

Making Strides in Math



Nevada High School Sees Dramatic Improvement with Odyssey Las Vegas, Nevada

Before the 2007–2008 school year, math teachers at Arbor View High School in Las Vegas, Nevada, noticed that students were understanding the concepts of algebra but had major deficiencies in the fundamental arithmetic necessary to correctly solve algebra problems. Their solution was to schedule Algebra I on one day of the block schedule and create a section of math fundamentals the next day. This would enable the algebra teacher to proceed with the algebra curriculum, and the math fundamentals teacher could “back fill” the gaps in students’ math skills and address individual student needs.

An additional challenge was finding a way to identify gaps that may have been

created as far back as fifth and sixth grade and base instruction on each individual student. An administrator suggested CompassLearning Odyssey starting in the fall of 2007. “[Odyssey] allows us to target individual students where they are and define where they need to go,” says Arbor View Assistant Principal Travis Warnick. “We are able to identify very specific areas of need.”

“As a result, in one year, the scores on the Nevada Proficiency Exam increased dramatically at Arbor View.”

The math department created a new program in which students learned algebra on one day and math fundamentals the next. In math fundamentals, the teacher would give every student a general assessment based on Nevada state standards and would then divide the class into groups based on specific deficiencies in those standards. The result was three groups of

about 10 students each. One group would work in Odyssey Math while a second group would receive direct instruction from their teacher, correlated to the standard identified on the assessment. The third group would work independently on an assignment from the algebra class. The three groups would rotate through the process.

Part of the Odyssey Math program that made this model successful was the real-time performance information that clarified exactly what each student did and did not master. This enabled the teacher to address very specific needs. Assistant Principal Warnick attributes Odyssey's success to patience on the part of the school's educators, excellent teacher cooperation and buy-in with the program, and students' enthusiasm for Odyssey Math. After all, it wasn't long before they began seeing the benefits of their Odyssey work. "They were able to see what they knew and what they didn't and set a path to learn what they needed to know," says Warnick. After progressing through targeted Odyssey Math lessons, they could see those gaps being filled in. "The

students love it," Warnick continues. "We have kids who request to be in there."

As a result of the program, students' scores on the Nevada Proficiency Exam increased dramatically at Arbor View between the 2006–2007 school year and 2007–2008.

2007–2008 Pass Rate	Percent Increase Over 2006–2007
Overall	18.2%
IEP	14.8%
African American	32.5%
Hispanic	18.3%
Caucasian	25.02%

Educators at Arbor View look forward to a long and productive future with Odyssey as part of the classroom curriculum. "We love it," summarizes Warnick. "We started small so we could ensure our success, and when it was successful we built from there."

CompassLearning is a leader in facilitating student success by collaborating with educators to create personalized learning experiences. Our innovative educational software solutions individualize instruction for each student based on his or her unique needs. Odyssey, our core product, influences student success because it is based on current and confirmed research about how students engage, think, and learn. Teachers and administrators benefit from our custom implementation, professional development, and customer support solutions.

