

Implementation Strategies

Talawanda High School, Talawanda City School District
Oxford, OH

Grade(s): 9 – 12

Scenario: Laptop Carts

Purpose: Intervention, At-Risk Students

Time Spent in ALEKS: 1.6 hours per week

ALEKS Course: Foundations of High School Math, High School Preparation for Algebra 1, Algebra 1

Michael Wright, Intervention Coordinator

We started using ALEKS as a pilot program to assess its effectiveness in meeting our intervention needs. Not only have we found it to meet our intervention needs, we also found it to be so effective and successful that we have asked other schools in our district to look at adopting the program. We identified 19 of our most at-risk students and took the eight weeks preceding the Ohio Graduation Test (OGT) to intervene with them twice per week. We received our scores from the state, and 11 of the 19 students passed the Math OGT. We've never witnessed these results with a previous intervention program. We are now adopting ALEKS for the fall, and have identified our 50 most at-risk students to be placed into four math intervention classes during the school day. The students and teachers find the program simple to use, engaging, and most of all, extremely helpful in closing the skill gaps students have.

Scenario

What challenges did the class or school face in math prior to using ALEKS?

Our challenge was individualizing a program to meet each student's needs. With ALEKS, the program designs the learning to do exactly that.

How many days per week is class time dedicated to ALEKS?

2 days per week.

What is the average length of a class period when ALEKS is used?

50 minutes.

Implementation

How do you implement ALEKS?

We have designed four math intervention classes that students will take if they have been identified as at-risk.

How do you structure your class period with ALEKS?

We pull students from study hall and electives to use ALEKS.

How did you modify your regular teaching approach as a result of ALEKS?

This hasn't occurred yet.

How often are students required or encouraged to work on ALEKS at home?

We encourage them to work at home, especially in the weeks preceding the OGT. Surprisingly, the students do log in at home and enjoy working in the program.

Learning Outcomes

Since using ALEKS, please describe the learning outcomes or progress you have seen.

As I mentioned earlier, the pass rate of the OGT is the most telling piece of data on student success. We also screen all students using a universal screening prior to the intervention and again after. The average growth on that universal screening was over nine percent! Our students, who were some of our least motivated students, are really engaged with the ALEKS program. They find it simple and useful, and most of all, they have gained confidence in their math skills.