

Houston Area District Creates Coherence with *i-Ready Classroom Mathematics*



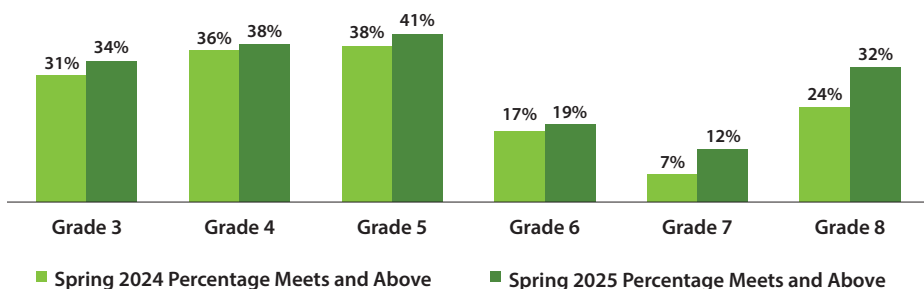
Driven by the belief that ambitious math gains are achievable for all students, Sheldon ISD leaders took a thoughtful approach to removing barriers. They discovered that the sheer number of programs in use—more than 20 across Grades K–8—was

causing instructional inconsistencies, gaps in vertical alignment, and a lack of shared academic language that stood in the way of their vision.

With *i-Ready Assessment* already in place at the elementary level, Sheldon ISD saw a natural next step in exploring Curriculum Associates' core mathematics offering. After a thorough review of the program's capabilities and strong recommendations from math coordinators, the district selected TEKS-aligned *i-Ready Classroom Mathematics*.

The program's coherent structure, consistent terminology, and integrated assessment tools brought instruction into focus—helping Sheldon ISD turn possibilities into progress.

Sheldon ISD
State of Texas Assessments of Academic Readiness (STAAR)
Mathematics Performance Levels Meets and Above

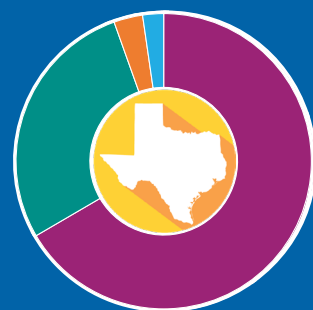


Since implementing *i-Ready Classroom Mathematics* in 2024, Sheldon ISD Grades K–8 learners showed considerable growth in STAAR performance from the prior year. With gains across all Grades 3–8, **students in Grades 7 and 8 achieved especially robust five- and eight-point increases, respectively, from spring 2024 to spring 2025.** This level of growth is especially difficult to achieve in the middle school grades and is even more remarkable given this was the first year of implementation.

Sheldon Independent School District (ISD)

Houston, Texas

10,946 Grades Pre-K–12 Students¹



White Black Hispanic
Asian Other

34%

Emergent Bilingual

13%

Students with Disabilities

82%

Students with Socioeconomic Disadvantages

"Instructional coherence is critical—it doesn't happen by accident. It must be intentional. *i-Ready Classroom Mathematics* is a comprehensive, turnkey K–8 program that fully aligns with TEKS. Every resource is in one place for our teachers. We can easily track progress with *i-Ready Assessment* and make just-in-time adjustments to instruction based on its insights. As a result, we have seen tremendous proficiency growth over the past year."

—Rebecca Joseph, Director of Curriculum and Instruction

¹2024–2025 PEIMS Snapshot Data

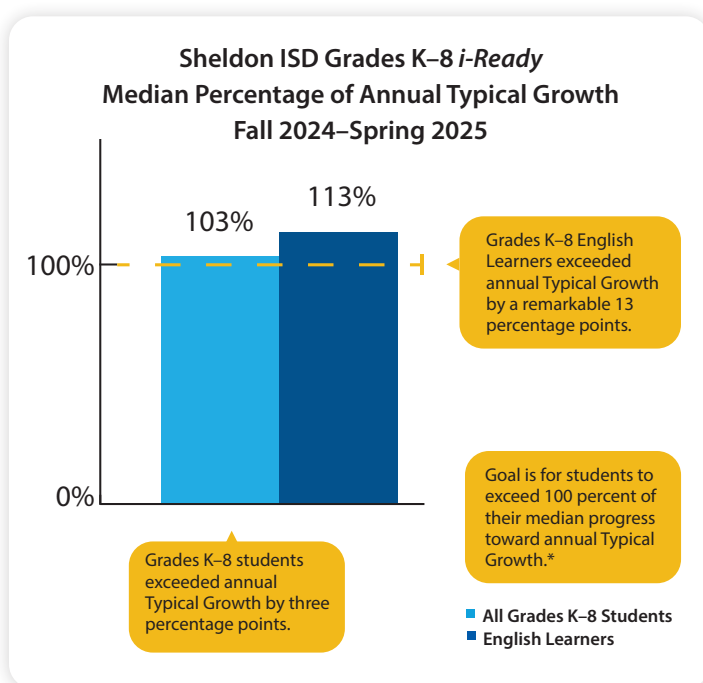
STAAR is a federally registered trademark of the Texas Education Agency and is used pursuant to license.

Instructional Coherence Builds a Foundation for Mathematical Discourse

Classrooms across Sheldon ISD came alive with student voices as *i-Ready Classroom Mathematics* brought academic discourse, in English and Spanish, to the center of daily instruction. The Try–Discuss–Connect instructional framework encouraged students to speak up, explain their thinking aloud, and learn from one another, deepening their engagement while building fluency.

English Learners Exceed Goals

Multimodal instruction and English Language Proficiency Standards-aligned supports built into *i-Ready Classroom Mathematics* helped Sheldon ISD emergent-bilingual (EB) learners hit their stride. Between fall 2024 and spring 2025, **EB students in Grades K–8 outshined expectations, exceeding Typical Growth goals by 13 points—10 points above the Grades K–8 average.**



Sheldon ISD Leaders and Teachers Create Impact Together

With ongoing support from their Curriculum Associates partners, professional learning became a shared journey as Sheldon ISD implemented *i-Ready Classroom Mathematics* across the district.

Leaders stayed close to the work, engaging in planning sessions, joining classroom walkthroughs, and modeling the same professional curiosity they encouraged in their teachers.

“Being present in professional learning communities is everything,” noted Rebecca Joseph, director of curriculum and instruction. “Leaders can’t just walk into classrooms and check boxes. We need to understand what is being taught, when, and why.”

Reflecting on the district’s progress, Joseph added, “We’re inspired by huge pockets of growth we’ve seen from students we’ve been the most concerned about. We are committed to keeping the momentum of *i-Ready Classroom Mathematics* going, because we have far to go, and we owe it to our kids to get them there.”

“With *i-Ready Classroom Mathematics*, I observed our EB students turning and talking, sharing their thinking, mixing languages—a little English, a little Spanish—they knew what to do. It didn’t matter which language they were using; they were truly involved and making sense of math together. It was progress, and it was beautiful.”

—Rebecca Joseph, Director of Curriculum and Instruction

**i-Ready’s* Typical Growth refers to the average annual academic progress expected for a student at a particular grade and placement level, providing a national benchmark for how students are performing relative to their peers.



Discover Why Texas Educators Are Choosing *i-Ready Classroom Mathematics*

Info.CurriculumAssociates.com/TXIMRAiRCL

