

## SUCCESS SPOTLIGHT

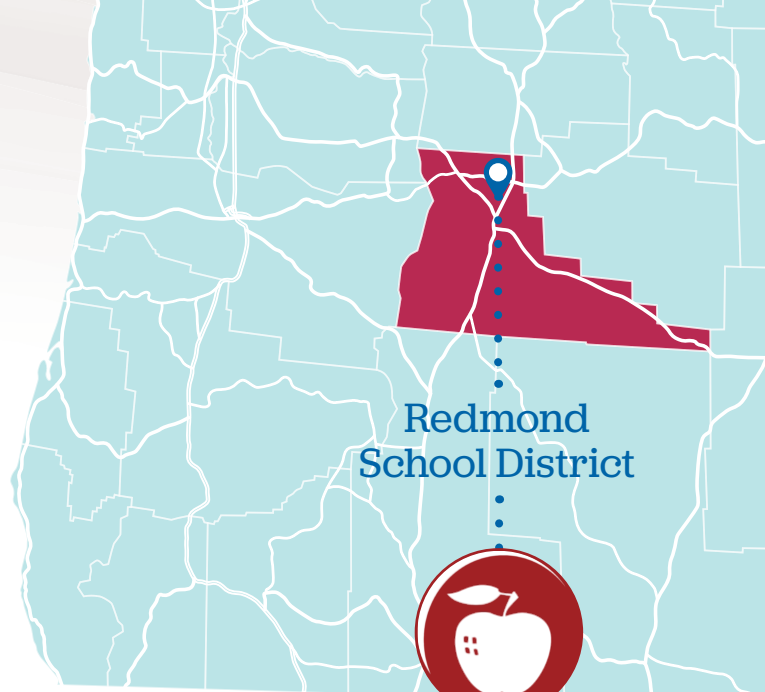
# Oregon School District Adopts Blended Math Curriculum and Recharges Student Learning

After Oregon implemented new state standards in 2010, Redmond School District's scores on the statewide mathematics assessments fell.

In 2015, Linda Seeberg, Redmond's executive director of academic programs, and Dr. Chris Morton, the district's director of school improvement, led an effort to vet and implement a modern core math program that would better prepare students for the rigorous new standards and assessments.

Seeberg and Morton invited an elementary instructional coach and 16 teacher volunteers to join them in exploring and selecting a new core math resource. According to Seeberg, once the team had narrowed its choices to two, something unique happened: "We got to a point where our team literally looked at us and said, 'One curriculum is standing out here, and we're almost not interested in spending more time looking at any others,'" she said.

As of 2018, Curriculum Associates' *Ready*® *Mathematics* and *i-Ready* were still the only programs to receive a perfect score—all 66 out of 66 points—across Grades K–8 from the Oregon Department of Education.



Redmond  
School District



STUDENTS  
7,470

GRADES  
Pre-K–12

TITLE I  
50%

SEE  
MORE



## What They Did

After a methodical vetting process that included reading survey responses from 130 teachers, the Redmond adoption committee members announced they'd chosen *Ready Mathematics*, a research-proven, teacher-led instructional resource, and *i-Ready*, an online assessment and instruction program.

These new programs were selected partly because the committee thought they would:

- Reverse the district's falling **performance on state tests**
- **Bridge the gap** between the old curriculum and the new standards
- **Extend Redmond's existing data** culture to mathematics
- Be **student friendly** and **easy to use**
- **Leverage technology** to make differentiation possible in every classroom

*"[Ready Mathematics] has really simplified the process of teaching math. I think confidence is up because [teachers] don't feel like they're delivering a four- or five-page sermon every day."*

—Jennifer Hesse,  
Principal

Creating time for *i-Ready Personalized Instruction* required coordination, revision, and a lot of communication. Because Redmond had fewer devices than students, figuring out how to share devices necessitated some juggling. "Scheduling our devices was one of the biggest struggles that we faced at the beginning of the year," said Jennifer Hesse, principal at Vern Patrick Elementary.

Once *Ready Mathematics* and *i-Ready* were implemented in the 2016–2017 school year, it didn't take long for Redmond's eight elementary schools to see incredible student growth.

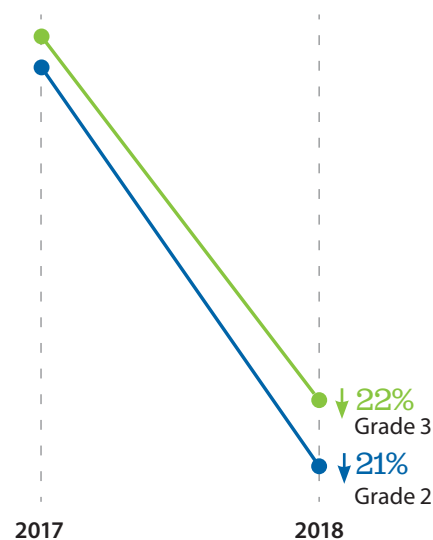
## What They Accomplished

After just one year of using *Ready Mathematics* and *i-Ready*, the percentage of students in Grades 3–5 who met or exceeded math standards according to Oregon's state assessment was higher than the state average in all three grades.

After just two years, the percentage of Grades K–5 students who reached Mid On Grade Level or higher (proficiency) on the 2018 end-of-year *i-Ready Diagnostic* exceeded the 2017 end-of-year Diagnostic results. The percentage of Tier 3 students (those who placed more than one grade level behind according to *i-Ready* data) decreased significantly over the course of the 2017–2018 school year for Grades 1–5. Grade 2 went from 24 percent of students being below grade level to three percent, and Grade 3 went from 29 percent of students being below grade level to seven percent.

Redmond's fantastic improvements have left Seeberg and Morton confident that the combination of *Ready Mathematics* and *i-Ready* was exactly what Redmond educators needed to challenge students and prepare them for the new standards. "From an implementation science standpoint, it had everything we were looking for," said Morton. "We were thrilled when we selected it, and we're still thrilled."

**Tier 3 Students (2017–2018)**



*"From an implementation science standpoint, it had everything we were looking for . . . we were thrilled when we selected it, and we're still thrilled."*

—Dr. Chris Morton, District Director of School Improvement



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