

SUCCESS SPOTLIGHT

Tattnall County School District Does “Whatever It Takes” to Achieve Impressive Student Growth

“Whatever it takes” is the motto in Georgia’s Tattnall County School District (TCSD), and the district’s educators take this phrase to heart.

The district’s steadfast commitment to student achievement includes recognizing and embracing opportunities for improvement—a quest that led district leaders to look for a robust, standards-aligned interim assessment program.

From the very beginning of their search, leaders were looking for a program that could provide timely, formative assessment data across multiple schools. In 2018, the district decided to pilot the *i-Ready Assessment* suite, a powerful solution that delivers actionable data for mathematics and reading instruction.

The pilot program took place at Collins Elementary School, a school of approximately 260 students in Grades K–5, where educators stress the importance of “excellence every day.”

“We were looking at Blue Ribbon schools [to see what was working for them]. We prioritized finding a tool that had been successful in other schools and that we could use and activate at the district level. *i-Ready* provided us with the districtwide consistency we desired.”

—Starla Barker, Principal

Tattnall County School District



STUDENTS
3,783

GRADES
Pre-K–12

TITLE I
90%

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What They Did

TCSD's *i-Ready* pilot program went so well that district leaders decided to adopt *i-Ready* across the district's five elementary and middle schools.

What factors made educators glad they had adopted *i-Ready* districtwide?



Early Evidence

Kristen Waters, curriculum director of TCSD, said students' assessment results quickly began to demonstrate growth, providing an early piece of evidence that gave principals confidence to move forward with implementation.



Professional Development

David Tucker, principal at South Tattnell Middle School, explained that the professional development and training provided by Curriculum Associates' *i-Ready* team was a key element to ensuring implementation would succeed long term. "The presenters who work with our teachers to use the interim data are really the number one factor for us," said Tucker. "The teachers are using [*i-Ready*] with fidelity. They're seeing the importance of the Diagnostic data in terms of how it can fuel the lessons between assessments."



Differentiation

Families who felt their children needed extra instruction in specific areas started exploring *i-Ready*'s options. "Parents were using *i-Ready* as a differentiation piece on their own without realizing what they were doing," said Waters. "They found that their kids liked using the program, and it was more effective at meeting their individual needs."



Offline Resources and Support

TCSD is a rural district, and many of its students don't have consistent access to reliable Wi-Fi. When the district suddenly had to move to remote learning during the global pandemic, educators were grateful for the *i-Ready* at Home packets Curriculum Associates made available on its website as well as the resources they had access to through the Teacher Toolbox, a digital library of standards-based instructional resources. "Some teachers created materials borrowed from some of the PDFs that are on the *i-Ready* Teacher Toolbox," said Waters. "The ability to do so is very valuable for our teachers and students."

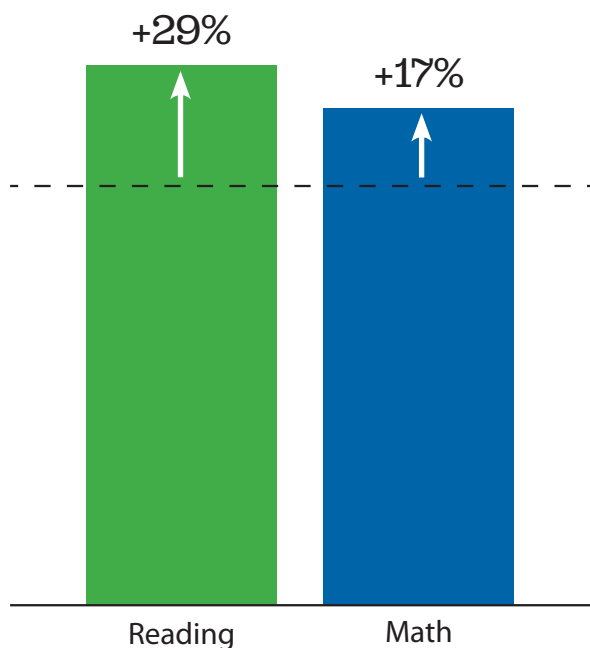
What They Accomplished

After one year of using *i-Ready*, TCSD's students met or exceeded Typical Growth—the conditional median of growth for students at a given grade and placement level—in reading in most grade levels, and at least 45 percent of students improved their placement level in each grade. In math, students in all grade levels exceeded Typical Growth, and at least 50 percent of students in each grade improved their placement level.

“Even those students below grade level see the growth.”

—Starla Barker

Typical Growth When Students Have 30+ Minutes of Instruction



What's more, educators found that *i-Ready* was inspiring student excitement about and ownership of their learning as they became more and more familiar with their assessment data and areas of opportunity.

“We do growth checks every month, and students track it on a chart and have conversations about [growth] with their teacher,” explained Starla Barker, principal at Collins Elementary. “Even those students below grade level see the growth. The kids always enjoy getting up and marking the big chart. It becomes more student driven than anything, which is nice for us to see.”

TCSD's impressive student growth stands out, but the impressive teaching and learning processes the district has implemented indicate that their year one results with *i-Ready* are just the beginning.



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