

## SUCCESS SPOTLIGHT

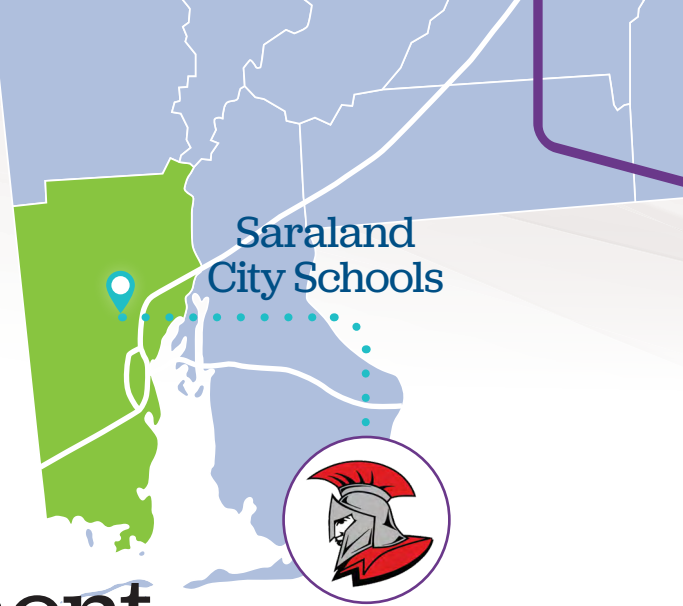
# Top-Performing Alabama District Relies on Data, Student Engagement, and Teacher Buy-In

Saraland City Schools in Mobile County was named one of the top five districts in Alabama in the 2018–2019 school year.

When one considers that Saraland is a relatively new district (i.e., established in 2008), this accomplishment is even more extraordinary. As a district, Saraland takes great pride in its vision that “high expectations and the relentless pursuit of educational achievement establish the foundation for individual student success.”

When it came time for education leaders at this district of 3,100 students to choose programs that would support continued student learning growth in mathematics, it was important for Dr. Frankie Mathis, assistant superintendent of schools, to get teacher input.

A passionate group of Saraland teachers attended a Curriculum Associates math discourse meeting where they learned about *i-Ready Assessment* and *Personalized Instruction*, an integrated formative assessment and instruction platform, and *Ready<sup>®</sup> Mathematics*, a discourse-centered, teacher-led math program. They came back raving about the programs.



STUDENTS  
3,100

GRADES  
Pre-K–12

TITLE I  
43%

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# What They Did

After a successful pilot program, Saraland educators implemented *i-Ready* for all students in Grades 2–8. At the same time, teachers began using *Ready Mathematics* with students who needed intervention support.

“High expectations and the relentless pursuit of educational achievement establish the foundation for individual student success.”

—Saraland City Schools Vision

**Over the course of Saraland’s implementation, *i-Ready Diagnostic* data and *Ready Mathematics* has helped education leaders:**



## Garner Teacher Buy-In

Strong teacher support for *i-Ready* has enabled Saraland educators to work around the fact that their district does not have a device for every student. With careful planning, educators ensured that students completed 45 minutes of *i-Ready Personalized Instruction* each week.



## Engage Students in Their Learning

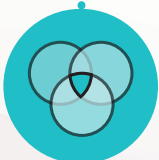
Renee Black, an interventionist at the elementary school, explained that teachers’ enthusiasm for *i-Ready* and *Ready Mathematics* has spread to students. “It’s important for the students to get into a habit of inspecting what we expect from them,” Black said. “And the students look forward to the data chats, asking me, ‘Can we look at our scores today?’”

Middle school students are asked to be accountable as well by sharing their Diagnostic scores and learning goals.



## Give Families Resources

“We use *i-Ready* when parents ask how to help their students who are struggling in math,” said Ashley Lomax, an instructional partner at the elementary school, explaining that showing families their students’ Diagnostic data and individualized learning paths helps them understand what students need to focus on in terms of learning growth.



## Consolidate RTI Programs and Data

While *i-Ready* has positively impacted all students, Black was careful to highlight how the program—along with *Ready Mathematics*—has positively impacted students who need math intervention support. “Before *i-Ready* and *Ready Mathematics*, we had teachers in the building who were using multiple programs for Tier 2 and Tier 3, and there wasn’t a lot of consistency,” Black explained. “I feel these programs have transitioned our intervention program into being highly effective.”



## Celebrate Student Success

Throughout the first year of implementation, educators in all grades made it a point to recognize students’ achievements. Both the elementary and middle schools held regular celebrations for students with strong growth and/or high Diagnostic scores. These celebrations included public shoutouts and letters home to parents.

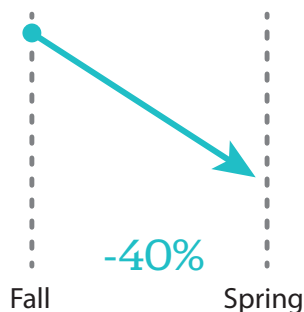
# What They Accomplished

In the first year of using *i-Ready* and *Ready Mathematics*, Saraland saw fantastic learning growth. According to *i-Ready Diagnostic* reports, the district had 123 median percent progress toward average annual growth with 61 percent of students achieving at least one year's worth of growth. In addition, the percentage of students at risk for Tier 3 interventions decreased by more than 40 percent.

*i-Ready* proved to be an asset to Saraland as the district dealt with challenges caused by the COVID-19 pandemic. Mathis said *i-Ready* allowed educators to have learning continuity: "With students and teachers familiar with *i-Ready* and its alignment with Alabama Course of Study standards, we were able to use it to supplement instruction when we weren't in a building to provide in-person instruction."

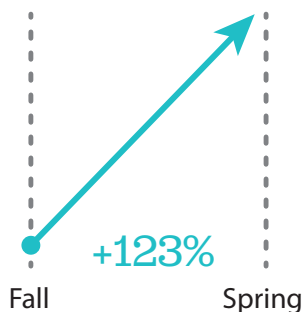
## Tier 3 Intervention Levels

The percentage of students at risk for Tier 3 interventions decreased by more than 40 percent.



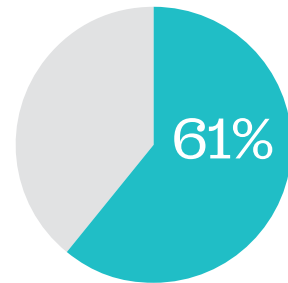
## Average Annual Growth

Based on *i-Ready Diagnostic* reports, the district had 123 median percent progress toward average annual growth.



## Growth Benchmarks

The *i-Ready Diagnostic* reports also showed that 61 percent of students achieved at least one year's worth of growth.



"We believe we've been successful because *i-Ready* allows us to grow each year based on what we see the need to be."

—**Carmon Nitteberg**, Saraland Instructional Partner



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