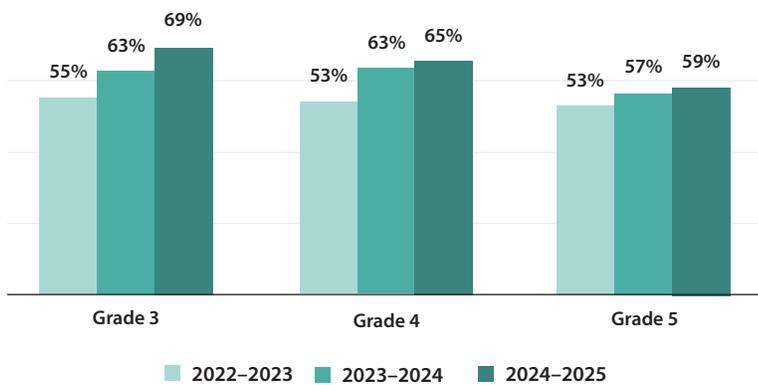




## Uniting Educators for Consistent, High-Impact Mathematics Instruction

Supported by *i-Ready Classroom Mathematics* and five connected best practices, this Wisconsin district is fostering alignment and fueling student growth.

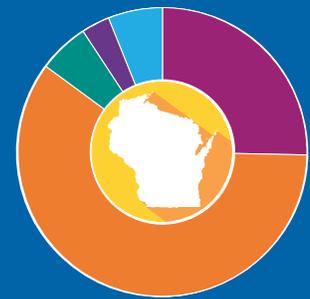
Wisconsin Forward Exam Percentage of SDW Grades 3–5 Students Scoring Meeting and Advanced in Mathematics



Since implementing *i-Ready Classroom Mathematics* in the 2023–2024 school year, SDW has seen continued growth in the percentage of Grades 3–5 students scoring at Meeting and Advanced levels on the Wisconsin Forward Exam.

School District of Waukesha (SDW)  
Waukesha, WI

10,922 Grades Pre-K–12 Students<sup>1</sup>



White Black Hispanic  
Asian Other

8%

Multilingual Learners

19%

Students with Disabilities

38%

Students with Socioeconomic Disadvantages

### Piloting Change: SDW'S Selection of a Research-Based Math Curriculum

For years, SDW utilized a math curriculum they built in-house based on state standards and content. Over time, wide variation in classroom implementation created gaps in coherence across schools and grade levels. “We had been building our own curriculum,” explained Elementary Math Coordinator Rachel Boario, “but when teachers and leaders left their roles or moved to other schools, their expertise left with them.”

District leaders wanted a proven approach that could unify instruction and give educators the tools to sustainably deliver high-quality, rigorous math learning in every grade. To select a new core curriculum, SDW designed a pilot with representation from every grade level, school, and program.

Teachers and coaches evaluated materials side by side, comparing instructional design, language support, and alignment with district goals. The result was clear: *i-Ready Classroom Mathematics* best met the needs of SDW learners and reflected the district’s emphasis on research-based best practices.

<sup>1</sup>Source

## Five Practices That Turned Coherence into Growth and Became the District's Roadmap for Continuous Improvement

SDW built structures for sustainable implementation that evolved into **five connected practices**.

In partnership with Curriculum Associates' Professional Learning (PL) team, these practices formed a unified framework that drives focus, consistency, and momentum.

### ► Practice 1: Fidelity First

The district's first priority was fidelity. *i-Ready Classroom Mathematics* lessons were taught as designed to build shared understanding of their structure and purpose.

Teachers embraced key routines, including openers to spark thinking, "Connect and Reflect" discussions to link strategies, and closure prompts to anchor learning.

PL specialists partnered with district coaches to model facilitation, anticipate teacher needs, and ensure professional learning mirrored the pacing and routines of the curriculum.

"We had to trust that the resource was as good as we wanted it to be—and it really has been," said Boario.

### ► Practice 2: Districtwide Professional Learning

Building on that foundation of fidelity, SDW next prioritized universal professional learning, so every teacher received training and support.

Coaches collaborated with dual-language and English as a Second Language leads, providing language scaffolds and academic vocabulary.

Tailored sessions for teachers of special education focused on adapting lessons to meet learners' needs.

Teachers shared strategies and comprehensive materials, moving away from isolation and piecemeal resources. Boario explains: "Our professional learning was the same across all 12 schools: shared messages, shared language, and shared growth."

### ► Practice 3: Collaborative Coaching and Calibration

SDW's coaching model was deliberately collective. Math coaches co-taught *i-Ready Classroom Mathematics* routines alongside teachers, demonstrating questioning, pacing, and discourse to build shared practice across classrooms.

"We had to teach it before we could ask teachers to," explained Boario. "That built credibility and trust."

As coaching translated into classroom practice, instruction shifted from demonstration to dialogue. Students now explain reasoning, challenge ideas, and build on peers' thinking, turning lessons into spaces of active discourse and shared problem solving.

"We had to stay focused, stop coaching from other programs, and start coaching from the Teacher's Guide. Everything we needed was already in *i-Ready Classroom Mathematics*. We trusted the process, and the growth followed."

—Rachel Boario, Elementary Math Coordinator

### ► Practice 4: Data That Drives Instruction

Before adopting *i-Ready Classroom Mathematics*, teachers had few ways to connect assessment data directly to instruction. The integration of *i-Ready* assessments with the core curriculum changed that. Domain-level reports revealed clear learning patterns, while the Grade-Level Planning (Prerequisites) report and Tools for Instruction provided lessons aligned to those insights.

Universally, classroom teachers used *i-Ready* data to preview upcoming concepts and to select specific resources and scaffolds for students. Additionally, the personalized reports supported all staff to collaborate in planning for all students.

Every report leads you back to instruction," said Boario. "You can see what students can do, what they need next, and the resource to teach it."

► Practice 5: Consistent Language and Access across Classrooms

SDW has a long-standing Dual Language Immersion program in Spanish and English with pathways for students to achieve the Seal of Biliteracy.

*i-Ready Classroom Mathematics* provides Spanish versions of teacher and student materials created through a process of transadaptation to ensure the language is authentic and instructionally precise.

Academic vocabulary and visuals remain consistent across grades, so SDW teachers no longer need to translate or recreate scaffolds. This allows them to focus on facilitating meaningful discussions in both languages.

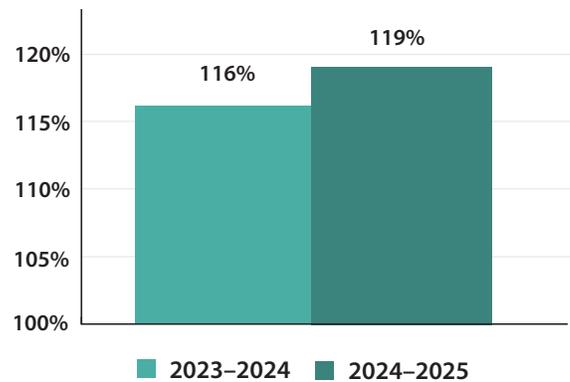
Students quickly benefited from this shared structure. All learners participated more confidently in math talk and strengthened precision through exposure to academic Spanish.

“Our dual-language team was ‘*i-Ready Classroom Mathematics* or bust!’ For the first time, teachers felt like a weight was lifted. They finally had a resource that didn’t double their workload. They saw right away that it met every need.”

—Rachel Kozicke, Math Intervention Specialist and Coach

SDW’s Math Intervention Specialist and Coach Rachel Kozicke supported teachers during the rollout. “[Before *i-Ready*,] we had different words for the same concepts. Now, across grades and teams, students hear the same terms, see the same visuals, and know what mathematical thinking sounds like. Students who once hesitated to share are explaining their reasoning, writing more, and contributing to every discussion.”

*i-Ready* Median Percent Typical Annual Growth: SDW Grades K–5 English Language Learners—Mathematics



SDW English Language Learners in Grades K–5 grew 16 and 19 percentage points above the *i-Ready* annual Typical Growth goal (represented here as 100 percent on the vertical axis) in 2023–2024 and 2024–2025, showing sustained progress in math achievement.

*i-Ready* Typical Growth provides insight into how a student is growing compared to average student growth at the same grade and baseline placement level. Exceeding Typical Growth brings students closer to grade-level proficiency and beyond.

### Partnership and Professional Support

SDW’s success in mathematics is grounded in collaboration between school and district leaders, Grades K–5 educators, and Curriculum Associates’ PL team. The ongoing partnership continues to sustain implementation fidelity and strengthen instructional leadership at every level.

“Curriculum Associates’ support has been incredible. They listened to our needs and helped us tailor implementation without losing consistency.”

—Rachel Boario, Elementary Math Coordinator

## From Progress to Possibility

As SDW deepens its use of *i-Ready Classroom Mathematics*, teachers and leaders remain focused on what the data show: coherent instruction leads to measurable learning gains.

“When we saw our *i-Ready* projections match our Forward Exam results, that was our proof; *i-Ready Classroom Mathematics* is working.”<sup>2</sup>

—Rachel Kozicke, Math Intervention Specialist and Coach

The next phase is to refine practice. District leaders are using *i-Ready* data to continue supporting all learners while motivating those already performing well to go even further.

With aligned supports and a shared vision for universal instruction, SDW is demonstrating that when educators stay the course, progress leads to sustained growth and a world of possibility.

It’s a mindset shift toward rigorous grade-level instruction for all—one that reflects the district’s belief that every student, at every level, deserves continuous growth.

Reflecting on the journey, Boario noted:

“Our teachers aren’t just implementing a program—they’re owning the learning. It’s not a one-year initiative; it’s simply how we do math now.”



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<sup>2</sup>Research shows that *i-Ready* assessment scores are highly correlated with the Wisconsin Forward Exam.