

## SUCCESS SPOTLIGHT

# Alabama Schools Reverse Trends, Bring More Students to Grade-Level Learning

In 2016, educators at Boaz City Schools System (BCSS) in Alabama were dismayed by the growing number of students who needed Tier 3 interventions.

Ashley Walls, director of teaching and learning, also noticed her teachers used several different materials and strategies across student groups to teach the same skills. “Kids shouldn’t have to go, ‘Well, I’m in this teacher’s class. I’ve got to use this strategy and this program. Now, I’m going to this teacher’s class. Let me use this strategy and this program’—all learning the same skill,” Walls said.

As BCSS education leaders began looking for programs to help them address the growing number of students needing Tier 3 interventions, they also sought something that would support the district’s mission to give students “. . . the knowledge, skills, and character to achieve their full potential in a rapidly changing world.”



STUDENTS

2,334

GRADES  
Pre-K  
-12

TITLE I

65%

SEE  
MORE



# What They Did

BCSS educators began using *Ready*<sup>®</sup> *Mathematics* solely with students with special needs and English Learners. But by the 2019–2020 school year, all K–8 BCSS students were on a path to using not only *Ready Mathematics* but also *i-Ready Diagnostic* and Personalized Instruction, Curriculum Associates’ integrated formative assessment and instruction programs.

## Together, these two programs:



**Gave BCSS a blended learning solution** that met educators’ goal of meeting students where they were



**Allowed students to be grouped based on their needs** with personalized direction on what can be done to address those needs



**Enabled the district to simplify, consolidate, and deliver diverse resources** to students in Tiers 1–3

As a result, when COVID-19 school closures occurred, the district was prepared for learning to continue and even had resources that let parents know what students were working on and how they could support them. “Everybody started panicking about remote learning,” Walls said. “But I knew with the *Ready [Mathematics]* curriculum, I already had what we needed.”

# What They Accomplished

Since using *Ready Mathematics* and *i-Ready*, the district has seen positive impacts in several areas.

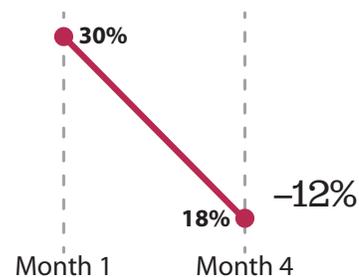
On the teacher side, Walls explained, “Teachers know how to talk about data in a whole different way than they used to. Now, they’re coming to meetings able to answer questions like, ‘What group have you had [students] in? What prerequisites do you know they don’t have?’”

For students, the initial problem regarding growth in Tier 3 interventions was reversed. Tier 3 interventions decreased from 30 percent to 18 percent of students in just four months—as evidenced by the *i-Ready Diagnostic* for Mathematics.

Finally, at the district level, BCSS broke from national trends by not losing any of the growth students accomplished before COVID-19.

## Tier 3 Interventions

Tier 3 interventions decreased from 30 percent to 18 percent of students in just four months—as evidenced by the *i-Ready Diagnostic* for Mathematics.



*“We kept our processes in place, so our kids performed at the same level. . . they didn’t have to change what they were doing—and we saw the benefits.”*

—Ashley Walls, Director of Teaching and Learning



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