HAPI
Housing as a Platform

BUILDING A CULTURE OF EDUCATIONAL SUCCESS

HAPI 2023-2024 Annual Impact Summary

Technology-Based Learning for Students in Affordable Housing Rental Communities

This report highlights the 2023-2024 impact of Housing as a Platform, Inc. (HAPI), focusing on educational success for students in affordable housing communities through technology-based learning. Using i-Ready® software for reading and math, HAPI tracked student progress, surveyed families and staff, and analyzed academic gains against national benchmarks. Results reveal significant growth in reading and math skills, underscoring HAPI's role in fostering academic resilience and achievement among vulnerable populations.

Housing as a Platform for Academic Success, Inc.

BUILDING A CULTURE OF EDUCATIONAL SUCCESS

HAPI 2023-2024 Annual Impact Summary

Technology-Based Learning for Students in Affordable Housing Rental Communities

TABLE OF CONTENTS

INTRODUCTION

Housing as a Platform, Inc. (HAPI) is 501c3 nonprofit organization whose **mission** is to connect evidence-based resident service programs within affordable rental communities to elevate the residents' opportunities for success. HAPI's **vision** is to see quality housing, home stability, and service enriched programs as a path to building healthy, vibrant, and impactful affordable housing and communities. HAPI harnesses the power of successful strategies, proven technology, and trustworthy alliances to foster the most powerful asset we know: Strong, evolving communities of engaged residents and next-generation leaders. They support the creation and refinement of impactful, scalable, and sustainable resident services in the areas of education, finances, and health. This report focuses on the education section of residential services.

HAPI supports a national network of providers of after-school programs, Housing as a Platform for Academic Success (HPAS). HPAS helps students in affordable rental homes and nearby communities succeed at grade level in both reading and math. We provide training, learning software and measure common metrics to evaluate impact.

MEMBERSHIP

HAPI welcomes NeighborWorks Organizations that operate a standing after-school program, enroll and retain students and commit to tracking outputs and outcomes, use or are open to using online learning software as a measurement system and share performance metrics. There are different membership benefits and levels.

Membership Benefits

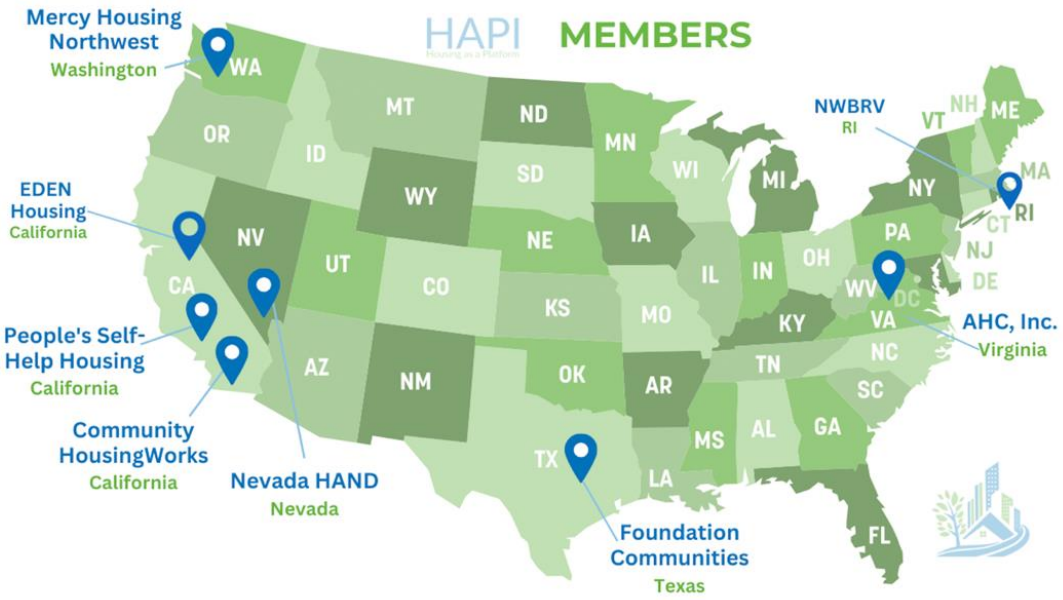
- Peer-to-peer sharing & networking at a local, state, and national level
- Training and technical support for after-school and software programs
- Student licenses for learning software
- Real-time reporting and benchmarking
- Strengthen scalability, sustainability, and impact

Membership Levels

1. Peer-to-Peer Monthly Exchanges (Blue)
2. Sharing outputs and outcomes (Silver + Blue)
3. Accessing academic software, tech support, and student licenses and evaluation (Gold – all three)

Membership Map

Please see the map below for current HAPI members. The following report utilized i-Ready results and perspectives from these locations.



NATIONAL TRENDS IN STUDENT ACHIEVEMENT

The U.S. Department of Education National Assessment of Educational Progress (NAEP) released its most recent report card for reading and math scores in 2022. The results describe that there were significant declines in both subjects compared to pre-Covid-19 scores, noting an impact of the pandemic[1]. This showed how deeply the pandemic impacted students' nationally. In their results, NAEP focuses specifically on grades four, eight, and 12, sharing average scores, student group scores, and achievement level results for reading and math. See Table 1 and Table 2 for more details regarding Reading and Math Achievements. The fourth-grade results of the i-Ready assessment will be analyzed based on NAEP's fourth grade results to explore how HAPI's afterschool population are doing in comparison to the national averages.

NAEP reported significant declines in national reading and math scores post-COVID, affecting students in grades 4, 8, and 12.

CURRENT STUDY

This report looks at the reading and math proficiency levels of students in the Academic Success (HPAS) learning cohort. These students used i-Ready, a software that creates personalized instruction and learning for students nationwide. This was the first year that the math section of i-Ready was utilized to support students' growth in mathematic skills and analyze their progress over the academic year.

The i-Ready software utilizes diagnostics to create individualized learning and practice for students based on where they need the most assistance, ultimately supporting greater learning gains and skills development. HAPI utilized both the Reading and Math sections of i-Ready for the 2023-2024 academic year. Additionally, this report includes an analysis of the survey developed to make sense of students', parents', and after-school staff members' perspectives of i-Ready and the after-school program overall. The focus of the current study is to make sense of the strengths and growth areas of the i-Ready program for both reading and math, by understanding perspectives as well as how students' skills developed over the course of the year utilizing i-Ready.

METHODOLOGY

The i-Ready program used within affordable rental housing communities during their after-school program was evaluated based on information gathered from students' i-Ready assessment scores and through surveys conducted at the end of the academic year by students, parents, and after school site staff.

i-Ready Assessment Methodology

Student data from i-Ready assessments were downloaded and compiled directly from the i-Ready site and cleaned by a third-party evaluator. Through this process, information was gathered including demographic information of those that completed the assessment, assessment scores and change in scores over the course of academic year. The data represented each student who completed at least two assessments. For those that only completed one assessment, their information was screened out. For those that completed two assessments, their scores were analyzed on the first and second assessments. For those that completed three or more assessments, the analysis was completed on the first and last assessment to assess for change overtime.

Survey

Students, parents, and staff members were asked to participate in a survey regarding their experiences with i-Ready from June 2024 – August 2024 focused on the academic school year. Parents and students were given access to survey questions in both English and Spanish. These survey questions related to the experience and use of i-Ready, including further feedback surrounding the new implementation of Math in the afterschool program. These surveys were designed to measure the growth of a culture of academic success in affordable rental communities. All housing centers were in California, Nevada, and Texas. These surveys were predominantly quantitative for students and parents, with staff members asked both quantitative and qualitative questions to address their perspective. The data was cleaned, coded, and analyzed.

RESULTS

The results section is comprised of the results from both the i-Ready reading and math assessments, as well as the surveys completed by students, parents, and after school staff members.

I-READY ASSESSMENT RESULTS

Participants

For the i-Ready assessment data, there were 911 and 782 participants that completed between one and six reading and math assessments, respectively. The data was cleaned based on rushed flags and number of assessments completed. Two data points were needed to analyze for change over the course of the academic year. For those that completed more than two assessments, the baseline and most recent diagnostic were utilized. See Table 3 for details of how many students completed assessments. There were 671 and 594 individuals, respectively, with at least two assessments. The baseline and most recent diagnostic assessments were utilized for data analysis to explore change overtime.

Demographic Data

The demographic data was compiled based on those who completed the Reading and Math assessments. Table 4 below give both the quantity and percentage of the sample for both the reading and math assessments who identified with each identity marker including organization, grade level, sex, race, Hispanic/Latino, English language learners (ELL), special education, economically disadvantaged, and migrant.

Results

The i-Ready software creates reading and math level placements in two distinct manners: through tiers and overall relative placements. There are three tiers which are defined as: Tier 1, students are reading at grade level or above; Tier 2, students are reading at one grade level below, and Tier 3, students are reading at 2 or more grade levels below. Through the overall relative placement, there are five specific categories discussed including mid or above grade level, early on grade level, 1 grade level below, 2 grade levels below, or 3 or more grade levels below. In the chart below, you will see that this evaluator utilized the five categories to analyze the data to ensure specificity of change in scores over the course of the academic year.

Reading Results

Chart 1 illustrates the sample's reading scores. There are a few key takeaways from this data:

- The number of students 3 or more grade levels below **decreased 7%** (from 28% to 21%)
- The number of students 2 grade levels below **decreased 7%** (from 30% to 23%)
- The number of students 1 grade level below **maintained** with a slight increase of 1% (38% to 39%)
- The number of students at early on grade level **increased 5%** (9% to 14%)

- The number of students at mid or above grade level **increased 8%** (7% to 15%)

From baseline to most recent assessment, 55% of the sample maintained their grade level positioning, 37% noticed improvement and 8% declined in reading. Of the 8% that declined in reading:

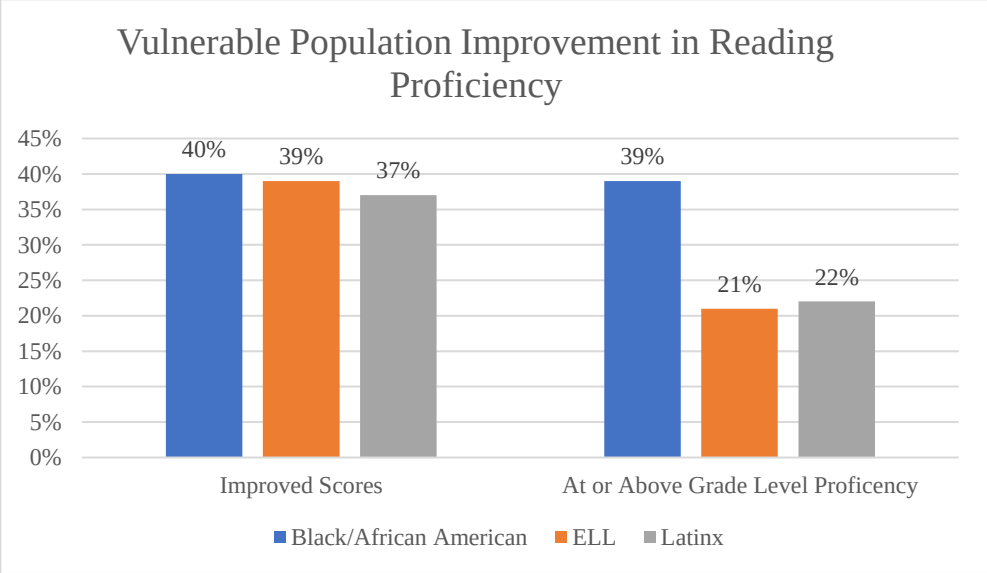
92% of students in HAPI's program either improved (37%) or maintained (55%) their grade level in reading.

- 39% lived in CA (2% NV, 51% TX, 9% VA)
- 40% male (53% female)
- 67% Hispanic/Latino (28% non-Hispanic/non-Latino)
- 39% White (25% other, 7% Black or African American, 5% Asian, 2% biracial, 23% did not disclose)
- 46% non-English language learners (30% English language learners)
- 93% economically disadvantaged
- 65% non-migrants

Taking a closer look across vulnerable populations and identity markers (Chart 2), showed encouraging results in ***Reading*** as:

- 40% of Black/African American students improved their scores, with 39% of Black/African American students performed at or above grade level proficiency by the end of the academic year.
- 39% of ELL students improved their scores, with 21% of ELL students performing at or above grade level proficiency by the end of the academic year.
- 37% of Latinx students improved their scores, with 22% of Latinx students performing at or above grade level proficiency by the end of the academic year.

Table 5 and Chart 3 show the percentage of sample per grade level that declined, maintained, and improved their scores over the course of the school year. As you can see, fourth grade had the highest decline in score (13%) and lowest improvement in scores (30%) in comparison to the other grade levels. Fourth grade was also seen to have the largest sample size at 139 students. The lowest decline in score (4%) was seen in first grade, highest maintained (60%) in fifth grade, and the highest improvement (45%) in third grade.



Math Results

As you can see from Chart 4 for ***Math*** scores:

- The number of students 3 or more grade levels below **decreased 9%** (from 21% to 12%)
- The number of students 2 grade levels below **decreased 8%** (from 27% to 19%)
- The number of students 1 grade level below **maintained with a 1% decrease** (41% to 40%)
- The number of students at early on grade level **increased 9%** (6% to 15%)
- The number of students at mid or above grade level **increased 9%** (4% to 13%)

From baseline to most recent assessments, 48% of the students maintained their scores, 45% improved and 6% of the population declined in scores.

For those that were identified to have declined in scores:

- 54% lived in CA (13% NV, 33% TX) participants in TX (33%).
- 46% male (41% female, 12% did not disclose)
- 43% identified as other on race/ethnicity (15% Black or African American, 3% Asian, 3% Native Hawaiian or Other Pacific Islander, 21% White, and 15% did not disclose)
- 51% identified as Hispanic/Latino
- 51% were non-English language learners (28% were English language learners)
- 90% were economically disadvantaged.

45% of students improved in math skills, with a 9% increase in students reaching early grade level or above.

Taking a closer look across vulnerable populations and identity markers (Chart 5), showed encouraging results in math as:

- 42% of Black/African American students improved their scores, with 27% of Black students performed at or above grade level proficiency by the end of the academic year.
- 48% of ELL students improved their scores, with 26% of ELL students performing at or above grade level proficiency by the end of the academic year.
- 46% of Latinx students improved their scores, with 28% of Latinx students performing at or above grade level proficiency by the end of the academic year.

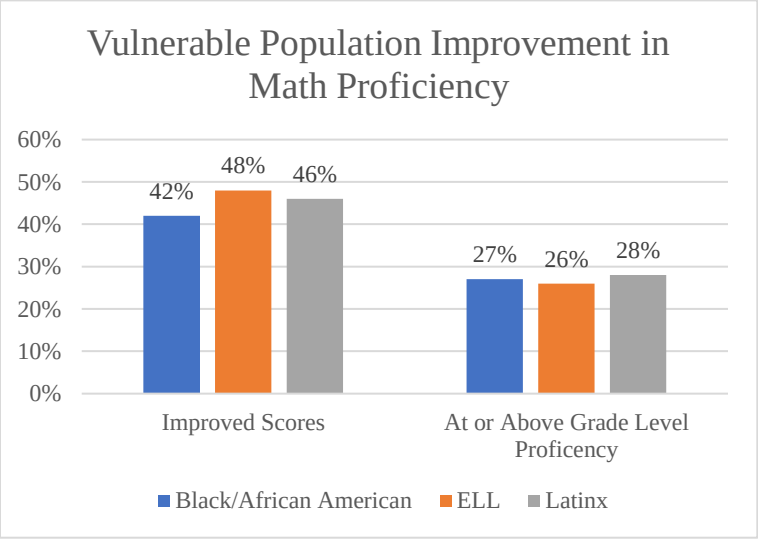


Table 6 and Chart 6 show the percentage of sample per grade level that declined, maintained, and improved their math scores over the course of the school year. As you can see, sixth grade had the highest decline in score (19%) and kindergarten had the lowest improvement in scores (20%) in comparison to the other grade levels. The lowest decline in score (0%) was seen in both seventh and eighth grade, highest maintained (77%) in kindergarten, and the highest improvement (60%) in first grade.

SURVEY RESULTS

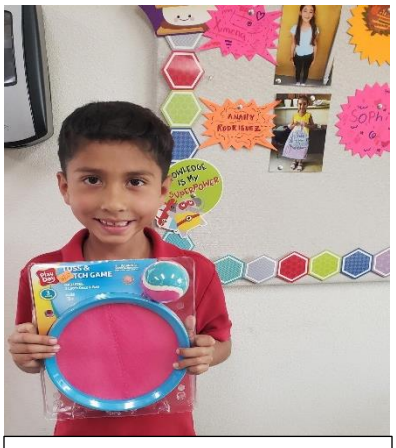
Participants

The survey was completed over the summer months after the 2023-2024 academic year. The survey answers were recorded, and data was compiled and cleaned to ensure completeness of responses. After cleaning the data to eliminate duplicates, rushed responses, or information that was left blank, the data included 61 staff member responses, 190 parent responses (70 opted for the survey in English with 120 surveys completed in Spanish), and 349 student responses (339 responses in English, and 20 responses completed in Spanish). Spanish assessments were translated into English and analyzed conjointly.

Table 7 clarifies the sample of participants from each housing community with the number of responses received from each location. Staff members have been intentionally left out of this table as they work at multiple locations. Please see section for *Staff Demographics and Perspectives* of this report for more information on staff members.

Overall Perspectives of i-Ready

52% of the student sample reported that they enjoyed using i-Ready, while 79% of the parent sample reported that their child enjoyed using i-Ready (Chart 7). 71% of the student sample believed i-Ready helped build their math skills, and 72% believed it did so for their reading skills (Chart 8). 87% of the parent sample believed that i-Ready helped build their child's skills in both math and reading. Students, parents, and after-school staff members were asked if they believed teachers noticed improvement in their skills (Chart 9). The percentage of student sample that believed teachers noticed improvement in math skills was 59% while 80% of the student sample believed teachers noticed reading skills improvement. 59% of parents believed teachers noticed math skills improvements, 80% of parents believed teachers noticed reading skills improvements. After school staff members believed teachers noticed math (64%) and reading (79%) skills improvement.



"I like coming to the community center because is fun, and we learn"

~ Matteo M
Mayberry Townhomes
Community HousingWorks

Student Demographics and Perspectives of i-Ready

Of the 349 student responses, 61% lived in CA, 3% in Nevada, and 36% in Texas (Chart 10). The age distribution included 5-15+ year olds, with the mean = 9 years old, and mode = 10 years old. 95% of the sample shared that they have Wifi at home, and 63% of the sample shared that they have a computer or tablet at home to use. Students reported that they had used i-Ready between less than one year to five or more years, with the majority of students using i-Ready for about two years, and an average or mean of 2.27 years. Students were motivated by their parents/guardians (61%), after-school staff (43%), teachers at school (44%), and other factors (11%). Other factors included siblings (2%), grandma (.3%), friends (3%), future including college, successful life, or money (2%), or myself (3% of full sample) (Chart 11). Students also disclosed their favorite part of the afterschool program (Chart 12) including art (49%), language arts (5%), math (26%), music (19%), reading (16%), science (18%), physical activity (37%), and health snacks (26%). Other activities (13%) included more specified answers such as learning center, free choice, theater club, fun/play/games, teachers, friends, i-Ready, computer time, movie night, just dance, 3D printing, and soccer. Additionally, 84% of students reported that they were receiving the support they needed to complete their homework, while 11% said this was not applicable. In regard to absenteeism (Chart 13), the majority of both students and parents reported their students missed about 2-5 days of school during the past year (44% was reported by students, 56% reported by parents). 63% of the student sample said they were interested in going to college/university right after high school.

Parent Demographics and Perspectives of i-Ready

Of the 190-parent sample, 77% reported they were from California, 6% reported from Nevada, and 18% from Texas (Chart 14). Additionally, parents were asked about the following their experience with after-school program staff and educational development for their children (Chart 15). Almost all parents (92%) reported that they believe that after school staff members at their community promote higher education. Three quarters of parents (77%) shared that they are more likely to discuss child's math skills with their teachers. 85% of parents shared that their confidence in successfully talking about their child's school progress had increased and 79% of parents shared that they have increased the amount of time spent with their child(ren) to support their learning.

Parents also answered more specific questions surrounding math, which was a new addition to after-school program (Chart 16). Three quarters of parents (77%) reported that "my child and I have increased the number of conversations about math." 78% of parents agreed with the statement: "I have a better understanding of child's math skills." 73% of parents reported that they believed their child is at grade level in math.

Parents were also asked about their experience with the afterschool program staff members (Chart 17). 86% of parents reported that I am more aware of my community resources because of the afterschool program staff. 86% of parents reported that the afterschool family events have helped me better support my child's school success. 83%

of parents agreed with the statement “I would recommend to my neighbors the afterschool family events due to them being helpful and fun.” 71% of parents answered true for the question “did your child’s school prepare you for the way students must show their work when doing math.” 89% of parents agreed with the statement “My child regularly receives the support needed to complete their homework.” Almost all parents (95%) reported that the after-school program is helping my child’s educational success (Chart 18) and half of parents (50%) reported that they are regularly saving for their child’s education.

Parents were also told about the research that expresses children with approximately $500 in a college savings account or an account on the name are three times more likely to enroll in higher education and four times more likely to graduate than those without a bank account in their name. 71% of the sample did not know about this, while 29% did know about these statistics. 69% of the sample were interested in knowing more about matched college savings programs offered in your state that can be opened with a $0 or low deposit, while 11% were not interested as they already had an account set up.

Staff Demographics and Perspectives of i-Ready

Staff members who participated in the sample were from California (30%), Nevada (7%), and Texas (64%) (Chart 19). Staff members were asked a series of questions to make sense of the usefulness of i-Ready platform and if students were able to improve their skills. Teachers noticed some or significant improvement within both reading (Chart 20) and math (Chart 21) scores. The staff questionnaire broke down the skill development for reading and math where staff members could share their perspective regarding improvement in different categories. 76% of staff members noticed improvement in decoding words, 73% for reading comprehension, 92% for improved technology, and 74% for speaking abilities. For math, the percentage of staff members that noticed improvement in math categories was broken down as follows: 78% for numbers and operations, 61% algebra and algebraic thinking, 62% measure and data, and 54% geometry. Staff members believed students were somewhat or significantly motivated to use i-Ready for reading (48%) and math (57%) (Chart 22). Staff members were asked additional questions surrounding the afterschool program (Chart 23), where 68% of staff members believed educational milestones were recognized, and 72% of staff members believed educational milestones are celebrated. 79% of staff members agreed with the statement “as staff, we understand the importance for students to explore college and career opportunities at an early age.” About three quarters of staff members (74%) agreed that staff and former students serve as role models for attending college to after school participants.

> *"i-Ready shows the quantitative results of what we do, but the biggest impact we have is the relationships we create with the students. i-Ready works best because of our consistent interactions with our students."*
>
> ***~ Doreida Jimenez,***
> *LC Lead Educator at*
> *Jardin de las Rosas – South Santa Barbara County*
> *People’s Self-Help Housing*

Staff members were also asked about what they liked about i-Ready for reading and math. They shared multiple strengths for both reading and math including the ability

for students to work at their own speed, engagement, skills development, customizable and individualized instructions. For reading, they shared the diagnostic testing, user-friendliness, and data collection were strengths. While for math, math games, fun and incentives were considered strengths of the program (Table 8). Staff members also shared that they received different supports that were helpful and supportive to the implementation of i-Ready program which included communication and clear instructions, available supervisors, webinar/trainings, weekly i-Ready check-ins, and reports (Table 9).

KEY FINDINGS AND CONCLUSIONS

- NAEP's fourth grade reading achievements showed for Black students there was 56% below basic proficiency, 27% at basic proficiency, and 14% at proficiency. 40% of individuals who self-identified as Black improved their scores, with 39% performing at or above proficiency in reading. This shows that i-Ready is helping about 40% of students to improve their reading abilities and are above the national averages for reading achievements. For individuals who self-identified as Hispanic/Latinx, the national average included 50% below basic proficiency, with 29% at basic reading achievements, and 17% proficiency. **37% of Latinx students at HAPI improved their scores, with 22% at or above proficiency in reading achievements. This is above the national average of 17% meeting grade level proficiency.**
- NAEP's fourth grade math achievements showed for Black students there was 45 percent below basic proficiency, 40% at basic proficiency, and 14% at proficiency. 42% of individuals who self-identified as Black improved their scores, with 14% performing at or above proficiency in math. This shows that i-Ready is helping about 40% of students to improve their math abilities and are on par with the national proficiency averages for math achievements. For individuals who self-identified as Hispanic/Latinx, the national average included 36% below basic proficiency, with 42% at basic math achievements, and 19% proficiency. **46% of Latinx students at HAPI improved their scores, with 28% at or above proficiency in math achievements. This is above the national average of 19% meeting grade level proficiency in math.**
- Students were able to ***improve their scores*** with i-Ready in both reading and math subsections.
- While only about half of students enjoyed i-Ready, ***71%-72% of students*** believed that i-Ready was helping to build their math and reading skills.
- Students, parents, and staff members believed that i-Ready was helping to improve both math and reading skills. There were higher percentages for reading skills in comparison to math skills, which could be due to the new addition of math i-Ready assessments this past year.
    - Staff members shared that i-Ready was helpful in keeping students engaged, allowing students to work at their own speed, building skills at individualized and customized instructions. They also shared that it was user-friendly and fun for students.

RECOMMENDATIONS

PARENT-BASED RECOMMENDATIONS

- Communicate to parents early in the academic year information regarding academic success can be helpful in priming parents to increase interest in students' success.
- Creating connections between parents, after school staff and teachers to collaborate and support students' academic success.
- Parenting program. Research shows that only disseminating information is not effective in supporting sustained behavior changes for students. As a result, creating a parenting program could be helpful.
- Increase family events. Research shows that family involvement can be helpful in promoting healthy development, reduce achievement gap, and break the cycle of disadvantage[4].
- Create incentives for attending family events could be helpful in having parents attend meetings.

STUDENT-BASED RECOMMENDATIONS

- Continue to use i-Ready consistently for an average of 31-49 minutes per week to promote ongoing growth and learning gains.
- Learn about student's motivation to support the use of i-Ready programs and its link to academic and long-term success.
- After school staff members can work with students in small groups or 1:1 to create community experience in the afterschool programs and best support them in their academic journeys.
- Explore at what time i-Ready is used during the afterschool program can be helpful to make sense of the results seen. Sustained attention after a long school day can lead to cognitive fatigue. There are different ways to more accurately assess students abilities including steps taken prior to i-Ready assessment such as eating a snack, stretch breaks or cognitive breaks can be helpful.

REFERENCES

1. *NAEP long-term trend assessment results: Reading and Mathematics*. The Nation's Report Card. (n.d.). https://www.nationsreportcard.gov/highlights/ltt/2022/

2. *NAEP report card: Reading*. The Nation's Report Card. (n.d.-b). https://www.nationsreportcard.gov/reading/nation/achievement/?grade=4

3. *NAEP report card: Mathematics*. The Nation's Report Card. (n.d.-b). https://www.nationsreportcard.gov/mathematics/nation/achievement/?grade=4

4. Dawson-McClure, S., Calzada, E., Huang, K.-Y., Kamboukos, D., Rhule, D., Kolawole, B., Petkova, E., & Brotman, L. M. (2015, February). *A population-level approach to promoting healthy child development and school success in low-income, urban neighborhoods: Impact on parenting and child conduct problems*. Prevention science : the official journal of the Society for Prevention Research. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4156570/.

5. Martin, J. (2016, January 13). *Kids with savings accounts in their name six times more likely to attend college*. The Source. https://source.washu.edu/2011/04/kids-with-savings-accounts-in-their-name-six-times-more-likely-to-attend-college/.

APPENDICES

TABLES

Table 1

2022 NAEP Fourth Grade Student Reading Achievements in Percentages				
Year: 2022	Below Basic	Basic	Proficient	Advanced
All 4th graders	37	29	24	9
American Indian/Alaska Native	57	25	14	3
Asian	17	25	34	24
Asian/Pacific Islander	19	25	33	23
Black	56	27	14	3
Hispanic	50	29	17	4
Native Hawaiian/Other Pacific Islander	50	28	17	6
Two or More Races	32	30	28	11
White	27	31	30	11
Table created by evaluator using NAEP report card: Reading[2]				

Table 2

2022 NAEP Fourth Grade Student Math Achievements in Percentages				
Year: 2022	Below Basic	Basic	Proficient	Advanced
All 4th graders	25	39	29	8
American Indian/Alaska Native	41	37	18	4
Asian	9	28	39	24
Asian/Pacific Islander	10	28	38	23
Black	45	40	14	1
Hispanic	36	42	19	3
Native Hawaiian/Other Pacific Islander	38	41	18	3
Two or More Races	22	40	29	9
White	14	38	37	10
Table created by evaluator using NAEP report card: Math[3]				

Table 3

Number of Assessments Completed	Number of Individuals Who Completed Reading Assessments	Number of Individuals who Completed Math Assessments
1	180	163
2	165	161
3	564	455
4	1	2
5	0	0
6	1	1

Table 4

Organization	Reading Assessment	Math Assessment
AHC	55 (8%)	0
CHW	153 (23%)	156 (27%)
FC	331 (49%)	335 (56%)
NH	23 (3%)	28 (5%)
PSHH	109 (16%)	75 (13%)
Grade Level	**Reading Assessment**	**Math Assessment**
Kindergarten	65 (10%)	56 (9%)
First	96 (14%)	84 (14%)
Second	101 (15%)	103 (17%)
Third	125 (19%)	97 (16%)
Fourth	139 (21%)	119 (20%)
Fifth	98 (15%)	86 (14%)
Sixth	31 (5%)	32 (5%)
Seventh	12 (18%)	13 (2%)
Eighth	4 (0.6%)	4 (0.7%)
Sex	**Reading Assessment**	**Math Assessment**

Female	326 (49%)	280 (47%)
Male	310 (46%)	280 (47%)
Did Not Disclose	3 (0.4%)	0 (0%)
Race	**Reading Assessment**	**Math Assessment**
American Indian or Alaska Native	5 (0.7%)	5 (0.8%)
Asian	26 (4%)	30 (5%)
Black or African American	90 (13%)	97 (16%)
Native Hawaiian or Other Pacific Islander	1 (0.1%)	1 (0.2%)
Other	225 (34%)	187 (31%)
Two or More Races	13 (2%)	12 (2%)
White	185 (28%)	183 (31%)
Hispanic/Latino Identity	**Reading Assessment**	**Math Assessment**
Hispanic/Latino	441 (66%)	384 (65%)
Non-Hispanic/Latino	191 (29%)	175 (30%)
ELL	**Reading Assessment**	**Math Assessment**
Yes	244 (36%)	201 (34%)
No	307 (46%)	273 (46%)
Special Education	**Reading Assessment**	**Math Assessment**
Yes	53 (8%)	47 (8%)
No	553 (82%)	489 (82%)
Economically Disadvantaged	**Reading Assessment**	**Math Assessment**
Yes	603 (90%)	531 (89%)
No	29 (4%)	28 (5%)

Migrant	**Reading Assessment**	**Math Assessment**
Yes	39 (6%)	37 (6%)
No	463 (69%)	385 (65%)

Table 5

Grade Level (sample size)	Declined	Maintained	Improved
K (65)	6%	55%	38%
1st (96)	4%	56%	40%
2nd (101)	7%	57%	36%
3rd (125)	10%	45%	45%
4th (139)	13%	57%	30%
5th (98)	7%	60%	33%
6th (31)	6%	52%	42%

Table 6

Grade Level (sample size)	Declined	Maintained	Improved
K (56)	4%	77%	20%
1st (84)	7%	55%	60%
2nd (103)	6%	46%	49%
3rd (97)	5%	42%	53%
4th (119)	7%	37%	56%
5th (86)	7%	51%	42%
6th (32)	19%	44%	38%
7th (13)	0%	54%	46%
8th (4)	0%	75%	25%

Table 7

Sample Description		
California	**Parents (143)**	**Students (212)**

Azusa	10	10
Bandar Salaam	12	14
Casa de los Carneros	9	8
Fallbrook View	13	14
Jardin De Las Rosas	0	8
Keller Court	9	10
La Costa Paloma	6	7
Los Adobes De Maria 2	7	22
Los Robles	12	16
Manzanita	11	14
Maplewood	6	3
Mariposa	4	8
Mayberry Townhomes	10	12
North Santa Fe	4	6
Paradise Creek	8	13
Parks at Fig Gardens	8	9
Riverview	6	17
Solara	3	9
Turnagain Arms	4	7
Villa La Esperanza	1	5
Nevada	**Parents (10)**	**Students (10)**
Cordero Pines	5	7
Decatur Commons Family	1	0
Rome Pines	1	2
Sky View Pines	0	1
Vera Johnson Manor B	2	0
Villa La Esperanza, Sky View Pine	1	0
Texas	**Parents (33)**	**Students (127)**
Cardinal Point Learning Center	2	13
Daffodil Learning Center	0	7
Homestead Oaks Learning Center	3	8
Laurel Creek Learning Center	2	11
Likeline Station Learning Center	0	7
M Station Learning Center	3	16
Peters Colony Learning Center	6	0

Shadow Brook Learning Center	0	6
Sierra Ridge Learning Center	4	7
Sierra Vista Learning Center	5	11
Southwest Trails Learning Center	3	5
Tails at the Park Learning Center	3	11
The Jordan At Muller Learning Center	1	5
Vintage Creek Learning Center	1	20

Table 8

What do you like about the i-Ready Reading Program?	**What do you like about the i-Ready Math Program?**
Working at own speed* Engagement* Skills development* Customizable & individualized instruction* Diagnostic testing User-friendly Data Collection	Working at own speed* Engagement* Skills development* Customizable & individualized instruction* Math games Fun Incentives
**** Denotes answers seen across both reading and math i-Ready programs.***	

Table 9

Supports:
Communication & clear instructions **Available Supervisors** **Webinars/Trainings** **Weekly i-Ready Check-ins** **Reports**

CHARTS

Chart 1

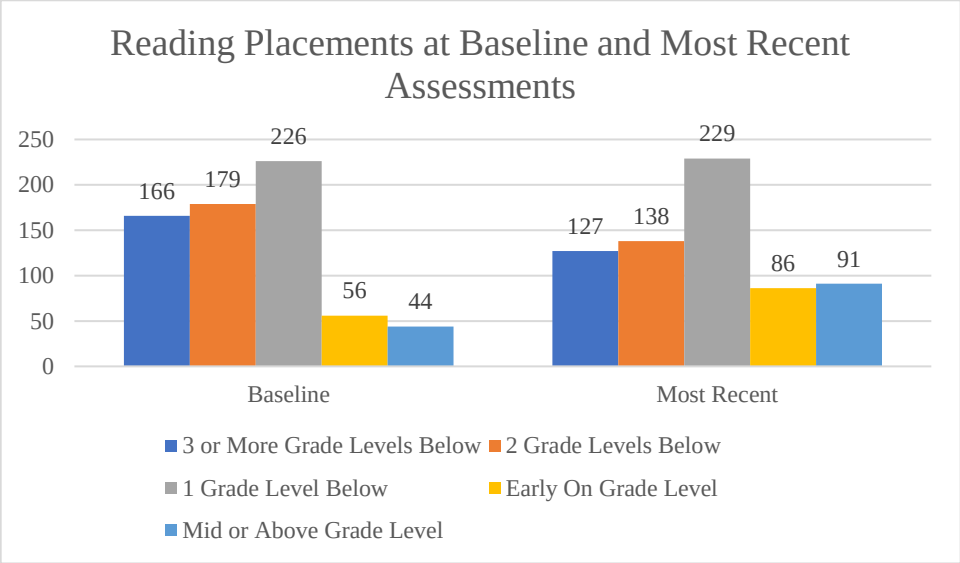


Chart 2

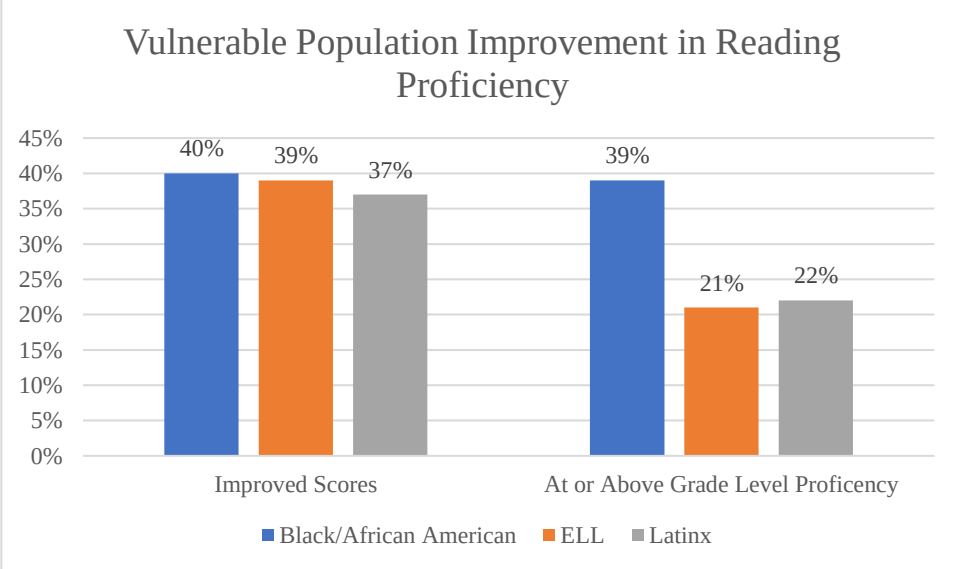


Chart 3

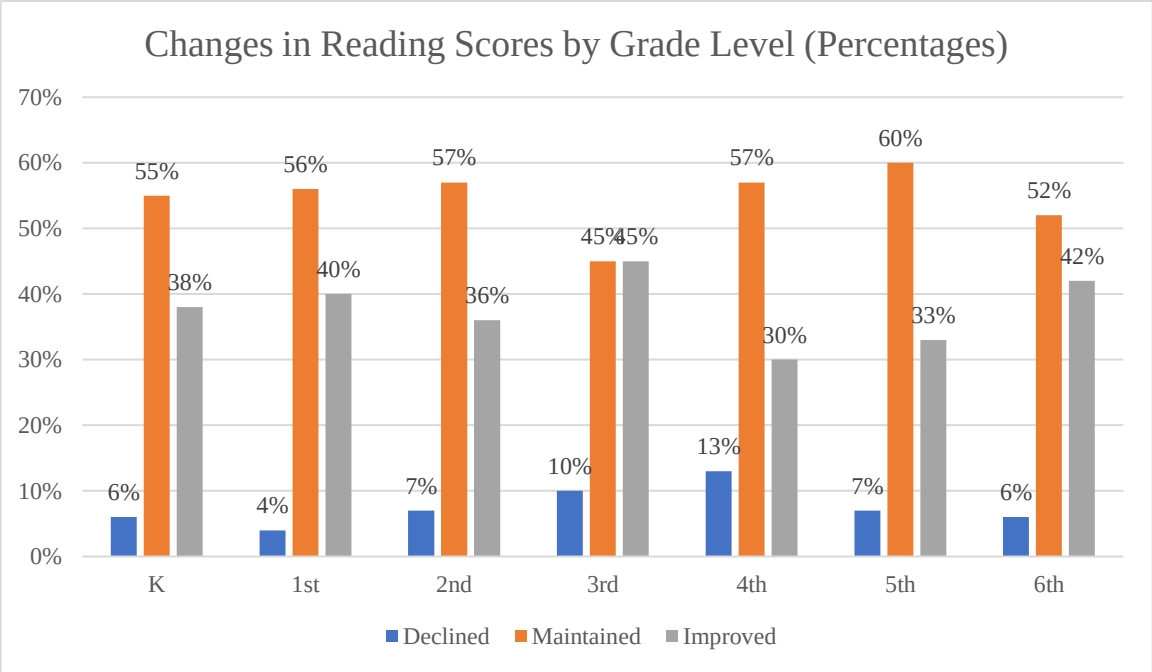


Chart 4

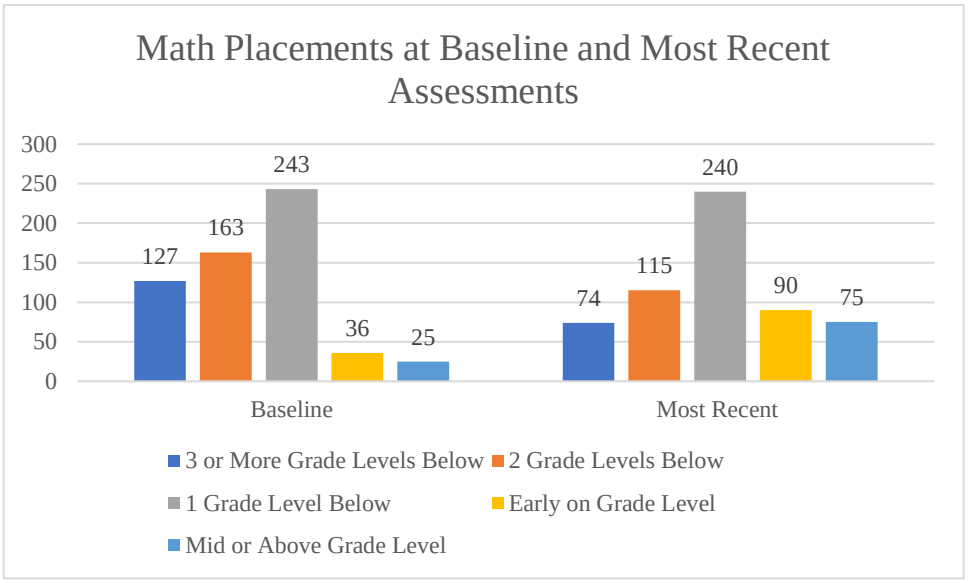


Chart 5

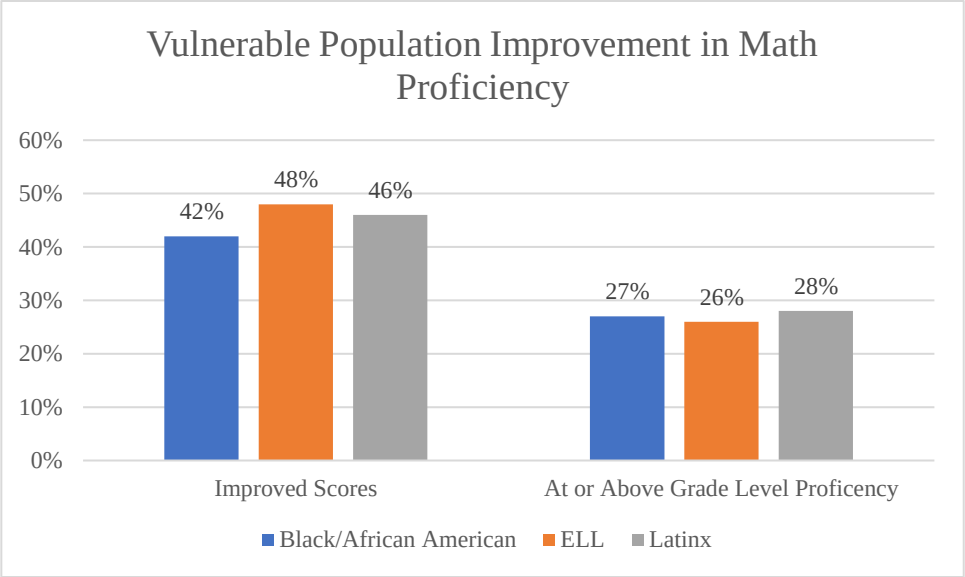


Chart 6

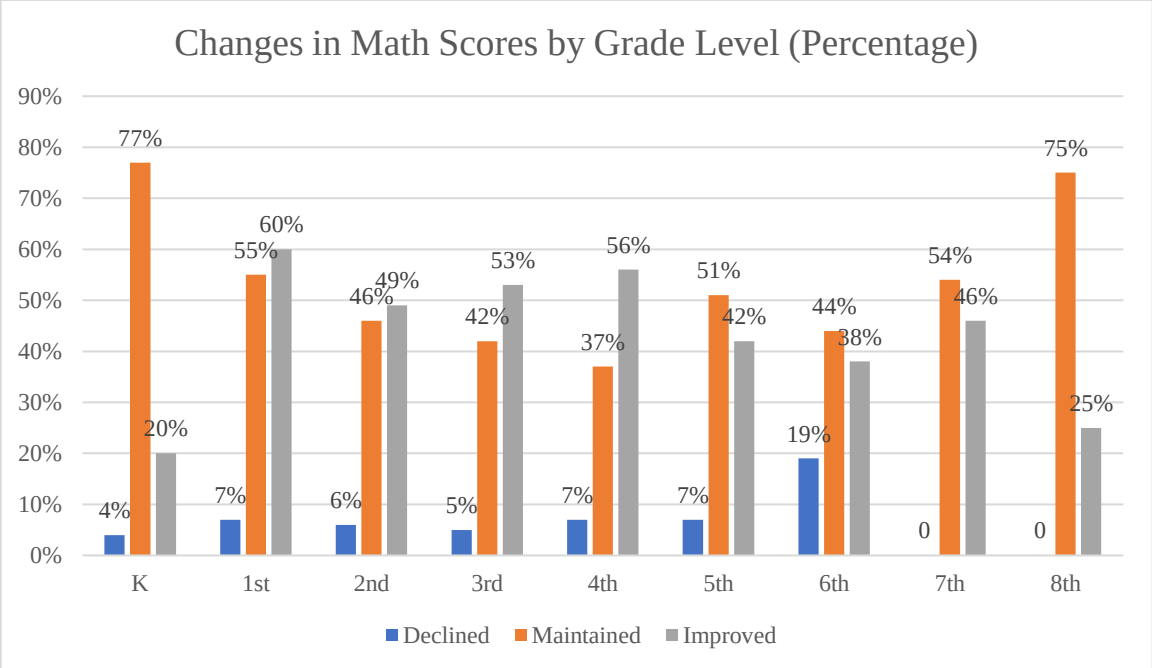


Chart 7

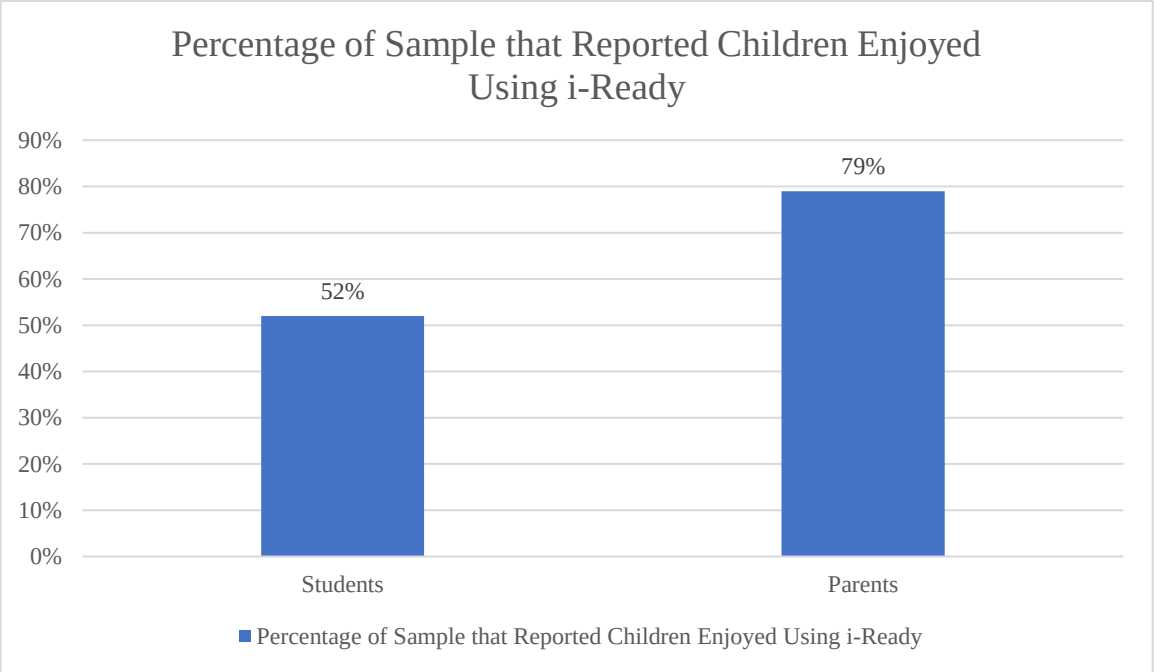


Chart 8

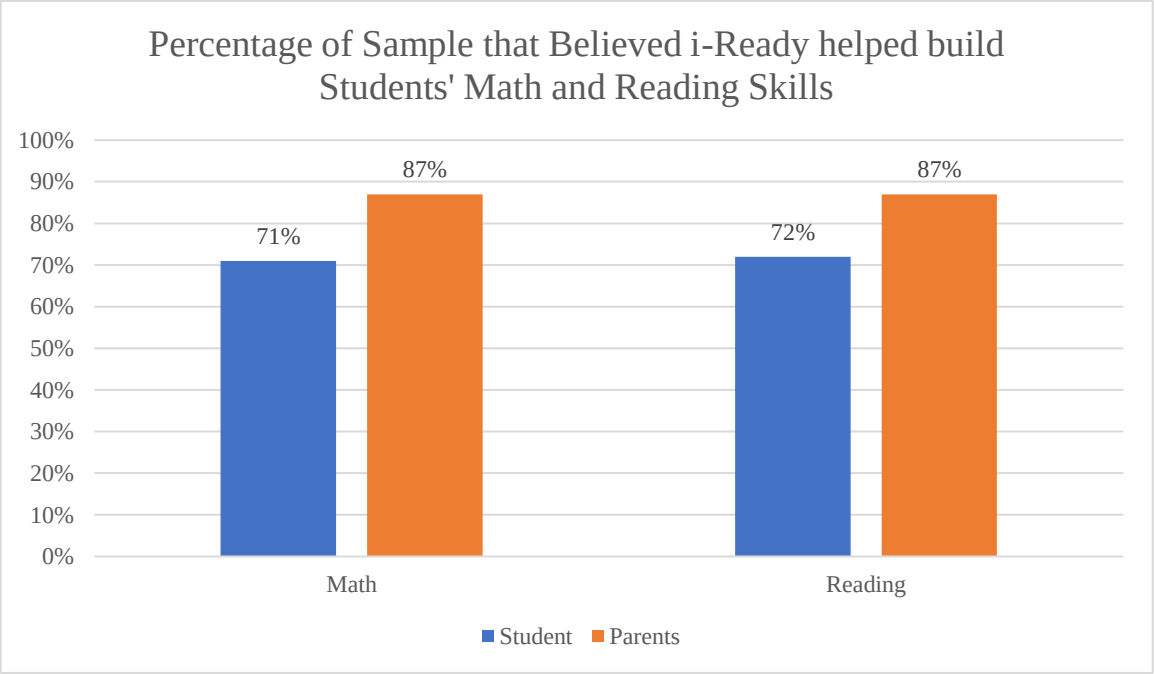


Chart 9

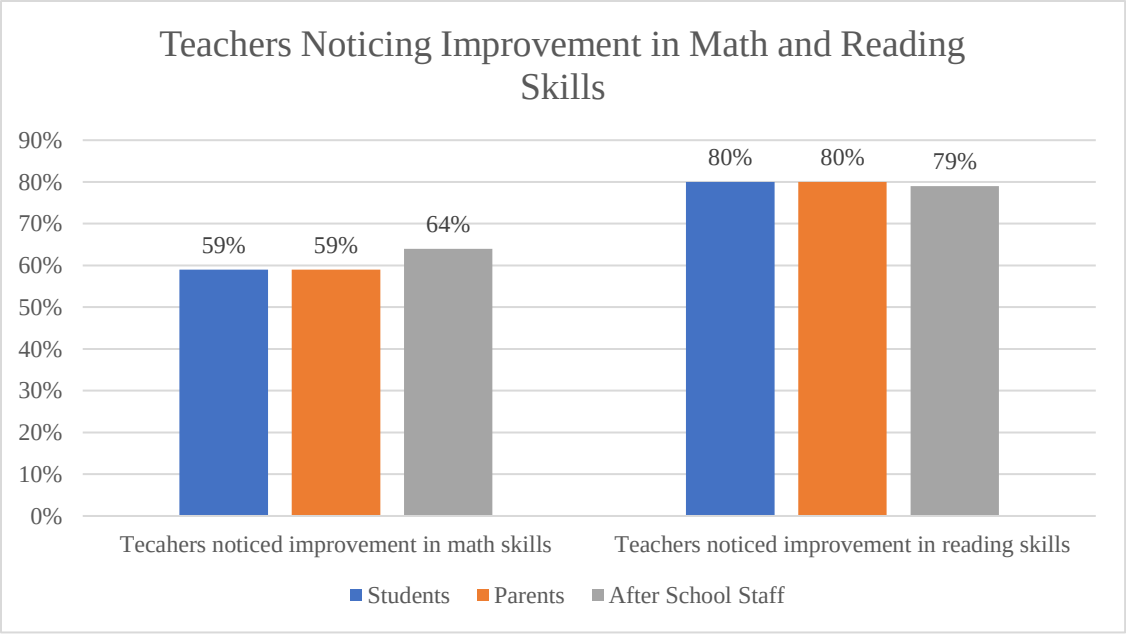


Chart 10

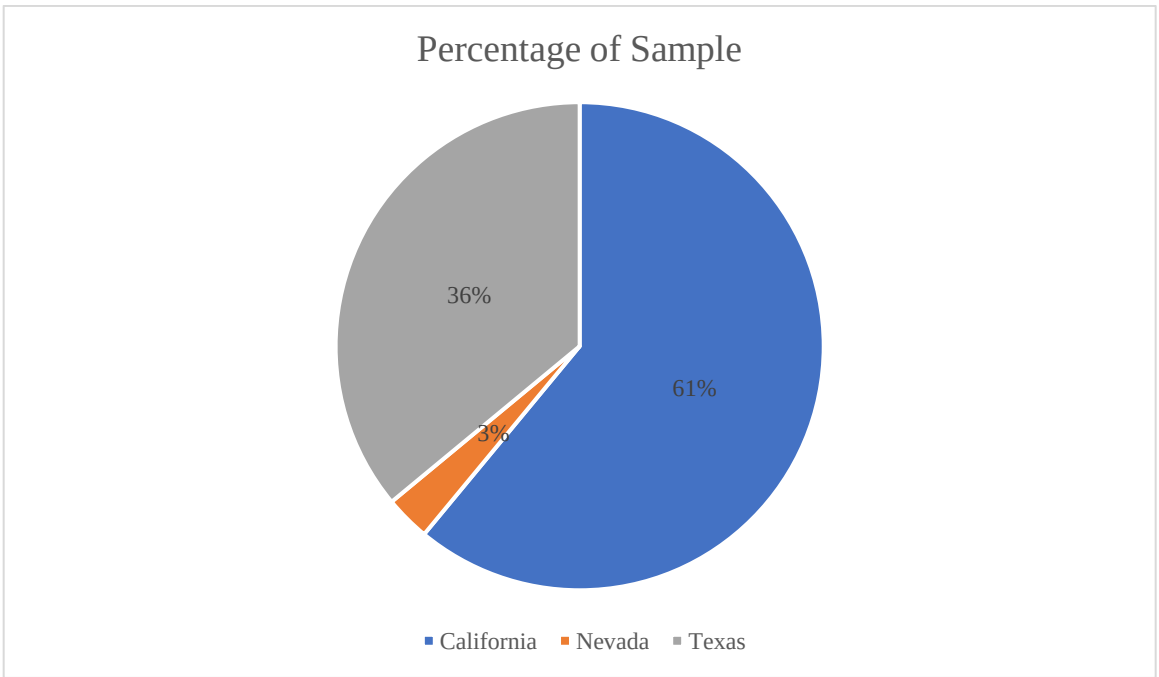


Chart 11

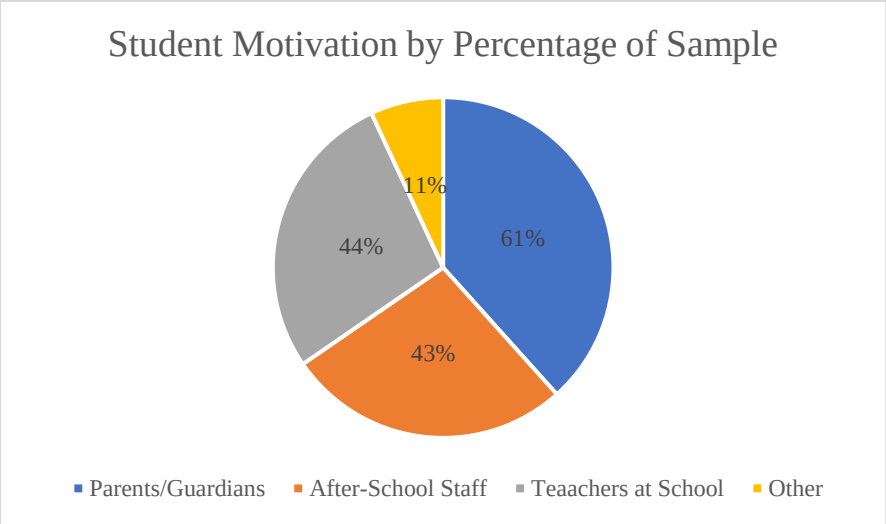


Chart 12

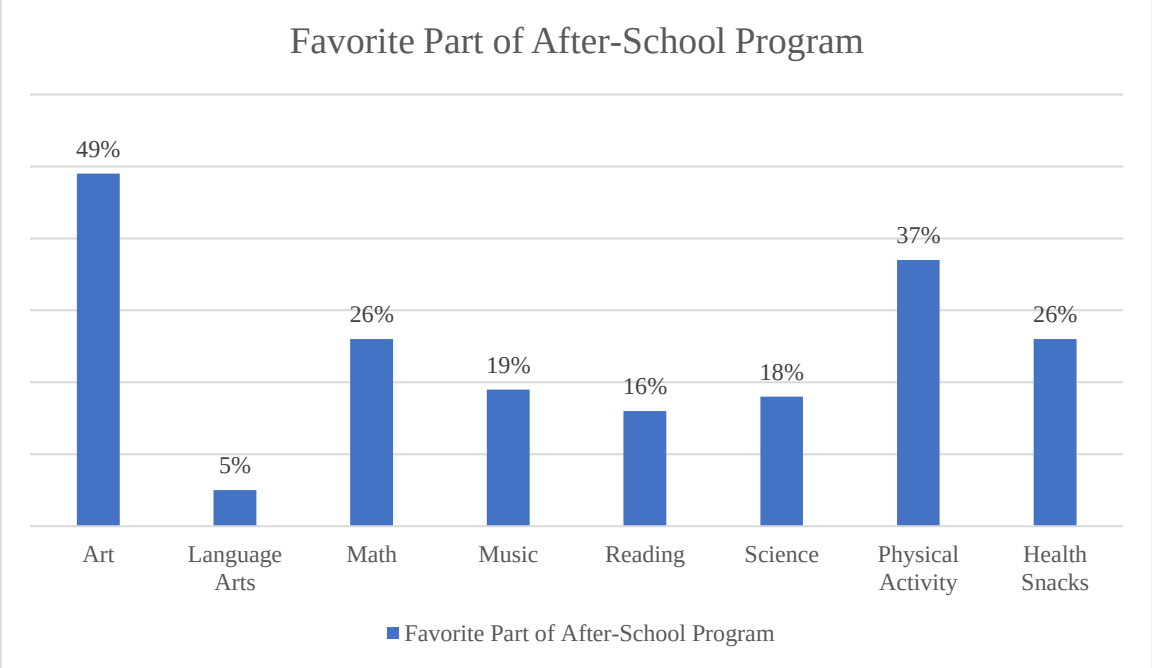


Chart 13

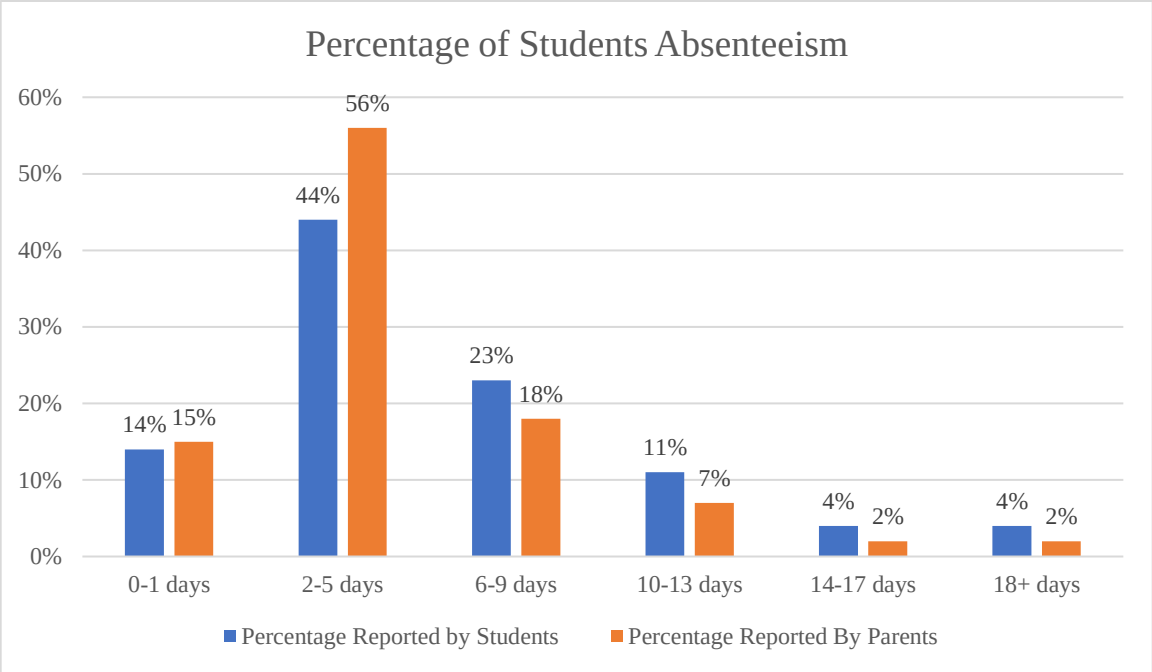


Chart 14

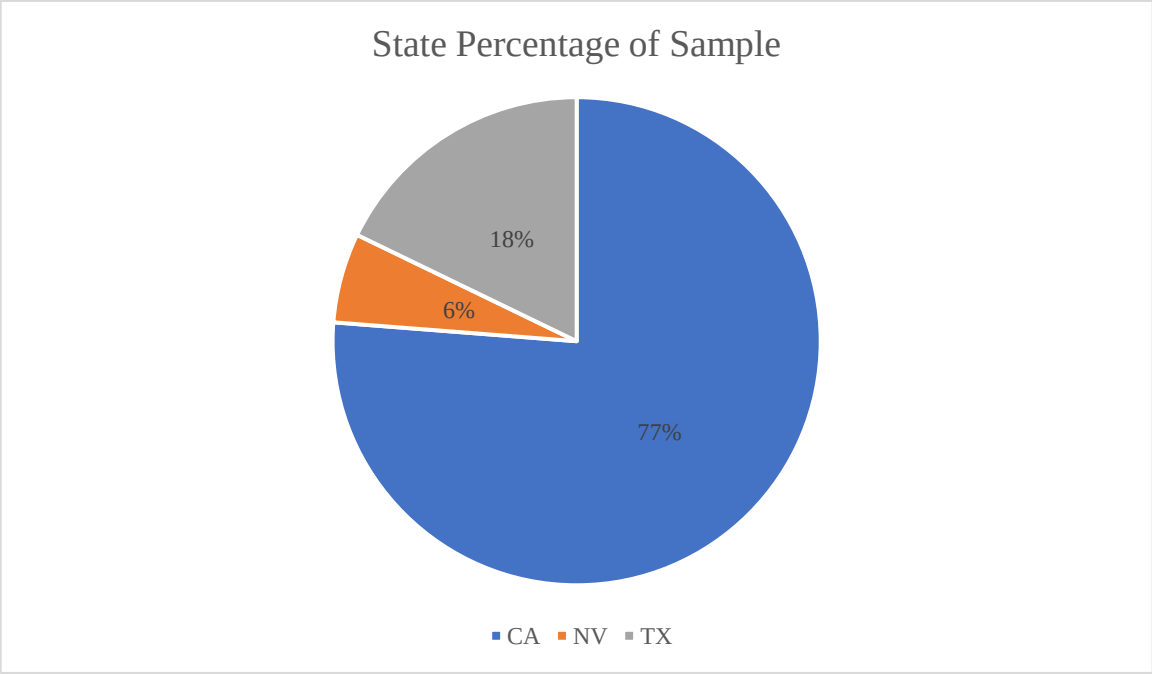


Chart 15

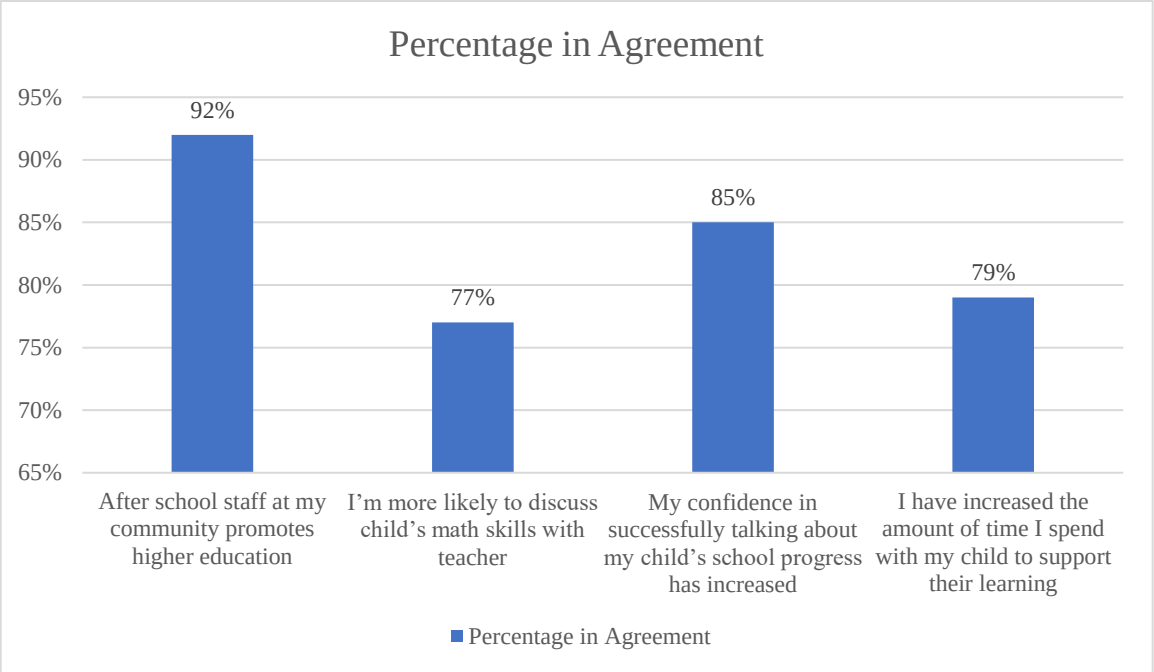


Chart 16

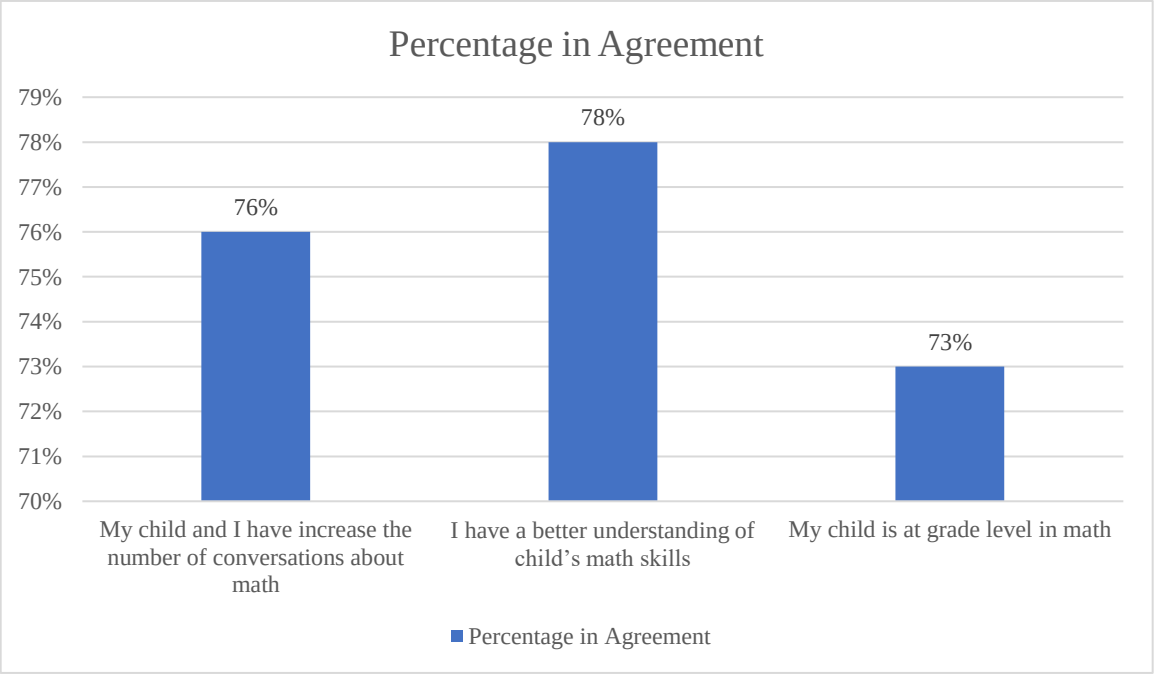


Chart 17

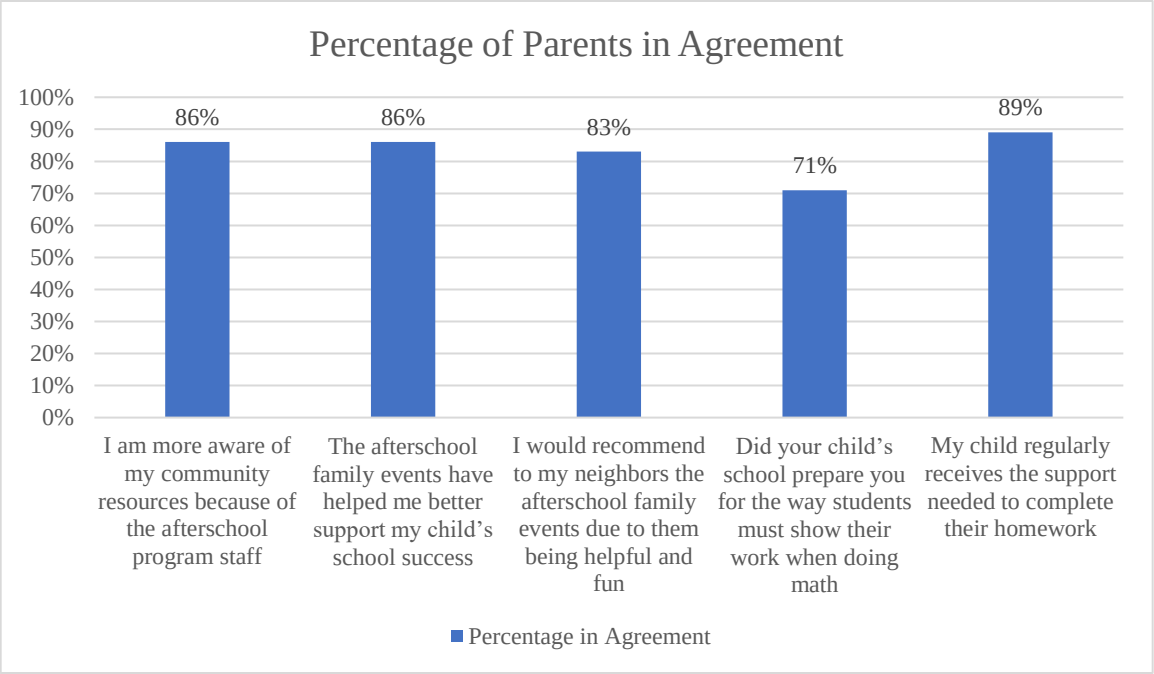


Chart 18

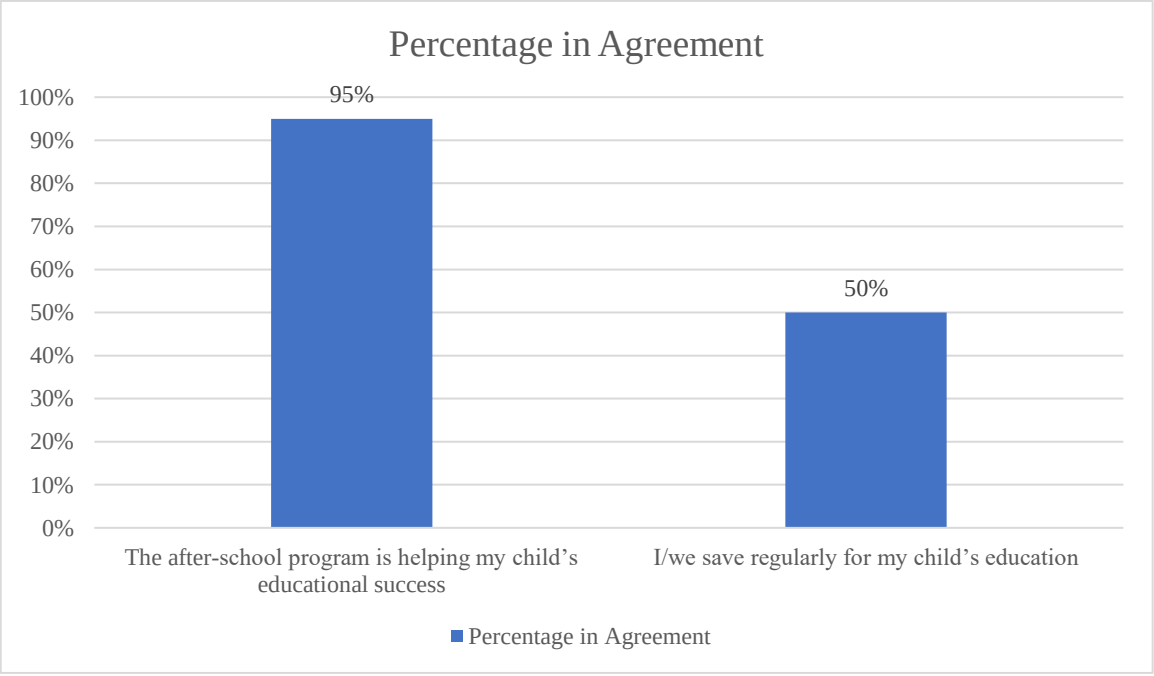


Chart 19

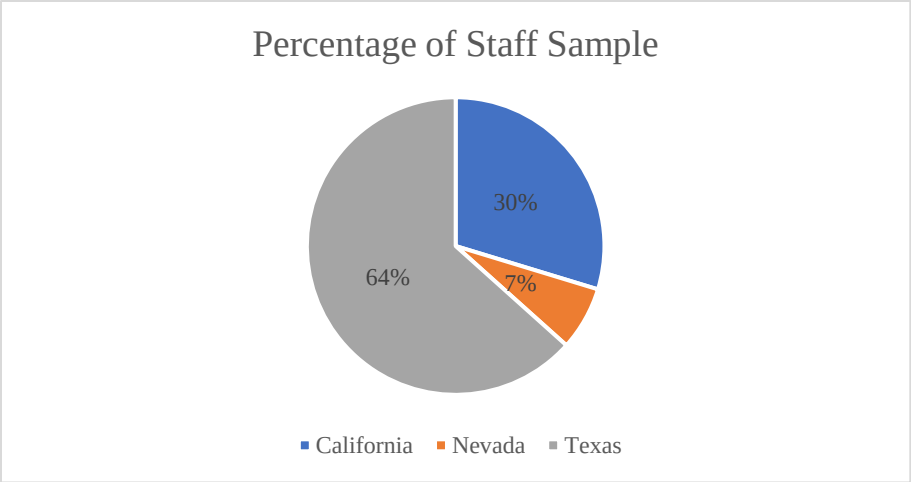


Chart 20

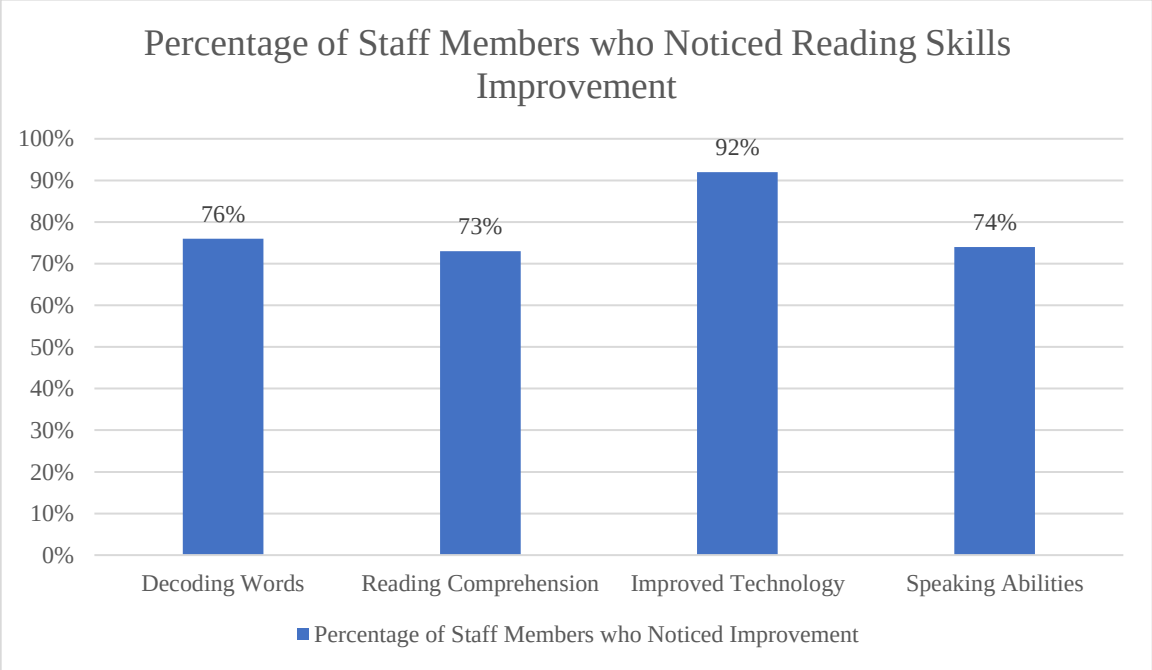


Chart 21

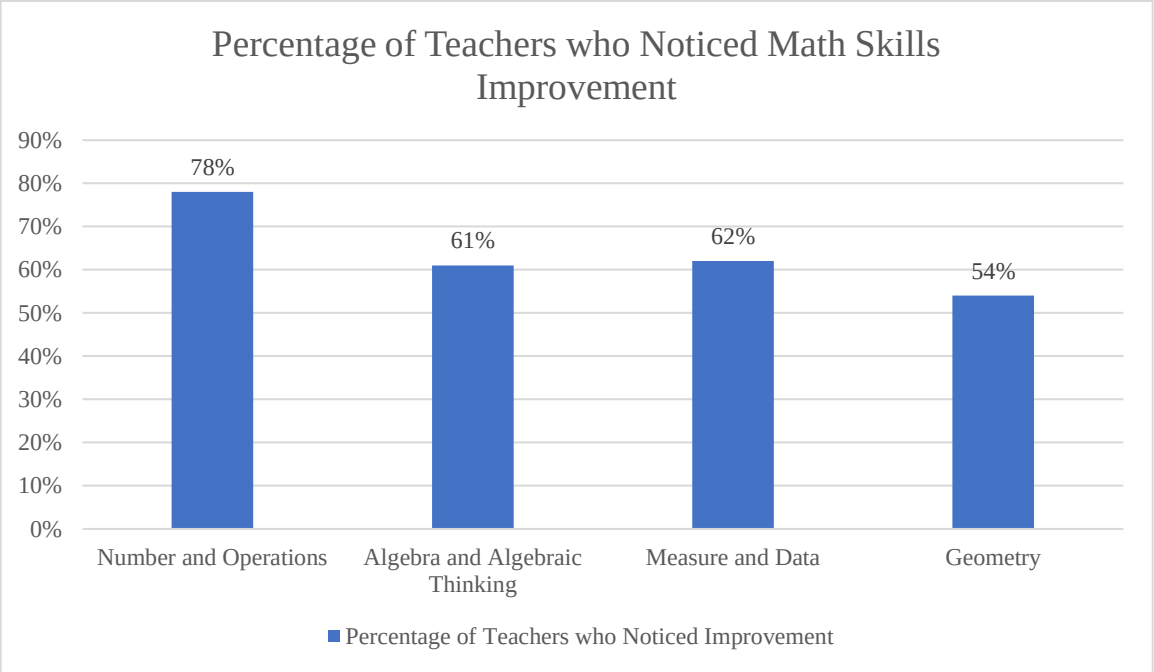


Chart 22

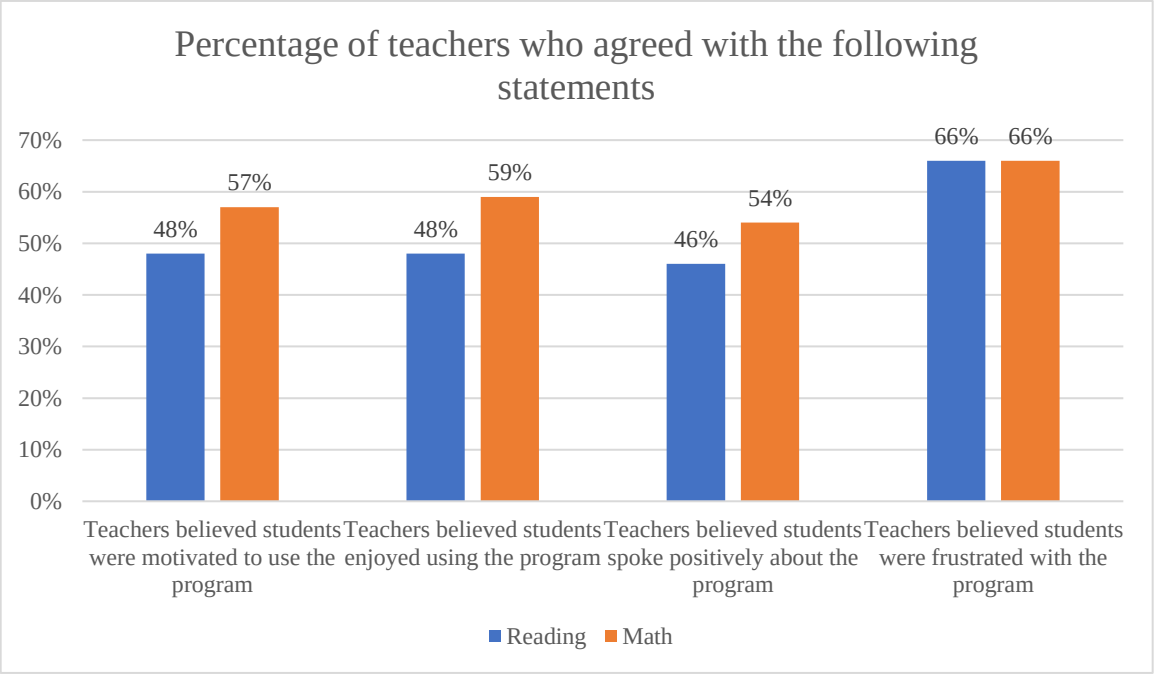
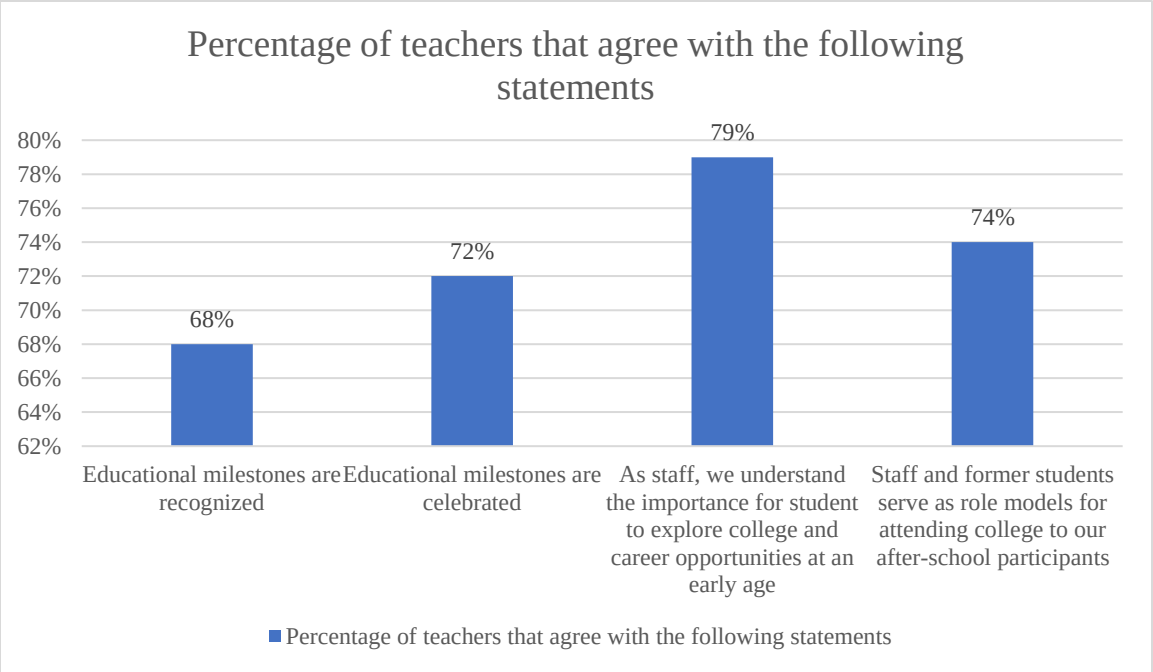


Chart 23


Percentage of teachers that agree with the following statements
80%
78%
76%
74%
72%
70%
68%
66%
64%
62%
68%
72%
79%
74%
Educational milestones are recognized
Educational milestones are celebrated
As staff, we understand the importance for student to explore college and career opportunities at an early age
Staff and former students serve as role models for attending college to our after-school participants
Percentage of teachers that agree with the following statements