

Program Evaluation / Evaluation of Services

i-Ready Reading & Math · Hernando County Schools

DISTRICT

**Hernando County
Schools**

PROGRAMS

i-Ready Reading & Math

GRADE BAND

Grades K–8

DATE

April 2026

WHAT IS i-READY?

i-Ready is a teacher-directed instructional tool, not a general-purpose device. It has two components:

i-Ready Inform™ Adaptive assessment. Administered up to 3x/year. Gives teachers precise data on each student's level.

i-Ready Personalized Instruction Short, digital lessons aligned to teacher instruction and based on each student's needs.

i-Ready is designed precisely for that responsible middle ground: purposeful, limited, teacher-led, and evidence-based. The question school boards should ask about any digital tool is not simply "how many minutes?" but "is this time instructionally meaningful and improving student outcomes?"

Curriculum Associates has been a print publisher for more than 50 years. We added digital tools because educators faced a persistent challenge: how to meet the individual needs of every student in a classroom with many different learning styles, strengths, and needs. Technology, used intentionally, helps teachers do this more effectively. **It does not replace teacher expertise — it strengthens it.**

Note on terminology: i-Ready Inform is the updated name for the adaptive assessment previously called the "i-Ready Inform." The name better reflects its purpose: informing instruction. If stakeholders reference the "i-Ready Inform," they are referring to the same tool.

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

■ NEED & PURPOSE

i-Ready Reading and i-Ready Math (Assessment and Personalized Instruction) are being purchased to support teachers in providing every student with adaptive, data-driven instruction precisely targeted to their individual skill gaps. Students across all grade levels enter classrooms performing at varying levels, and i-Ready supports teachers in consistently delivering differentiated instruction to every learner. i-Ready addresses this by diagnosing each student's exact instructional level across all key domains and automatically routing them to online lessons designed to close identified gaps. We are not the assessment *of* learning but the assessment *for* learning, which allows educators to tailor instruction at the varying levels of students.

■ PROGRAM DESCRIPTION

i-Ready, published by Curriculum Associates, includes three core components: (1) an adaptive diagnostic (i-Ready Inform) administered up to three times per year — Beginning, Middle, and End of Year; (2) i-Ready Personalized Instruction, an online adaptive learning component that routes each student to lessons at their unique instructional level; and (3) the i-Ready Teacher Toolbox, an online resource hub that equips teachers with data-driven instructional materials for both whole class and small group settings.

Reading domains: phonological awareness, phonics, high-frequency words, vocabulary, and comprehension. Math domains: number and operations, algebra and algebraic thinking, measurement and data, and geometry.

■ TEACHER TOOLBOX — MATH and Reading

The i-Ready Math Teacher Toolbox provides teachers with a curated library of whole group lessons and small group differentiated printable lesson plans organized by FL benchmarks, directly aligned to i-Ready Inform data. Resources include prerequisite skills lessons, fluency activities, formative assessments, manipulative-based activity mats, and problem-solving graphic organizers. Teachers use Toolbox data to pull small groups based on shared skill gaps identified by i-Ready Inform, then deliver targeted, teacher-led lessons using printable instructional materials. These lessons are designed to complement and extend the work students do independently in i-Ready Personalized Instruction.

The i-Ready Reading Teacher Toolbox provides teachers with whole group and small group lesson plans organized by FL Benchmarks. Resources include decodable reader sets, phonics word sort activities, vocabulary practice cards, fluency passages, comprehension graphic organizers, and read-aloud guides. Teachers use Inform data to identify student groupings and deliver structured, teacher-led small group lessons using printable materials — directly connecting what students work on in Personalized Instruction to explicit, teacher-directed instruction at the small group table.

■ PROFESSIONAL LEARNING SUPPORT

Professional Learning with Curriculum Associates is a **continual process** supporting educators at every level, from first-year teachers to seasoned veterans. It is tailored to the specific needs of each building and district. PL is available in person, virtually, and through self-paced online formats throughout the school year.

Beginning-of-year training includes interpreting i-Ready Inform results, using Personalized Instruction reports, and leveraging Teacher Toolbox for data-driven small groups and leveled lessons, with administrator sessions on dashboards, growth reports, and walkthroughs. Ongoing support includes data analysis sessions, Teacher Toolbox deep dives to focus on supporting teacher led instruction, optional coaching from Curriculum Associates PL, and year-round self-paced online learning.

■ NEW THIS YEAR- COMMUNITY SESSIONS

Community Sessions are a new PL option available to buildings that have **purchased a day of Professional Learning**. These flexible sessions allow teachers to select topics based on their individual needs and join at a time of their choosing. This format is especially designed to support new teachers in building foundational i-Ready skills, while advanced i-Ready educators continue to deepen their practice.

i-Ready Inform and Personalized Instruction — Community Session Topics Include:

Starting Strong with i-Ready

Student Data Chats

Growth Model Orientation

Personalized Instruction Orientations

Teacher Toolbox Classroom Resources

Teacher Toolbox Standards-Based Instruction

What's New in i-Ready

Preparing for i-Ready Inform

Student Data Tracking

Keeping Momentum with i-Ready

Planning Instruction to Address Challenging Skills and Content

■ RESEARCH BASE

i-Ready meets ESSA Tier I and Tier II evidence standards. I-Ready has also received High Ratings from NCII on Academic Screening, Progress Monitoring and Intervention categories. Studies conducted by Curriculum Associates and independent researchers demonstrate that students who use i-Ready Personalized Instruction at the recommended usage level of 30-49 minutes per week per subject with 70% of lessons passed, show significantly greater academic growth than comparison peers.

2. Who is the target population?

All students in Grades K–8 where i-Ready has been implemented. The program serves students performing below, at, and above grade level due to its adaptive nature, which adjusts lesson content to each learner's individual instructional level. i-Ready is particularly valuable for students with identified skill gaps and those receiving Tier 2 or Tier 3 support within the district's Multi-Tiered System of Supports (MTSS) framework.

i-Ready is included on Florida’s state-approved K–12 Comprehensive Evidence-Based Reading Plan, affirming its alignment with Florida’s literacy standards and expectations. Additionally, Florida’s reading retention requirements make it critical that districts have reliable, valid tools to identify students performing below grade level as early as possible and provide targeted intervention, a role i-Ready Inform and Personalized Instruction are specifically designed to fulfill.

i-Ready Inform also serves as Hernando County Schools’ state-mandated dyslexia screener, meeting Florida’s requirement that districts screen students for indicators of dyslexia. i-Ready provides the data required to identify students who may need additional reading support under Florida statute.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

Implementation stage. i-Ready has been in place in Hernando County Schools for 10 year(s), first implemented during the 2016-2017 school year.

4. What resources are needed to support the program?

e.g., staff, funding, space, time, technology, etc.

YEAR	RESOURCES	Department	Cost
Ongoing	i-Ready Reading & Math district license (student seats, Grades K–8)	<i>Academic Services</i>	See quotes
Ongoing	Student devices (1:1 ratio recommended) and reliable Wi-Fi for all classrooms	<i>Academic Services</i>	No cost
Ongoing	IT setup, rostering, and SSO configuration (via Clever, ClassLink, or manual import)	<i>Academic Services</i>	No cost
Ongoing	Ongoing PL sessions tailored to school and district goals.	<i>Academic Services</i>	See quote
Ongoing	Teacher time: 30-49 min/week per subject for Personalized Instruction; time for Teacher Toolbox small group instruction	<i>Academic Services</i>	Staff time
Ongoing	Print supplies for Teacher Toolbox materials — decodable readers, lesson pages, graphic organizers, exit tickets	<i>Academic Services</i>	Varies by school
Ongoing	Administrator and instructional coach time for walkthroughs, data reviews, and coaching cycles	<i>Academic Services</i>	Staff time

5. What are the program's intended outcomes?

What are you expecting the program to do? (not measurable)

Students will receive reading and math instruction tailored to their individual needs, both through i-Ready Personalized Instruction (student-driven, online) and through teacher-led small group lessons delivered using Teacher Toolbox print resources by FL Benchmark needs. Teachers use i-Ready Inform data to form flexible small groups and deliver targeted, structured lessons aligned to each group's identified skill gaps.

Through Professional Learning, teachers will develop confidence in interpreting Inform data, forming instructional groups, selecting and delivering Teacher Toolbox lessons, and connecting small group instruction to Personalized Instruction. Instructional coaches and administrators will build capacity to support teachers through data-informed walkthroughs, coaching conversations grounded in i-Ready reports, and ongoing goal-setting.

i-Ready, including the Teacher Toolbox and its PL support structures, will serve as a foundational assessment and instructional system within the district's MTSS framework, supporting both the identification of student needs and the delivery of differentiated Tier 1 and Tier 2 and Tier 3 instruction.

6. How do you plan to progress monitor fidelity and effectiveness of the program?

Explain the process — reports, walkthroughs, etc.

■ PERSONALIZED INSTRUCTION

Program administrators and school leaders will review the i-Ready Instructional Usage Report monthly to verify that students are completing the recommended 30-49 minutes per week per subject and passing 70% of lessons. Classroom walkthroughs will confirm active student engagement during independent i-Ready work time.

■ TEACHER TOOLBOX / TEACHER-LED INSTRUCTION

Walkthroughs will include observation of teacher-led instruction to confirm that teachers are using Inform data to form groups, referencing Teacher Toolbox lesson plans, and utilizing printable Toolbox materials with students. Hernando's Curriculum Pacing Guide includes Toolbox lessons to meet their FL Benchmark instruction. Administrators will look for evidence that small group instruction is data-driven, and that lesson content aligns to Hernando's pacing guides.

■ MONITORING OF EFFECTIVENESS

Inform results will be reviewed after each administration window using the i-Ready Growth Report and Student Inform Results Report. The i-Ready team meets with the District three times per year to analyze data trends and action plan for targeted next steps.

7. What criteria will be used to judge the program performance?

Proficiency, gains, domains, etc.

■ USAGE

The i-Ready Personalized Instruction Summary Report offers the ability to track student progress on usage metrics. Based on our efficacy research, to increase student outcomes, the recommendation is 30-49 minutes of instruction and passing 70% of lessons. The data can be tracked on a weekly basis by leaders and teachers.

■ GROWTH

Decrease the percent of students performing two or more grade levels below in Reading and Math. This is measured by comparing i-Ready Proficiency Levels from end of year 2024-2025 to 2025-2026.

■ PROFICIENCY

Percentage of students meeting proficiency on the Florida Assessment of Student Thinking (FAST) in ELA and Math, including proficiency rates and learning gains. Year-over-year trends compared against prior school year FAST results to demonstrate improvement.

8. Describe what the program must accomplish to be considered successful (Return on Investment).

This is the measurable goal.

■ USAGE

Usage is measured by the average Time on Task per student falling within the 30–49 minute weekly range per subject, with 70% or more of lessons passed. Data source: i-Ready Personalized Instruction Summary.

■ GROWTH

There will be a decrease in the percent of students performing two or more grade levels below comparing i-Ready Reading and Math end of year proficiency year over year. Data source: i-Ready Inform results.

■ PROFICIENCY

i-Ready Inform provides a point of entry for every student, meeting them where they are academically and informing exactly where instruction needs to support. Rather than measuring only whether students have reached grade level, i-Ready Inform shows growth from each student's individual starting point, making progress visible for all learners. District proficiency results are tracked through both i-Ready Inform end-of-year data and Florida's statewide FAST assessment.

9. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Yes, a program evaluation is recommended after each year of implementation. Evaluation data should include:

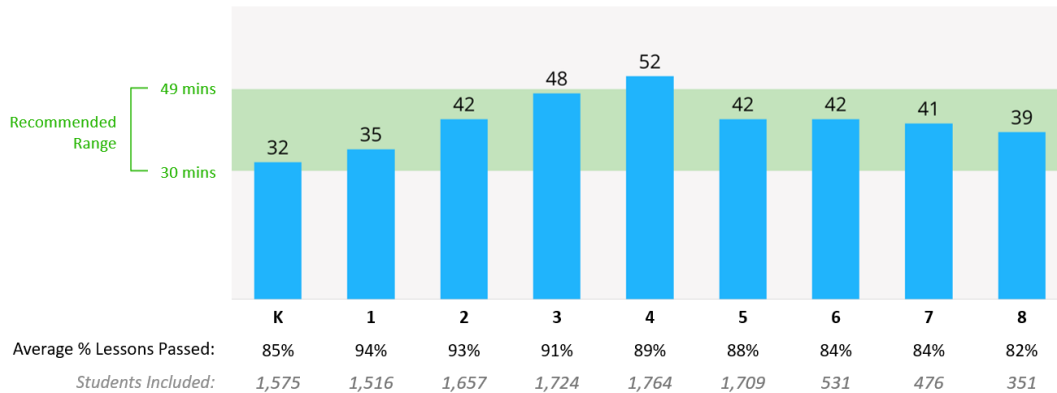
(1) Usage: Instructional Usage Monitoring the average Time on Task in the 30-49 minute range and the percent of lessons passed at 70% or higher.

Math Usage:

Mathematics

How Long Are Students Spending on Personalized Instruction?

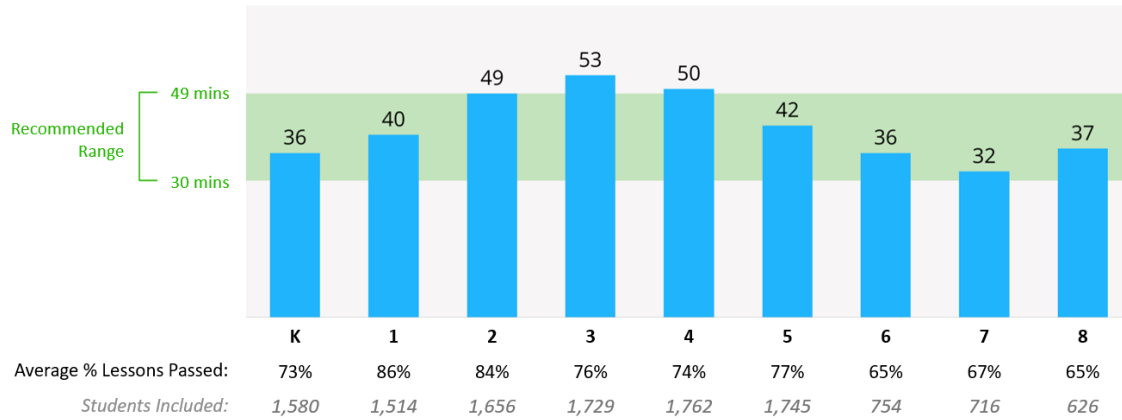
Average Weekly Usage (mins) of Personalized Instruction



Reading Usage:

How Long Are Students Spending on Personalized Instruction?

Average Weekly Usage (mins) of Personalized Instruction



(2) Growth: There will be a decrease in the percent of students performing two or more grade levels below comparing i-Ready Reading and Math end of year proficiency year over year.

Percent of Students Performing 2+ Grade Levels Below in Reading 24-25	Percent of Students Performing 2+ Grade Levels Below in Reading 25-26
19%	18%

Percent of Students Performing 2+ Grade Levels Below in Math 24-25	Percent of Students Performing 2+ Grade Levels Below in Math 25-26
15%	13%

(3) Proficiency: A comparison of on-grade-level rates from the prior year FAST Proficiency to the current year FAST Proficiency.

Grade	FAST ELA	
	FAST Proficiency — 2024–25	FAST Proficiency — 2025–26
K	62%	58%
1	56%	62%
2	53%	53%
3	58%	61%
4	52%	57%
5	52%	58%
6	55%	60%
7	55%	57%
8	52%	60%

FAST MATH		
Grade	FAST Proficiency — 2024–25	FAST Proficiency — 2025–26
K	60%	66%
1	64%	69%
2	63%	65%
3	63%	65%
4	54%	61%
5	45%	49%
6	53%	54%
7	52%	50%
8	58%	67%