



Resolution Calling for a Moratorium on the Expansion of i-Ready Pending Independent Review, and for Increased Transparency, Student Privacy Protections, Educational Equity, and Accountability in the Use of Computerized Assessments in New York City Public Schools

Date: June 10th, 2026

Sponsors: Dr. Kaliris Y. Salas-Ramirez, Lawanda Joyner, Johanna Dominguez, Vandana Bonilla and Tia Jackson

WHEREAS, Community Education Council District 4 (CEC4) is committed to ensuring that educational practices and technologies used in New York City Public Schools support student learning, developmental health, emotional well-being, educational equity, and data privacy; and

WHEREAS, i-Ready, developed by Curriculum Associates, is one of the most widely used educational technology platforms in the United States, serving millions of students as both a diagnostic assessment and instructional platform; and

WHEREAS, the increasing use of educational technology in schools requires meaningful public oversight to ensure that educational decisions are driven by evidence-based practices rather than vendor marketing claims, administrative convenience, or proprietary algorithms; and

WHEREAS, concerns have been raised by parents, educators, researchers, and students throughout the country regarding excessive screen time, overreliance on computerized instruction, and the replacement of teacher-directed learning with algorithmically assigned lessons and assessments; and

WHEREAS, neuroscientist and educator Jared Cooney Horvath has documented that despite more than fifteen years of implementation and widespread use, there remains a limited body of independent, high-quality research demonstrating meaningful educational benefits associated with i-Ready, including an absence of randomized controlled trials and a lack of high-tier peer-reviewed studies establishing significant improvements in student learning outcomes attributable to the platform; and

WHEREAS, Horvath’s review found that studies commonly cited in support of i-Ready were conducted in partnership with the platform’s developer and lacked independent peer review, raising concerns regarding transparency, objectivity, and evidentiary standards; and

WHEREAS, public education policy should be guided by rigorous, independent evidence, particularly when educational technologies are used with millions of children and consume substantial instructional time and public resources; and

WHEREAS, a 2025 peer-reviewed study by Campaña and Solomon found that prior-year New York State assessment results were generally more accurate predictors of future state assessment performance than i-Ready diagnostic assessments, raising questions about the necessity of additional instructional time and expenditures devoted to i-Ready for screening purposes; and

WHEREAS, the Campaña and Solomon study further found that adding i-Ready diagnostic data to prior-year state assessment results provided only nominal improvements in identifying students at risk of academic difficulty while often reducing overall classification accuracy and offering limited incremental educational value relative to its costs; and

WHEREAS, the researchers concluded that prior-year state assessment results may be a more economically efficient and educationally advantageous method of identifying students requiring intervention than administering i-Ready as an additional universal screening assessment; and

WHEREAS, the study noted that i-Ready requires significant investments of instructional time, financial resources, and staff capacity, including approximately forty-five minutes of testing per student per administration, licensing costs, staff training, and data review processes; and

WHEREAS, the study found that i-Ready's nationally established performance thresholds did not consistently align with locally derived optimal cut scores and that the platform relies on national norms rather than local norms, potentially limiting its accuracy and appropriateness when used to make educational decisions affecting diverse student populations; and

WHEREAS, in 2026, a class action lawsuit was filed in California against Curriculum Associates alleging violations of student privacy protections through the collection, use, and disclosure of student information without sufficient parental consent and transparency, raising serious concerns regarding the safeguarding of sensitive student data and the accountability of educational technology vendors; and

WHEREAS, recent data breaches involving educational technology platforms, including incidents affecting school systems nationwide, have heightened concerns regarding cybersecurity, student privacy, third-party data sharing, and the commercialization of student information; and

WHEREAS, families and advocates have increasingly raised concerns regarding the collection, storage, sharing, and potential monetization of student data by educational technology platforms when students are required to use such systems as a condition of participation in public education; and

WHEREAS, i-Ready is an adaptive computerized standardized assessment that utilizes proprietary algorithms to generate diagnostic scores and instructional recommendations, yet concerns remain regarding the transparency, validity, reliability, and interpretability of these measures when used beyond their intended purposes; and

WHEREAS, educational measurement experts have cautioned that adaptive standardized assessments may produce inconsistent or misleading results when used to make high-stakes educational decisions due to factors such as student anxiety, language proficiency, disability status, cultural context, trauma, familiarity with technology, and unequal access to educational opportunities; and

WHEREAS, educational researchers have long recognized that no single standardized assessment can fully capture a student’s knowledge, creativity, critical thinking, growth, talents, lived experiences, or academic potential; and

WHEREAS, a substantial body of educational research has documented that standardized assessments have historically reflected and perpetuated systemic inequities affecting Black, Latino/a/e/x, Indigenous, multilingual, immigrant, students with disabilities, and low-income students, often measuring disparities in opportunity and access rather than innate ability or potential; and

WHEREAS, scholars have found that standardized testing systems frequently correlate more strongly with family income, access to educational resources, housing stability, and other social determinants of educational opportunity than with actual student potential or future success; and

WHEREAS, the overreliance on standardized assessment data can contribute to deficit-based perceptions of students and communities, reinforce academic tracking practices, and disproportionately limit educational opportunities available to historically marginalized students; and

WHEREAS, algorithmic educational technologies and data-driven instructional systems risk encoding and amplifying existing racial and socioeconomic inequities when the

underlying assessments, datasets, or decision-making processes are insufficiently transparent, independently validated, or subject to meaningful public accountability; and

WHEREAS, educational equity requires assessment systems that are culturally responsive, developmentally appropriate, transparent, and grounded in multiple measures of student learning, including teacher observations, authentic performance assessments, student work, project-based learning, portfolios, and demonstrated growth over time; and

WHEREAS, numerous parents and educators have reported that students experience anxiety, frustration, emotional distress, diminished self-confidence, and negative self-perceptions associated with repeated computerized assessments and performance-level classifications; and

WHEREAS, research in developmental psychology, child development, and neuroscience demonstrates that children learn best through relationships, discussion, collaboration, play, direct instruction, hands-on experiences, literacy-rich environments, and meaningful engagement with teachers and peers; and

WHEREAS, Community Education Council District 4 affirms that all students possess unique strengths, talents, cultural assets, and intellectual potential that cannot be adequately measured through a single computerized assessment or algorithm-generated score; and

WHEREAS, New York City families deserve full transparency regarding the costs, contracts, instructional expectations, educational impacts, privacy implications, and data practices associated with digital learning platforms used in public schools;

THEREFORE BE IT RESOLVED, that Community Education Council District 4 calls upon the New York City Department of Education to place a moratorium on any expansion of i-Ready usage pending the completion of an independent review of its educational, developmental, emotional, privacy, fiscal, and equity impacts on students; and

BE IT FURTHER RESOLVED, that the New York City Department of Education immediately conduct an independent review of the educational, emotional, developmental, privacy, and equity impacts of i-Ready on students across all grade levels; and

BE IT FURTHER RESOLVED, that the New York City Department of Education publicly disclose:

- a. The total instructional time students spend using i-Ready each week;
- b. How i-Ready data is utilized in academic and administrative decision-making;
- c. What safeguards exist to prevent misuse or overreliance upon student performance data;
- d. All contracts, expenditures, procurement documents, and renewal terms associated with the platform; and
- e. Any agreements governing student data collection, storage, sharing, retention, or third-party access; and

BE IT FURTHER RESOLVED, that the Department conduct and publicly release a comprehensive cost-benefit analysis of i-Ready, including instructional time lost to testing, financial expenditures, staffing requirements, opportunity costs, and educational outcomes, prior to any contract renewal or expansion; and

BE IT FURTHER RESOLVED, that i-Ready diagnostic scores shall not be used as the sole or primary basis for:

- f. Student placement;
- g. Academic tracking;
- h. Teacher evaluations;
- i. Promotion or retention decisions;
- j. Gifted and talented determinations; or
- k. Determinations regarding student intelligence, aptitude, ability, or academic potential; and

BE IT FURTHER RESOLVED, that educational decisions affecting students shall incorporate multiple measures of learning, including teacher observations, classroom performance, student work, portfolios, and authentic assessments; and

BE IT FURTHER RESOLVED, that parents and guardians shall be provided with clear opt-out procedures and meaningful educational alternatives for students whose families object to excessive computerized assessment, instructional screen time, or participation in i-Ready; and

BE IT FURTHER RESOLVED, that the New York City Department of Education establish reasonable limits on mandatory screen time associated with i-Ready and prioritize increased teacher-led instruction,

project-based learning, literacy development, discussion-based learning, arts integration, and interpersonal classroom engagement; and

BE IT FURTHER RESOLVED, that the Department establish a Parent and Educator Educational Technology Oversight Committee composed of parents, educators, students, researchers, privacy experts, and community stakeholders to review concerns regarding educational technology, student well-being, assessment practices, instructional quality, algorithmic bias, and data privacy protections; and

BE IT FURTHER RESOLVED, that no student shall be publicly embarrassed, isolated, ranked, labeled, stigmatized, or otherwise subjected to differential treatment based upon i-Ready performance levels, lesson pathways, diagnostic outcomes, or algorithmically generated classifications; and

BE IT FURTHER RESOLVED, that schools shall provide accommodations and non-punitive alternatives for students experiencing emotional distress, anxiety, disability-related barriers, or educational harm associated with repeated digital assessments or mandatory platform usage; and

BE IT FURTHER RESOLVED, that the Department conduct and publicly release a racial equity impact assessment examining whether i-Ready usage, outcomes, recommendations, or associated educational decisions disproportionately affect Black, Latino/a/e/x, Indigenous, multilingual, immigrant, low-income students, or students with disabilities; and

BE IT FURTHER RESOLVED, that prior to any renewal, expansion, or substantial modification of contracts involving i-Ready, the New York City Department of Education shall hold public hearings allowing parents, educators, students, researchers, and community stakeholders to provide testimony regarding the educational, developmental, emotional, equity, privacy, and fiscal impacts of the program; and

BE IT FINALLY RESOLVED, that copies of this resolution be transmitted to the Chancellor of New York City Public Schools, the Panel for Educational Policy, the New York City Council Education Committee, the New York State Education Department, the Mayor of the City of New York, members of the New York State Legislature, members of Congress representing New York City, and all Community Education Councils.

REFERENCES

1. Campaña KV, Solomon BG. Classification Accuracy of i-Ready and Prior Year State Exams on Year-End Outcomes. *Assessment for Effective Intervention*. 2025;50(3):153-162.
2. Horvath JC. Review and analysis of i-Ready research and implementation findings.
3. American Educational Research Association, American Psychological Association, National Council on Measurement in Education. *Standards for Educational and Psychological Testing*. 2014.
4. National Center on Intensive Intervention. *Academic Screening Tools Chart*. 2024.
5. American Academy of Pediatrics. *Media and Screen Time Guidance for School-Aged Children and Adolescents*.
6. American Psychological Association. *Health Advisory on Social Media Use in Adolescence*. 2023.

7. New York State Comptroller. Audit and Findings Regarding Student Data Privacy and Educational Technology Systems.

8. California Class Action Litigation Regarding Curriculum Associates and Student Privacy Practices (2026).

9. New York City Community Education Council District 4 Resolution on Screen Time, Student Privacy, and Educational Technology, 2026

CEC4 Council members voted unanimously:

Motion by Vandana Bonilla seconded by Tia Jackson.

D4 CEC Council members as follows:

Dr. Kaliris Salas-Ramirez, Sophie Oulai, Lacey Jordan, Lawanda Joyner, Johanna Dominguez, Elizabeth Soto-Cardona, Adriana Tlacomulco, Vandana Bonilla, Tia Jackson and Kiera Jerez Alston.

This Resolution was approved unanimously by the members at D4 CEC Calendar Meeting held on June 10th, 2026.