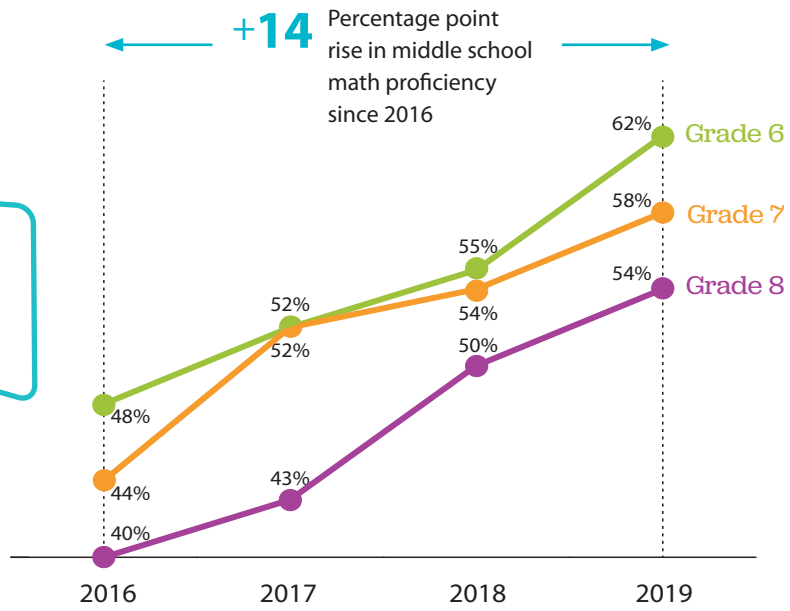
Success Story

Ready | Mathematics

Middle School Math Gets a Makeover

A look at the numbers fueling one district's sharp increase in mathematics proficiency in Grades 6–8

Mathematics Proficiency Rates on End-of-Grade Test



1st

Statewide ranking in growth for two of the last three years

5th

Current "Big 10" ranking in middle school math. Three years ago, they were ninth.

Research-Based PD and Instruction

1 Former math teacher and district administrator embedded by Curriculum Associates to deliver more than 100 days of professional development (PD)

8 Teaching practices from the NCTM book *Principles to Actions: Ensuring Mathematical Success for All* aligned to every PD session

Data- and Discourse-Driven Instruction

1 WEEK

Duration of most *Ready* lessons, designed to champion deep understanding over memorization

5 MOVES

Employed by Gaston teachers and inspired by Smith and Stein's book *5 Practices for Orchestrating Productive Math Discussions*

38 MINS.

Average time per week middle schoolers spent working on their individualized *i-Ready*® lesson paths in 2018–2019

"The first summer we did two weeks of intensive PD. We focused on math discourse for a week, and then teachers practiced with students in the lab model. I can't say enough about the positive feedback I got from teachers! They felt more prepared to start the school year than ever before."

—Dr. Melissa Balknight
Associate Superintendent for Academic Services

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With *Ready* and *i-Ready* . . .

Lesson pacing slows considerably to encourage focus. Most *Ready* lessons span a week—five class sessions—to allow comprehension to take root.

Problem solving is paused while everyone examines the problem. Topics are introduced using real-world problems, and students engage with multiple reads, discussing questions like, "What are we trying to find out?" and "What information is most important?"

Students do most of the talking. In *Ready*'s Think–Share–Compare routine, students formulate an approach to the problem independently, critique each other's ideas with a partner, and then compare strategies as a class to build appreciation of the connections between different representations.

> My advice for new users of *Ready*: Don't be afraid to give up some control. You might be shocked by what students reveal they know in their conversations with each other.
>
> **—Trista Dye**
> 8th Grade Teacher

It's about more than being marked correct. *Ready* prizes the ability to identify and discuss multiple representations, encouraging students to explore more than one solution strategy.

Teachers are equipped with resources to support differentiation. From the Teacher Resource Book, to the online Teacher Toolbox, to the students' Practice and Problem Solving books, *Ready* provides a wide range of resources to challenge kids at every level.

"We have transformed our middle schools," says Balknight. "We've worked really hard to train the teachers on the workshop model and have transitioned to rotations and 90-minute blocks. *i-Ready* and *Ready* lend themselves well to what we are trying to do."

> At first I didn't appreciate the time we would spend on Think–Share–Compare. Ultimately it was very beneficial, however, because students persevered through that productive struggle to solve problems.
>
> **—Jennifer Del Castillo**
> 7th Grade Teacher

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Does your math program challenge students at every level?

Visit **CurriculumAssociates.com/BlendedMath** to explore the power of *Ready Mathematics* and *i-Ready* to reach every student and empower student growth.

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