

Because learning changes everything."

Use of ALEKS as Personalized Digital Content (4th year)

Eagle Ridge Middle School, Ashburn, VA

Loudoun County Public Schools

Scott F Phillips, Principal 1230 Students, diverse international community 9% FRL, 11% IEP, 10% EL

Deeper Learning: Personalized Learning, Technology Enabled. Data Supporting Success.



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With a focus on:

Providing...a challenging learning environment that serves as the foundation of student growth. Demonstrating...transparency and good stewardship of resources. Empowering...(every) student to make meaningful contributions to the world.

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What About Digital Content? Ideas/Thoughts

- Advances in Aleks make it possible to fill gaps or open ceilings on learning. More than Standards/POS mastery.
- Adaptive Digital Content allows us to adjust to current levels of learning and respond right away by remediating or extending.
- Permits students to monitor their own data, recognize deficiencies, and challenge ahead, Personalizing Learning.



ALEKS – ERMS Personalized Math Learning Software

<u>ALEKS</u>– Students take initial fall Knowledge Check. At 15% ^, they are assigned to 'grade level' Topics based on current learning level to fill in gaps.

Most problems have a written explanation button, and dictionary, video, IM to teacher, and print icons.

Reports on time, topic, mastery by student.

Knowledge check = 5 hours, mastered 20 topics. Teacher can 'force a check.'

Topics can be directive or flow oriented (for every student) from Knowledge Check.

Has "Quick Tables" function to practice math fluency skills in a game-like format where a student can rack up points, build characters, etc

"Targets kids individually better than I ever could." (my wife, the math teacher)



ALEKS in the Classroom – Kathlyn (Math 6/ Pre-Algebra)



- Structures: Come in, log in, dedicated 20 minutes each class period. ALEKS – working on their Personalized Learning Path, a Knowledge Check, or an assigned topic. 2-3 hrs. per 2 weeks expected minimum.
- They keep an ALEKS Notebook – dated, topics they are working on and show work. Star for Mastery, Questions. Intentional Guided Notebook this year.
- Goal Setting/Reflections pasted in every 2 weeks. Started last year with this. Introduced in 2nd Qtr after students are familiar with reports and Aleks.

Routine and Consistency – Kathlyn (cont)

- This year started right away, and it is now such routine, reminders not needed.
- □ Consistency builds student buy-in.
- Conference routine: Meet w/each student once per quarter. Teacher goals – responsible use, conf requests, reinforce positives and offer feedback. Immediate need when students hit 'yellow bars' they stop and get help right away. Miniconferences for 'usage reminders'.
- Kids follow Personalized Learning Path mostly, assign topics for review/intro, and can pull in topics from outside grade level content.
- Kathlyn's Favorite: 'Time/Topic' report.



Routine, Consistency, and Flexible Use

- In grade level courses (Math 6-8), builds bottom end gaps while allowing students advancing more quickly to master grade level and even move into next curriculum.
- □ In Math Resource, supplemental use of ALEKS for Double Block students. DB= 90 + 45 mins.
- In HS Credit courses, we have built in all assessments, with study guides and spirals set up for mastery completion.
 Teachers love built-in higher level questions/TEI. Use more unitbased directive assignments based on topic (ex. Radicals).



IMPACT! 2019

7th 'Grade Level' Math Students

% of Aleks Completion vs. Passing State Test: 400 = Pass; 500+ Advanced



- For kids who don't have math confidence, ALEKS provides instant feedback, targeted practice, and the ability to take risks.
- StateTest Scores Math 2019: EL up 5%, 98% pass rate; Sped up11.5%, 87% pass ratewith 72 "Recoveries."
- MAP Math 2019: Self Cont. Cond Growth: +15 Avg, (+4 is expected), 19/23 bumped or passed SOL; Double Block CG: +10 Avg, 25/29 passed SOL, 3 of the 4 others 'Basic.' 5/6 Level 1 EL students passed SOL.

Fall to Winter 2020-21 MAP – 100% Distance Learning for One Year

- Overall Avg Math Achievement (expectation was 40, based on previous trends and 20% reduction in Instructional Time)
 - □ Eagle Ridge 72.8%, LCPS (Division MS) 58.9%
 - □ % of Students Performing w Tier 1 Instruction 86.5%
- Overall Math Conditional Growth
 - □ Eagle Ridge 45.9%, LCPS (Division MS) 39%
 - □ Students w IEPs Eagle Ridge 43%, LCPS 38.8%
 - □ EL Students Eagle Ridge 38%, LCPS 36.9%
 - IEP and EL Students needing Tier 3 instruction (most intervention) decreases from 6th grade to 8th grade, same with those needing Tier 2 instruction = 'Conversion Rate.'

IMPACT! - What students can do they couldn't do before...

□**Communication** – Embedded messaging component provides direct contact to the teacher.

□Collaboration - students become "experts" at different times, and can "teach" peers when a teacher may be working with another students. Collaborative Challenges engage students.

Critical Thinking - contentspecific vocabulary is highlighted and linked to a dictionary. Students can connect terms ahead of being "taught." Tech-enhanced questions require making connections , drawing conclusions, interpreting, and evaluating.

□**Creativity** - Students use the tool in personalized ways to advance learning.

□**Contributions** - Students gain awareness and can connect how math impacts our community and world.

Use of Aleks as Digital Content

Scott F Phillips Principal





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