

## SUCCESS SPOTLIGHT

# Princeton City Jumps from #847 to #16 in Student Growth<sup>1</sup>



Princeton City  
School District,  
Princeton, Ohio



ENROLLMENT  
<6,000

## What They Did

After receiving a D rating on the Ohio School Report Card for the 2018–2019 school year, Princeton City Schools adopted the *i-Ready Diagnostic* and Personalized Instruction from Curriculum Associates. Prior to *i-Ready*, the district had used a different assessment tool, but teachers had to spend a lot of time determining how to address their students' needs.

**“One of the reasons we brought in *i-Ready* in 2019 was because we need to know where kids are so we can make good data decisions that drive instructional practices,”** said Superintendent Tom Burton. **“At Princeton, every single student has a number, but they are not a number. You can’t measure student growth if you don’t know where they started.”**

**“If districts follow the [*i-Ready*] program, they’re going to be much more likely to get the results our kids deserve.”**

—Tom Burton, Superintendent

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<sup>1</sup>Value-added rankings produced by the Ohio Department of Education

### Setting Stretch Growth® Goals for Success

“Many of the students we serve come to us from other school districts, multiple grade levels behind,” explained Burton. “It’s not that the other school districts aren’t working hard. If kids are two grade levels or three grade levels behind, it’s not good enough to have them grow at the same pace, or they will stay two or three grade levels behind. That’s why it’s critical to have stretch goals”—ambitious but attainable goals for students that can narrow achievement gaps.

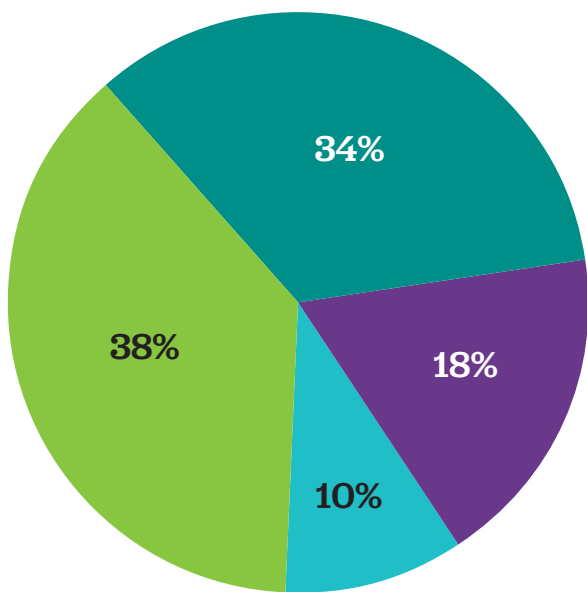
“When our leaders, teachers, and parents see growth on the [*i-Ready*] Diagnostic, it’s reflected on the state results as well.”

—Tonya Wright, Associate Superintendent

### Integrating Instruction with Data

With *i-Ready*, teachers have real-time student data and instructional resources at their fingertips to address unfinished learning. “*i-Ready* recommends an Instructional Grouping with other students in the class who are struggling with the same thing and a lesson to address it,” explained Assistant Superintendent Tonya Wright. “Teachers don’t have to spend time trying to find lessons; it’s all there for them.”

### Student Demographics



- Black
- Hispanic/Latino
- White
- Other Nationalities



Economically Disadvantaged



Multilingual Learners Who Speak 50+ Different Languages

### Aligning with Ohio Standards

“*i-Ready*’s alignment with the state of Ohio results is another big plus to the program,” Wright continued. “Teachers don’t feel like they are doing one thing and then having to supplement with something else because it’s not in line with our state report card. When our leaders, teachers, and parents see growth on the Diagnostic, it’s reflected on the state results as well.”

### Creating Consistency across Schools

Anessa Dorris, Grade 5 teacher at Woodlawn Elementary, who has been teaching for 34 years, said: “It was helpful to have grade-level meetings [in which] we can all share different experiences. We’re in a transient district where students sometimes have to switch schools midyear. Consistency across schools is so important so students can pick up where they left off without missing anything [because] all the teachers are using the same tools.”

# What They Accomplished

After just four years of using the program, Princeton City Schools earned four stars overall on the [Ohio School Report Card](#)<sup>2</sup> for the 2022–2023 school year, five stars for progress, five stars for gap closing, and their state growth rankings soared to 16th place.

“It’s critical to believe that what gets measured gets done,” said Burton. “The great work being done in the district is by the people on the front lines: teachers, parents, and instructional coaches. With great programs like *i-Ready*, kids know where they stand and are more likely to push themselves to grow. By empowering them, anything can happen.”



Princeton City  
School District

## Gap Closing

The Gap Closing component is a measure of the reduction in educational gaps for student subgroups.



**Significantly exceeds state standards in closing educational gaps**

## Progress

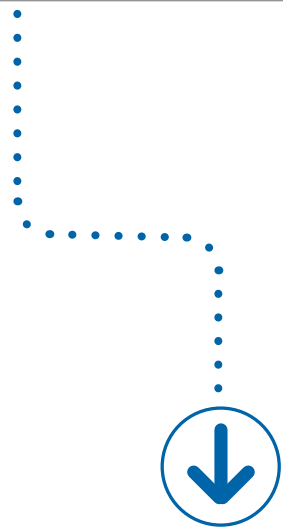
This component looks closely at the growth all students are making based on their past performances.



**Significant evidence that the district exceeded student growth expectations by a larger magnitude.**

“It is critical to believe that what gets measured gets done.”

—Tom Burton, Superintendent



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<sup>2</sup>Ohio moved from a grading system (i.e., A–F) to a star system (i.e., zero stars to five stars in increments of ½ star) in 2021. 2022–2023 was the first year for overall star rating, which measures achievement, progress, graduation rate, gap closing, and early literacy.