

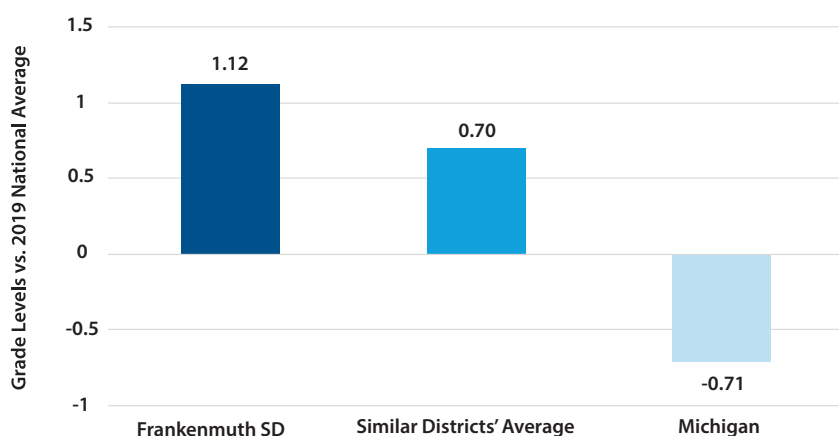


Growth That Doesn't Happen by Accident

How Frankenmuth SD Connected Curriculum, Data, and Instruction to Drive K–4 Growth in Reading and Mathematics

Frankenmuth Students Outperform State and Peer Districts

Average Grades 3–8 Test Scores, 2022–2025, Relative to 2019 Average



This chart shows Frankenmuth SD's academic performance from 2022–2025 benchmarked against Michigan's statewide average and similar districts. On average over that period, Frankenmuth students scored 1.12 grade levels above the 2019 national average, outpacing similar Michigan districts (+0.70) and the state overall (-0.71). Data: Educational Opportunity Project at Stanford University, in partnership with the Education Scorecard at Harvard University, Trends in Academic Performance in Frankenmuth School District (2026).¹ Frankenmuth adopted *i-Ready* in 2024–2025.

The Challenge of Data without Direction

Before *i-Ready*, Frankenmuth's K–4 teachers were working hard, but their curriculum, data, and personalized instruction were living in different places.

"We're not a data desert, we actually had a lot of data, but nothing was connecting the dots," said Principal Jason Vislosky. "That's where *i-Ready* really connected everything. It goes right from the assessment to personalized learning, and was definitely a piece we were missing."

The district adopted *i-Ready Inform*[™] and *i-Ready Personalized Instruction* in reading and mathematics in 2024–2025, focusing on building data conversations and investing in teacher support. In their second year with the programs, Frankenmuth's K–4 students grew an average of 55 percentage points in mathematics and 42 percentage points in reading on *i-Ready Inform*.

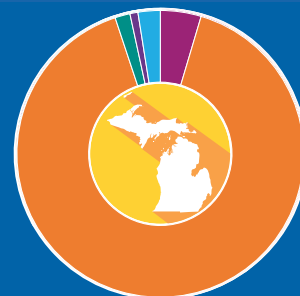
¹Educational Opportunity Project, Stanford University, in collaboration with the Education Scorecard, Harvard University. (2026). *Trends in academic performance in Frankenmuth School District* (Report version 2025.1). [Source](#)

**i-Ready Inform*™ is the new name for the adaptive assessment previously named "*i-Ready Diagnostic*."

Frankenmuth School District (SD)

Frankenmuth, Michigan

1,374 Grades Pre-K–12 Students



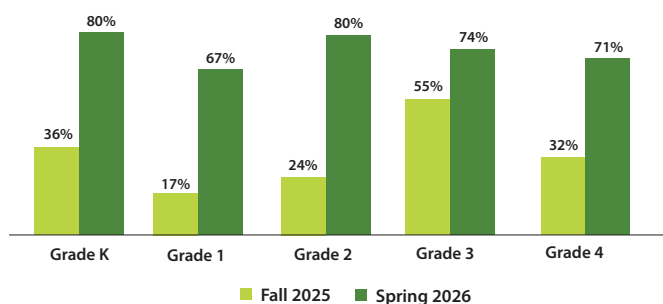
Asian Black Hispanic
Other White

14.3% Students with Socioeconomic Disadvantages

"Being able to look at the data and the numbers actually means something now. It's not just a three-digit number, it's knowing students are either on their path, or they need some help in an area. It's just been great."

—Jason Vislosky,
Principal of List Elementary

Frankenmuth SD Students Scoring Mid or Above on *i-Ready Inform* for Reading



Growth from fall to spring on *i-Ready Inform* is expected as students progress through the school year. Even so, Frankenmuth's K-4 students saw notable growth in reading, with four of five grades reaching at least 70 percent scoring mid or above grade level by spring 2026.

Introducing the Instructional Initiative

When introducing the program, Frankenmuth's leaders focused early conversations on instruction, positioning *i-Ready* as a classroom tool instead of a technology add-on.

"This is part of an instructional initiative. It's not a technology initiative," said Vislosky. "There's too much technology. This is improving our instruction."

Vislosky also noted that teacher buy-in came quickly once staff saw the platform in action. "Once teachers were able to see that it's not just numbers, that there was actually some action behind it, they jumped on board quickly."

Supporting Teachers beyond Day One

Implementation was never just a one-time event at Frankenmuth, with teachers receiving ongoing coaching and classroom support throughout the year.

"Whenever there's something new, it's easy for it to lose momentum quickly," said MTSS Coordinator and Instructional Coach Justin Diegel. "You need to be consistently talking about it and supporting the people who are actually in the classroom doing it."

District leaders invested in professional learning (PL), giving teachers structured opportunities with PL specialists to ask questions, refine their practice, and continue building confidence with the platform.

Diegel described the district's Curriculum Associates PL specialist as "a member of the crew."

"When she's sitting around the table with the rest of the team, we don't look at her as an outside person trying to sell us something. She's a sounding board."

That trust has kept professional learning feeling less like a mandate and more like a partnership, making the momentum easier to maintain.

Turning Data into Daily Instruction

i-Ready Inform provides teachers data reports they can use before instruction instead of after students struggle.

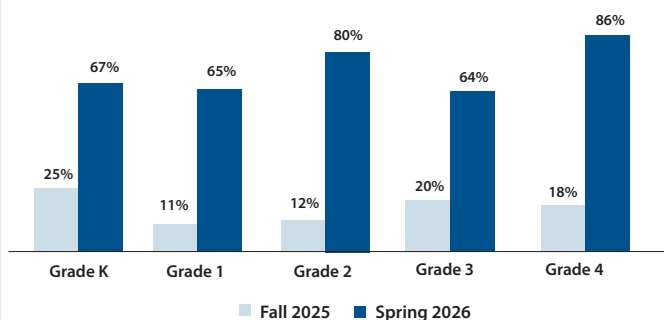
"Teachers can go in the data reports when they're getting ready to teach a lesson and see which kids are ready for the lesson and which ones are missing some of the key skills that would potentially hold them back from being successful."

—Justin Diegel,
MTSS Coordinator and Instructional Coach

i-Ready Inform's Prerequisites report, which identifies the foundational skills students need before new instruction begins, was especially helpful. Teachers shifted from reacting to learning gaps to preventing them.

"We could pre-teach and get some of those things done before a lesson instead of waiting," said Diegel.

Frankenmuth SD Students Scoring Mid or Above on *i-Ready Inform* for Mathematics



Frankenmuth's K–4 students saw consistent growth in mathematics, led by Grade 2 and Grade 4, both jumping 68 percentage points from fall to spring.

"We're very cognizant of how much time our kids are on computers. This isn't asking us to sacrifice that belief or the direct instruction of teachers. We're able to still hold those values."

—Justin Diegel,
MTSS Coordinator and Instructional Coach

Students spend approximately 10 minutes per day per subject in Personalized Instruction during intervention blocks while teachers work with small groups.

This allows the district to stay within *i-Ready*'s recommended usage guidelines while ensuring the technology supports, rather than replaces, teacher-led instruction.

The Results That Followed

The district's first year of implementation was built on a strong foundation: Frankenmuth outpaced both similar Michigan districts and the state from 2022–2025 according to Stanford's SEDA data (shown in the chart on [page 1](#)).

In their second full year of implementation, *i-Ready Inform* data showed consistent gains across Grades K–4 from fall 2025 to spring 2026.

"The type of growth we had, it doesn't happen by accident. Our team worked really hard, and I'm glad that's reflected in the scores," said Vislosky.

Building Confidence

Frankenmuth's scores validate the confidence and growth seen day to day in the classroom too.

As the year progressed, teachers noticed students becoming more independent learners and approaching challenging work with greater motivation.

3 Insights with 3 Clicks

Previously, teachers had to access curriculum materials, assessment results, and personalized learning across multiple platforms.

Now, the connections happen automatically, with no more searching across platforms.

"You can see all 3 things with 3 different clicks. The curriculum and the diagnostics are made, and then the learning path is built off of that. The data conversations we're hearing are more in-depth and targeted now because of it."

—Justin Diegel,
MTSS Coordinator and Instructional Coach

This has meant less time spent on the manual work of moving between platforms, and more time for the work that really matters: teaching.

Staying Intentional about Technology

Throughout their implementation, the district has remained intentional about technology use.

"Our students started thinking 'I can do this,'" said Diegel. "Even some of the kids that generally struggle. There was some big-time growth with the independence part of things and with their confidence levels following or leading up to our state assessments."

"Every Student's Progress Matters"

Instead of focusing only on proficiency, Frankenmuth recognizes and celebrates students who achieve annual or Stretch Growth®, even if they haven't yet reached grade level.

"Growth is growth," said Vislosky. "Some of the students are still maybe not proficient, but they had such huge gains that they deserve to be cheered as well."

Those celebrations reinforce the district's belief that every student's progress matters.

"We just had the perfect storm of strong classroom instruction and that commitment to responding when a student had a need. It's pretty transformational when you're able to combine that."

—Jason Vislosky, Principal of List Elementary

Looking Ahead

Looking forward to the 2026–2027 school year, Frankenmuth is preparing to implement *Magnetic Literacy*™, a core literacy curriculum now on the Michigan Department of Education–approved Evidence–Based Tier–1, Class–wide Elementary Reading Curricula List.

District leaders believe bringing even more instructional pieces together will continue reducing complexity for teachers while improving learning for students.

"With how well we did this year, just knowing that it's going to be even better is super exciting to think about," said Vislosky.

Advice for Other Districts

For other districts considering *i-Ready Inform* and Personalized Instruction, Diegel suggests looking into the fit of the program:

"You have to look at the strengths of each program. The connectedness, how they all talk to each other. With *i-Ready*, it's one login for everything—teaching, assessing, and intervening all in one place."

And Vislosky hopes district leaders remember one thing:

"Make sure everyone engages [with] it as an instructional tool. It's not another assessment tool. It's not another piece of technology. It's going to help and build on your instruction."



See how Personalized Instruction connects assessment insights to engaging, evidence-based learning.



Looking ahead: Explore how *Magnetic Literacy* strengthens literacy and nurtures independent thinkers.