

SUCCESS SPOTLIGHT

A New Math Curriculum Transforms Learning at Sahuarita Unified School District

Like many school districts in Arizona, Sahuarita Unified School District (SUSD)'s funding had been extremely tight since the 2008 downturn.

The district's financial constraints meant SUSD didn't have a cohesive Grades K–8 mathematics program that reflected the rigor of the new state standards. When funding for a core math resource finally came through, Brett Bonner, assistant superintendent at SUSD and a third-generation educator, knew he wanted a "transformative," standards-aligned math curriculum—one that would enable SUSD educators to create personalized learning pathways and connect data to instruction.

How did SUSD implement a districtwide math curriculum when the budget was tight and student devices were limited?

In the first year of implementation, SUSD chose to focus on classroom routines and discourse as their top priorities—a decision that yielded great results.



Sahuarita
Unified
School
District

STUDENTS
4,150

GRADES
K–8

TITLE I
38%

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What They Did

Following a thorough vetting process, the more than 20 individuals who made up SUSD's core math adoption committee unanimously chose *Ready*[®] Mathematics and *i-Ready Personalized Instruction* as the district's new blended core math program. SUSD also decided to upgrade its assessment program. Adopting *i-Ready Assessment* meant SUSD educators finally had actionable data that connected seamlessly to instructional materials.

Before the 2018–2019 school year, SUSD and their Curriculum Associates team established three goals for the first year of implementation:



Follow implementation best practices without overwhelming students and teachers.



Develop instructional practices and classroom routines with a focus on bringing discourse into math classrooms.



Tap into SUSD's robust PD program. Use department meetings, professional learning communities, and peer-to-peer coaching to support educators.

"Being able to equip students with the 'how' and the 'why' has really made each student feel like they're truly mathematicians."

—Darlene Robinson, Principal,
SUSD Anza Trail School

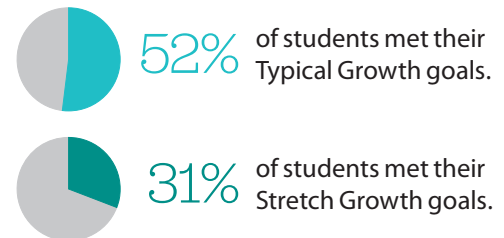
What They Accomplished

All grades (K–8) experienced tremendous growth—as measured by their performance on the end-of-year *i-Ready Diagnostic*—within the first year of SUSD's implementation. 52 percent of students met their Typical Growth goals (which are based on the average amount students grow from fall to spring), and 31 percent of students met their Stretch Growth[®] goals (amount of growth students should target to reach grade-level proficiency).

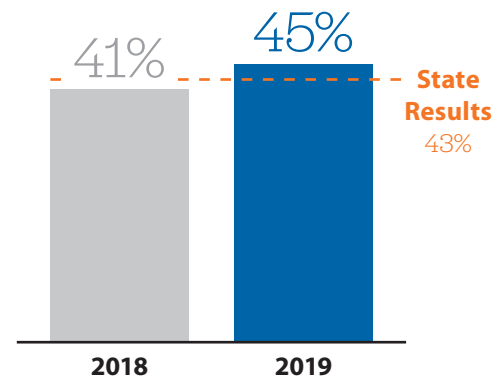
After just one year of using *i-Ready* and *Ready Mathematics*, SUSD saw higher proficiency rates on Arizona's 2019 state mathematics assessment in several grades. Grades 3 and 6 dipped slightly from 2018 (as did proficiency rates for these grades across the state). However, Grades 4, 5, 7, and 8 all increased their proficiency rates from 2018. Grade 8 had a particularly noteworthy performance: Its 2019 proficiency rate was 23 percentage points higher than 2018.

"We could not have gone down this journey without having such an effective, strong partnership [with Curriculum Associates]," Bonner said. "It has been so successful, and that's helped with our whole transition from no curriculum to just targeting standards to now having clearly defined standards in a viable curriculum that has really transformed those objectives of rigor, coherence, usability, and productive struggle."

Diagnostic Growth Results after One Year



Sahuarita State Assessment Mathematics Scores Grades 3–8



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