

Levered Learning Math Pilot Study Brief

PRODUCT INFO

Product name: Levered Learning Math

Product description: Levered Learning Math is a CCSS aligned core math program in an all-in-one blended learning model. It includes a competency-based, adaptive online curriculum, assessment-driven whole class opener questions, and pencil and paper collaborative activities.

Learning focus: Levered's 4th grade fractions program was the subject of this pilot.

Teacher training: For this pilot Levered provided a one hour training prior to implementation, and in-class support for

the first four days of the pilot. Additional classroom visits took place at intervals of 6-8 weeks, and teachers were encouraged to request implementation support via email.

Student usage minimum: Based on teacher feedback from post-pilot surveys, instruction took place 4-5 days per week, for 30-60 minutes per day.

Device specifications: Lenovo ThinkPads were used in all classrooms, with most students using the Chrome browser. Levered is supported on all laptop and desktop computers running Chrome, Firefox or Safari browsers.

Cost: There was no cost associated with the pilot.

DISTRICT CONTEXT

District demographics: In the 2016-17 school year, Chula Vista Elementary School District served approximately 30,000 students. Approx. 70% of the district's students identify as Hispanic/Latino, 11% white, 9% Filipino, 4% African American, and 3% Asian/Pacific Islander. 34% of the district's student were classified as English Learners, and 50% received free or reduced lunch.

Pilot demographics: The pilot took place at Salt Creek Elementary, in all five 4th grade classrooms, with approximately 150 students. Approx. 50% of the pilot students identify as Hispanic/Latino, 22% identify as white, 17% identify as Filipino, 5% identify as Asian, and 3% identify as African American.

PILOT GOAL

The goal of the pilot was to determine whether Levered Learning Math was an effective core instructional tool for supporting the range of students in Salt Creek's 4th grade classrooms.

IMPLEMENTATION PLAN

Duration: The pilot started January 10th, after the winter break, and continued through the end of the school year.

Quality of support: Teacher support did not include formal professional development beyond the initial orientation, but on-site support during the first four days of the pilot was sufficient to give teachers confidence with basic implementation. Levered provided remote support via email, and made occasional classroom visits as described above. In general, teachers felt that the program was relatively easy to implement, and that support was adequate.

Implementation model: Levered is intended to be used as a core curriculum, delivered in an all-in-one blended learning model. Teachers were asked to follow the suggested instructional model of 2/3 of the students using the online, personalized curriculum with the other 1/3 of the students working on the collaborative pencil and paper activities.

Data collected: The program was evaluated using pre and post-pilot surveys collected from teachers and students, as well as by comparing state assessment (CAASPP) data with other district schools and state averages.

FINDINGS

Actual implementation model: During the pilot teachers implemented the online adaptive curriculum and whole class opening activities with fidelity, and used the collaborative group activities more sporadically..

Educator engagement: Teachers used the program almost every day and met the pilot expectations for daily minimum use.

Educator satisfaction: 100% of pilot teachers expressed that they were excited to use Levered in their class, that Levered

improved student learning, and that they would recommend Levered to their colleagues

Student engagement: Students were active on the program throughout the pilot, and in general were enthusiastic about using the program.

Student satisfaction: 89% of students reported on the post-pilot survey that their teachers understood how to use Levered. 73% reported that Levered improved the way their teachers taught math.

Student learning: CVESD is the largest K-6 district in the state of California, serving over 4,000 4th grade students in the 2016-17 school year. Salt Creek's 4th graders ended the pilot year with an average CAASPP score of 2538, which was highest in the district, including charter schools. 47% of pilot students scored in the "Standard Exceeded" range, and 34% scored in the "Standard Met" range. CAASPP growth for the pilot group was 52.5 points, which was 126% of the district average and 137% of the state average.

OUTCOME

Purchasing decision: Based on highly positive feedback from teachers and students, as well as the strength of year-end SBAC/CAASPP results relative to district and state scores, Salt Creek chose to participate in a second pilot of Levered's 4th grade fractions and decimals program for the 2017-18 school year.