

“When the students were on the computer and using Adaptive Curriculum, I had no behavior problems and I was not worried about off-task behavior. Adaptive Curriculum gave these students a way to see why and how math and science are important and used in their lives.”

Nathan Fairbanks

Math/Science Coordinator
Glendale American School
Glendale Elementary School District
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DISTRICT CHALLENGE Glendale Elementary School District has a high percentage of English Language Learners. A group of students had scored in the bottom 20 percent of their class on the previous year’s Arizona Instrument to Measure Standards (AIMS) test. The school these students attended is considered at risk by the district because of its declining math scores on the AIMS test.

ADAPTIVE CURRICULUM AS A SOLUTION Adaptive Curriculum was implemented in a classroom with the students who had scored in the bottom 20 percent of their class. Adaptive Curriculum was a good fit for these students because it is highly engaging and self paced. Nathan Fairbanks, a Math/Science Coordinator, applauded Adaptive Curriculum because it was not the core curriculum but a supplementary resource. Nathan found that he could use Adaptive Curriculum to differentiate lessons easily. These students could visualize hard-to-grasp concepts and see their use in everyday life.

THE RESULT When Nathan’s students were using Adaptive Curriculum in class, they were more engaged and were more willing to step out of their comfort level and try without the fear of failure. Nathan’s math class only had nine students in it but they accounted for 25 percent of all the students in in-school and out-of-school suspensions in their 8th grade class. Students loved using Adaptive Curriculum to make newly learned concepts concrete and for review of difficult to grasp concepts.