers:** ◎ **Suggested Tailored Support** Using Data to Adjust or Create Small Groups ❶ **For Leaders:** ◎ **Suggested Tailored Support** Strengthening Your *i-Ready* Implementation or Using *i-Ready* Data to Support Your Implementation	**For Teachers:** • Using Tools for Scaffolding Comprehension • Using the Prerequisites Report to Inform Instruction	**For Teachers:** Data Analysis Guide **For Leaders:** Kit: Use Data and Foster a Data-Driven Culture
Between the First and Second Diagnostic			**For Teachers:** Middle School Lesson Plans: Engaging Students with *i-Ready* **For Leaders:** CLE: Analyzing Diagnostic Results or CLE: Analyzing Personalized Instruction ❹
After the Second Diagnostic	**For Teachers:** ◎ **Suggested Tailored Support** Using Multiple Data Sources to Drive Instruction ❷, Accelerating Learning, or Special Group Support by Grade Band	**For Teachers:** Setting Goals with Students after the Second Diagnostic ❸	**For Teachers:** CLE: Goal Setting **For Leaders:** Kit: Engage Stakeholders

Connect with your *i-Ready Partners* to learn more.

*Can be delivered on site or virtually

**We will recommend additional resources and tools during our courses.

i-Ready

Using Data to Adjust Small Group Instruction

Between Diagnostic administrations, use your Instructional Groupings and Personalized Instruction by Lesson reports to adjust small group instruction. Follow the directions below and record your observations on Part 1 of the Using Data to Adjust Small Group Instruction Worksheet. Then complete Part 2 of the worksheet, using the guid...

❶ Determine which existing small group will be your focus. Build a Report Group for these students in *i-Ready Connect*®.
For step-by-step directions on building Report Groups, refer...

❷ Write the group number or name and each stud... Using Data to Adjust Small Group Instruction Work...

❸ Navigate to your **Instructional Groupings report,** from the *Class/Report Group* dropdown. Indicate t... you used to create this small group, and note each... after the most recent Diagnostic.

❹ **Review the Recommendations for Teacher-Led...** and note the skills you have not taught in whole cla... that students have not yet acquired during in-class...

❺ Navigate to the **Personalized Instruction by Less... Group** from the *Class/Report Group* dropdown an... long you have been working with this small group... **Detail**.

❻ From the **Domain** dropdown, select the domain yo... student's most recent placement level in Persona...

❼ **Search for keywords** related to skills you listed in... numbers by 10) in the All Lessons column and note...
✗ = Student did not pass the lesson(s) on all atten...
✓ = Student has completed and passed the lesson...
Blank = Student has not completed a lesson for the...

❽ Repeat Step 7 for all skills listed.

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Using Data to Adjust Small Group Instruction Worksheet

▶ **Part 1: Choose one small group to be your focus, and build a Report Group for these students in *i-Ready Connect*.** Then review the Instructional Groupings and Personalized Instruction by Lesson reports and complete the table below.

❷ Group Number or Name: _____   ❸ Domain: _____

❷ Student Name	❸ Placement in Domain after Most Recent Diagnostic	❹ Most Recent Placement in Personalized Instruction	❺ Recommendations for Teacher-Led Instruction
			Multiply Single-Digit Numbers by 10				
Eva S.	Grade 3	Mid 3	✗				
Mario B.	Grade 3	Late 3	✓				

Continue to Part 2 on the next page.

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1 As teachers advance their use of *i-Ready*, they use data to effectively work with students in small group instruction settings.

Student Growth and Performance Analysis Worksheet, Cont'd.

Class: _____   Date: _____   ☐ Reading ☐ Mathematics

Median Class Progress to Annual Typical Growth: _____ %

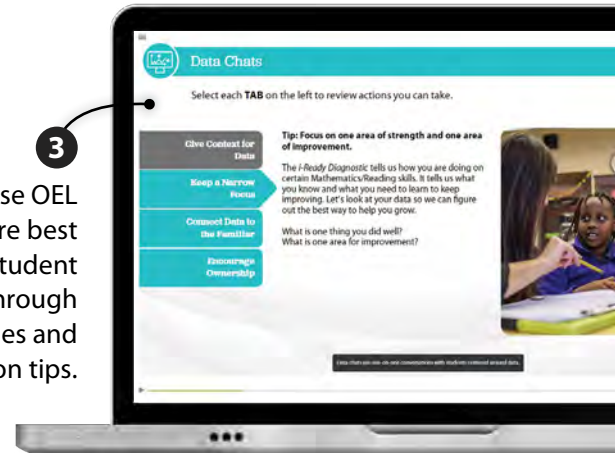| **Quadrant 2: Higher Growth & Lower Performance**	**Quadrant 1: Higher Growth & Higher Performance**
Growth: Achieved *at least* 50% progress toward Typical Growth Performance: ◯ One Grade Level Below or ◯ Two or Three or More Grade Levels Below	Growth: Achieved *at least* 50% progress toward Typical Growth Performance: ● ◐ Early On or Mid On or Above Grade Level

How can I continue to provide instr... | ...continue to provide enrichment and challenge for these students?

Quadrant 3: Lo...	
Growth: Achieved *le...* Performa...	
◯ ● Two o...	

How will I support these stude...

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▶ **Part 2: Select one of the four quadrants from the previous page as your focus. Write in the quadrant and the corresponding question** to focus your analysis. From this quadrant, write the names of students you will support as a small group.

Focus Quadrant: _____

Ask: *(Write in the question from the quadrant you selected in Part 1.)*   Subject: ☐ Reading ☐ Mathematics

Report	What question is the data answering?	Student:	Student:	Student:	Student:	Student:
Diagnostic Results	What are the student's strengths and areas for improvement?					
Personalized Instruction	How is this student progressing in Personalized Instruction? • Weekly Average Time-on-Task for Last Month • % Lessons Passed YTD					
Other Data	What does data indicate about this student's strengths and instructional priorities?					
Other Information about This Student	What other factors may be impacting this student's growth and performance?					
Reflection	What trends are you seeing in the data and your observations of these students? What conclusions can you draw about their instructional priorities?					

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2 To make the most of every instructional moment, educators use their *i-Ready* data to make effective decisions about how to adjust instruction throughout the year using multiple sources of data.

Data Chats

Select each **TAB** on the left to review actions you can take.

Tip: Focus on one area of strength and one area of improvement.

The *i-Ready Diagnostic* tells us how you are doing on certain Mathematics/Reading skills. It tells us what you know and what you need to learn to keep improving. Let's look at your data so we can figure out the best way to help you grow.

What is one thing you did well?
What is one area for improvement?

- Give Context for Data
- Keep a Narrow Focus
- Connect Data to the Familiar
- Encourage Ownership

3 Educators use OEL to explore best practices for student data chats through video examples and preparation tips.

Collaborative Learning Extension: Family Engagement

This Collaborative Learning Extension (CLE) includes all the necessary resources to facilitate a collaborative ... with colleagues that focuses on engaging families with *i-Ready* throughout the school year.

Goal:	Top Teacher Action Focus:	Resources:	Times...
Engage families with *i-Ready* to broaden students' networks of support.	Set Goals and Engage Students	• Devices with internet access • Action Plan for Engaging Families • Planning calendar	45–6...

Table of Contents

Family Engagement
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Collaborative Learning Extensions

Collaborative Learning Extensions (CLEs) are created to help you explore strategies to ensure a successful *i-Ready* implementation. Each CLE includes all necessary resources for you to get started in collaborative meetings. For leaders, we've designed a two-part CLE specifically to help you promote promising practices across your district and within school buildings.

Analyzing Personalized Instruction Data to Identify Trends CLEs
Having a strong data culture in which data is shared transparently and used regularly to collaborate and make data-informed decisions is critical in successful implementations. Review the following CLEs to support leaders and their educators in analyzing *i-Ready* Personalized Instruction to look at trends across the district, school, and class levels to inform instructional planning and address student priorities.

Want to send this to your teachers? Download here.

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4 Leaders, teachers, and coaches use CLEs to foster a productive data culture in their buildings and better foster collaboration and growth.

> Each time I receive professional [learning] to learn more about *i-Ready* from Curriculum Associates, I feel like I have new tools in my toolbox to support my students' growth.
>
> —Year 3 *i-Ready* Educator

Flexible Scheduling, Differentiated Learning

While our professional learning scope and sequence is designed to move teachers and leaders along the continuum from product to practice, we continuously calibrate our approach because not everyone has the same needs at the same time. Our flexible days and grouping allow us to work with you to meet multiple sets of needs in one session, lasting up to six hours.

📅 Scheduling Courses

The recommended time for our New and Practicing courses is three hours, but we work within the flexibility of up to six hours to meet your needs.

Scenario 1	Scenario 2	Scenario 3
The Need: Educators at a site have the same learning needs and can meet at the same time.	**The Need:** All educators need the same learning, but scheduling prevents them from meeting as one group.	**The Need:** Educators at a site have varying levels of *i-Ready* experience or other differentiated learning needs.
The Solution: Deliver a three-hour course to all teachers together.	**The Solution:** Rotate teacher groups through the same course.	**The Solution:** Rotate teacher groups through different courses.

Scenario 1

3 hr.	Course delivered to up to 30 teachers
	Break
3 hr.	Analyzing Grade-Level Data and Action Planning

Scenario 2

90 min.	Courses for Grades K–1 educators
90 min.	Courses for Grades 2–3 educators
90 min.	Courses for Grades 4–5 educators
	Break
90 min.	Analyzing Grade-Level Data and Action Planning

Scenario 3

2 hr.	Condensed course delivered to group with similar learning needs
2 hr.	Different, condensed course delivered to group with separate learning needs
	Break
2 hr.	Analyzing Grade-Level Data and Action Planning

> **"Curriculum Associates becomes your family**, and it's all because of the service you receive."
>
> —*Rosemary V., Resource Specialist*

Scheduling Tailored Support

Tailored Support sessions last up to six hours and are designed in cooperation with leaders and coaches based on implementation goals and educator needs.

Scenario 1

The Need: All teachers at a site need support reviewing their midyear data after the second Diagnostic.

⬇

The Solution: Rotate grade-level teams through PLCs.

50 min.	PLC to analyze midyear data with Grade K and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 1 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 2 and plan for accelerated growth
Break	
1 hr.	Analyzing School Growth and Performance Data with site-based leadership
50 min.	PLC to analyze midyear data with Grade 3 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 4 and plan for accelerated growth
50 min.	PLC to analyze midyear data with Grade 5 and plan for accelerated growth

Scenario 2

The Need: Advanced *i-Ready* users need to work on data-driven collaboration strategies specific to their roles.

⬇

The Solution: Rotate like-role teams through advanced learning modules.

2 hr.	Stengthening Your *i-Ready* Implementation for instructional coaches
2 hr.	Using Multiple Data Sources to Drive Instruction for all general education teachers
Break	
2 hr.	Using *i-Ready* to Support Intervention for intervention specialists

Your Impact Is Our Purpose

Find your local educational consultant at
CurriculumAssociates.com/Contact.

. . . .

**To see how other educators are maximizing their
i-Ready experience, follow us on social media!**

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