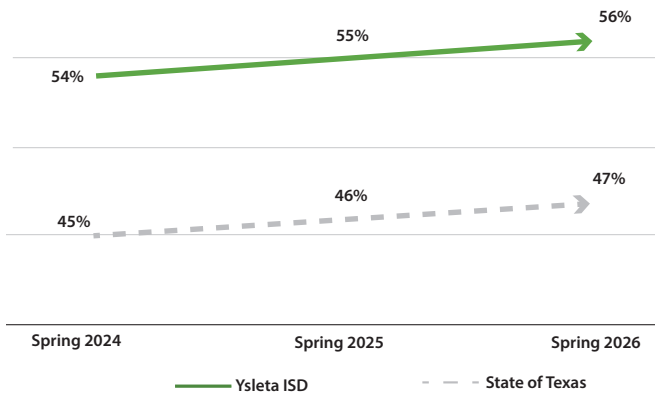




Building a System That Drives Math Growth

See how Ysleta ISD uses *i-Ready* data and proactive intervention to close learning gaps before they widen.

Grades 3–5 Students Scoring Proficient and Above on the STAAR Assessment—Mathematics



Ysleta ISD has held a consistent lead in the State of Texas Assessments of Academic Readiness (STAAR) math proficiency—outpacing the Texas state average by nearly 10 percentage points, year over year.

Strong Systems Drive Stronger Math Outcomes

Serving more than 30,000 students in El Paso, Texas, Ysleta ISD has long prioritized strong instructional systems over any single program or initiative. When the district adopted *i-Ready Personalized Instruction* for Mathematics for Grades K–5 in 2024–2025, they had a clear philosophy:

“We don’t build the systems around the program, but rather mold the program to support and strengthen our systems,” Instructional Specialist Priscilla Jatto said.

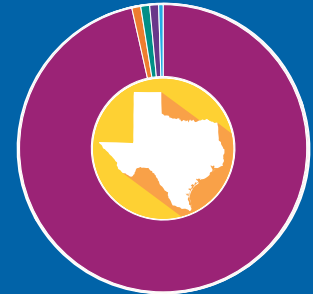
Committed to identifying unfinished learning early and closing learning gaps, Ysleta is seeing results: the percentage of Grades 3–5 students meeting or exceeding grade level on the STAAR mathematics assessment has risen from 54 to 56 percent over two years, keeping its lead over state performance.

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Ysleta Independent School District (ISD)

El Paso, Texas

32,661 Grades Pre–K–12 Students



Asian Black Hispanic
Other White

18.2%
Students with
Disabilities

29.8%
Multilingual
Learners

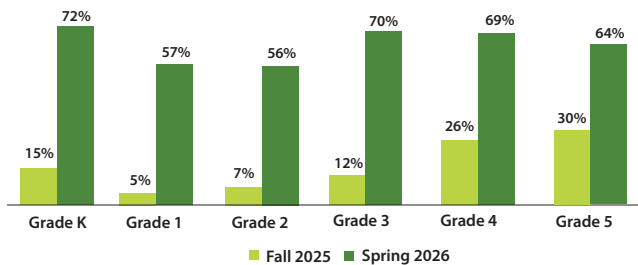
76%

Students with
Socioeconomic
Disadvantages

Tips from the District

- 1 Spend time and energy in Tier 1 instruction. Leverage beginning-of-year data to meet the needs of all students.
- 2 Begin interventions in week one of school. Minimize gaps before they widen.
- 3 Engage in a constant cycle of evaluating data and adjusting next steps.

Percentage of Students Scoring Mid or Above Grade Level on *i-Ready Inform*



Growth from fall to spring on *i-Ready Inform*™ is expected as students progress through the school year. Even so, K–5 students posted double-digit gains in 2025–2026, led by Grade 1's rise from 5 percent to 57 percent scoring mid or above grade level.

The Challenge

Like many large urban districts, Ysleta ISD faced a persistent tension in math instruction: students who began the year on grade level were not growing at the same pace as those significantly below.

And while teachers had data, they lacked a consistent system for acting on it proactively, before gaps had a chance to compound.

"Our goal was to close the gaps in math skills by utilizing individual pathways and intervention lessons for teachers to conduct in small groups," Pre–K–8 Director Michelle Cadena said.

Building a Districtwide System

Rather than leaving implementation to individual campuses, Ysleta invested in a centralized professional learning model.

In year one, instructional coaches received comprehensive training focused on using *i-Ready Inform* and *i-Ready Personalized Instruction*, then brought it back to every K–5 teacher.

By year two, all K–5 teachers attended summer professional learning, and *i-Ready* data was embedded into intervention planning across every campus.

Using Data to Stay Ahead of Gaps

Alongside *i-Ready Personalized Instruction*, which delivers individualized, targeted instruction, *i-Ready Inform* has been giving teachers the data they need to act before students fall behind.

"The *i-Ready* data reports group students by levels to support the Tier 1 instructional entry point. It gives us the opportunity to build background knowledge for concepts that have not been taught, minimizing gaps," said Cadena.

At Ysleta, intervention time isn't reserved for students who are behind—it's built into the schedule for all students, including those already performing mid or above grade level.

Campuses also increasingly use *i-Ready Inform*'s Grade-Level Planning (Prerequisites) report to identify which foundational skills students need before new instruction begins.

This data helps teachers determine which state standards to emphasize during STAAR review and informs intervention groupings throughout the year.

A Peek into Parkland

At Parkland Elementary School, teacher Olga Mendoza exemplifies the student-centered implementation Ysleta has built districtwide.

She ensures every student accesses their Personalized Instruction lessons consistently, monitors growth after each *i-Ready Inform* assessment, and has students set their own improvement goals.

Celebrating every incremental gain and having students track their own progress, Mendoza, like educators across the district, is making personalized instruction part of students' everyday learning.

**i-Ready Inform*™ is the new name for the adaptive assessment previously named "*i-Ready Diagnostic*."