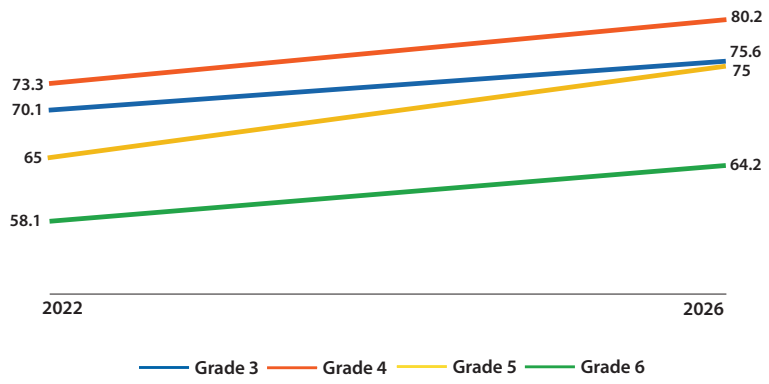
Troy City Schools: Speaking the Same (Math) Language

See how this Ohio district paired *i-Ready Classroom Mathematics* with professional learning and data-informed teaching, building a shared instructional language that's strengthening math proficiency year after year.

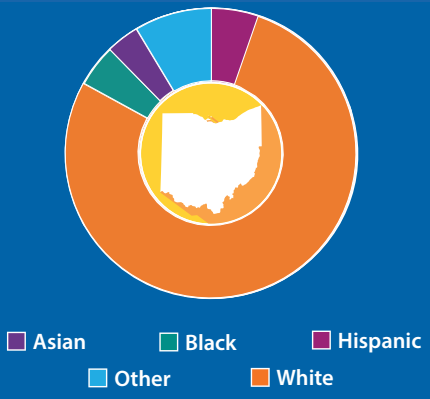
Percentage of Students Scoring Proficient or Above on the Ohio State Test (OST)—Mathematics



From 2022 to 2026, the percentage of Troy City Schools students scoring proficient or above on the OST in mathematics continued to rise across every Grade 3–6.[1]

Troy City Schools
Troy, Ohio

3,807 Grades Pre-K–12 Students



41.9% Students with Socioeconomic Disadvantages

15.6% Students with Disabilities

What Happens When There's Time to Talk?

At Troy City Schools, nestled in Southwest Ohio, there's a lot of math talk. Every morning before classes start, teachers have 40 minutes built in for collaboration: reviewing data, weekly assessments, and plans to support students. In the classroom, students talk too, sharing math strategies and working on problems together.

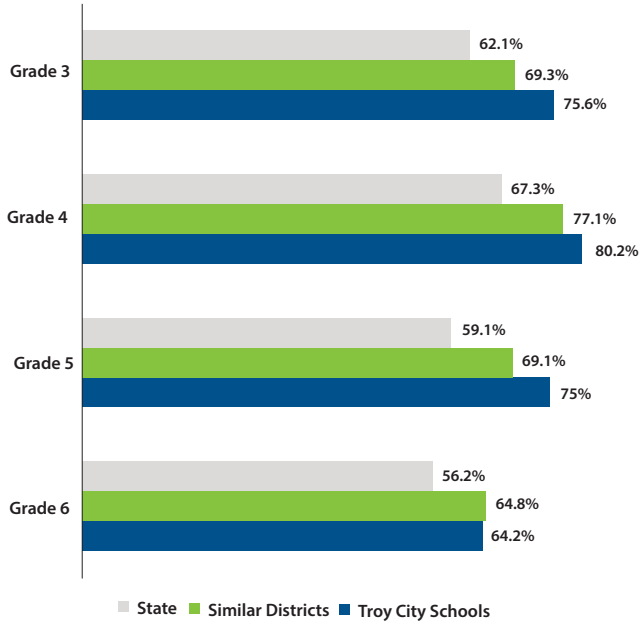
Those conversations have deepened since the district adopted *i-Ready Classroom Mathematics* across Grades K–6 in 2021–2022, pairing it with professional learning (PL) and *i-Ready Inform*™. PL is giving teachers a shared language for instruction and techniques to encourage in-class discussion, while *i-Ready Inform* provides clear data to talk through together.

The results show the real work happening day in and day out. Across state-tested Grades 3–6, students continue to improve their mathematics proficiency levels, performing well above the state and similar districts on the OST in math.

> "With *i-Ready Classroom Mathematics*, we're all talking the same language . . . and when you all talk the same language, you get that collective efficacy going through the teachers. They know that they can do it, they know that the kids can do it, and the *expectation is so much higher.*"
>
> —Danielle Romine, Director of Elementary Teaching and Learning

[1] Source

Troy City Schools Compared to Similar Districts and State on the Ohio State Test—Mathematics, 2026



Across Grades 3–6, Troy City Schools' 2025–2026 math scores are pulling ahead, outperforming the state average by as much as nearly 16 percentage points and similar districts by as much as over six.[1]

Mathematics That Connects

i-Ready Classroom Mathematics gives every classroom the same building blocks, including Try–Discuss–Connect, an instructional framework that puts students at the center of their learning.

The structure gives students time to try a problem independently, drawing on what they know and persevering through challenges. They then share their thinking, compare strategies, and learn from a partner. Finally, students connect different approaches and apply their learning to new problems.

Because the framework repeats across grades and buildings, students encounter a familiar approach that deepens their math knowledge and confidence over time.

The program also links to *i-Ready Inform*, which connects assessment insights with instructional resources and grouping recommendations, making it easier for teachers to plan and differentiate daily instruction.

Professional Learning That Progresses

When implementing a new program, comprehensive PL is essential for long-term success, a principle the district understands well. Upon adopting *i-Ready Classroom Mathematics*, leadership immediately brought in PL to train teachers.

"It's vital to support them in their implementation," Director of Elementary Teaching and Learning Danielle Romine said. "A lot of times I think pushback comes from wrong implementation or not understanding how the program is set up or how it works."

PL has grown with the district's adoption, from foundational learning sessions to tailored support, with Curriculum Associates' PL specialists assigned to every building and teachers able to come to them during plan time.

"Walk the Walk, Talk the Talk"

The support extends to leadership too. PL specialists join building principals on classroom walkthroughs, using "look fors" that focus on shifting classrooms from teacher-led demonstration to student-centered discourse and productive struggle. Afterward, they debrief with the team and identify next steps.

"You cannot implement a program and have teachers figure it out on their own," Romine said. "Leadership needs to be part of that. They need to walk the walk and talk the talk and support teachers with feedback that's going to advance them."

Building Room for Tier 2 and Tier 3

Because *i-Ready Classroom Mathematics* uses consistent terms and routines that PL reinforces, teaching—and learning—stays consistent.

"If students move buildings, they can just pick right back up where they left off because everyone's following the same scope and sequence," Romine said.

That coherence has strengthened core instruction, leaving more room to focus on Tier 2 and Tier 3.

"You don't need a separate program when you have *i-Ready*," Romine said. "You can keep students connected to core instruction while building up prerequisite skills they may have missed."



Through the Try–Discuss–Connect structure, teachers facilitate discussion-based instruction that solidifies deep understanding, positioning students as active mathematical thinkers.

How This Week's Data Shapes the Next

Proficiency in one skill typically builds on the ones that came before it. Teachers use the Grade-Level Planning (Prerequisites) reports, built from *i-Ready Inform* data, to pinpoint gaps and determine what skills to focus on before moving on to new grade-level content.

"Our teachers use data and instruction in tandem," Romine said. "On a weekly basis, they're looking at the assessments to tailor next week's instruction based on how the kids did. So it's always fluid, based on the data."

Building Success in the Future

From 2022 to 2026, mathematics proficiency increased across Grades 3–6, with Grade 5 making the largest gain at 10 percentage points.

The foundation students build in the early grades can also be seen farther along their math journeys. In 2025–2026, 85.5 percent of Troy City Schools students taking Algebra 1 scored proficient or above, nearly 24 percentage points above the state average.[1]

"It's not just algebra," Romine said. "It's all the learning that came before that makes it possible for students to take those courses."

Read the Blog: Learn how problem-based instruction can deepen students' mathematical thinking and classroom discourse.

TROY CITY SCHOOLS

Troy City Schools: A District on the Rise

The Education Scorecard, a research collaboration between the Center for Education Policy Research at Harvard University and the Educational Opportunity Project at Stanford University, recognized Troy City Schools as a District on the Rise because they are "outperforming their peers" in math (as well as reading).

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