



# Using Real-Time Data to Impact Instruction at Lee County Schools, FL

2019 Learning Impact Award Finalist

Category: Learning Analytics (Advancing Educational Insight, Attainment & Planning)

## Challenge

In traditional learning environments, teachers are able to gauge student engagement and comprehension of lesson material by way of direct interaction and observation in the classroom. While digital resources and tools create opportunities for blended, project-based and student-centered learning, these instructional strategies remove the need for face to face interaction and can lead to a divide between the classroom teacher and their students.

## Solution

Lee County Schools, FL, is successfully leveraging real-time data captured from their digital learning ecosystem to keep their teachers informed of student performance and engagement while simplifying the instructional workflow. Built upon the IMS standards conforming SAFARI Montage Learning Object Repository (LOR), the ecosystem is using the Caliper Analytics standard to streamline access to student usage data.

## Learning Impact Outcome

Lee County Schools' teachers are successfully accessing and utilizing digital learning analytics to hold their students accountable and track their progress while allowing them to work independently and at their own pace. Teachers are able to see their students' progress in real time, and quickly intervene and assign remedial work or raise the bar and challenge students as needed. Students see that their teacher is aware of their progress and understand that they are there for them when they need additional mentoring.

## Return on Investment

With easy access to student progress and performance data, teachers are able to provide students with digital learning opportunities without losing any insight previously gathered via face to face instruction. The solution has yielded a much higher level of engagement than a traditional classroom.

Additionally, the district has maximized its investment in the solution by ingesting content from a variety of educational publishers via Thin Common Cartridge into the LOR. The LOR had provided a deeper integration of all of these resources by making them available in a manner that allows them to be utilized in core instruction and not just as a supplemental resource. The classroom analytics data has provided an added value to all of the content by exposing teachers to what students are accomplishing with these digital resources in real time.

*"I know what my students are doing based on looking at the real time information coming into me from the classroom analytics. By looking at it in the moment, it keeps us all on track. And then, not only that, but by looking at the standards, I can see exactly what standards were covered during each block of time. Through SAFARI Montage, I use on grade level, above grade level, and below level content to reinforce when needed, when students show me that that's a requirement as well. So, by using the analytics piece, it just makes sure we're moving in the right direction, and at the proper pace that we should be."*

*"Students know that they're being held accountable. They know that I am monitoring them, not only just visually with my eyes as I am circulating the classroom and through my ongoing conversation with them, but I have the data to back it up. I can see minute by minute what they are doing and not only have I seen an improvement behavior-wise, but also with the quality of work, because they're not able to skip ahead and miss an important piece of an assignment that they need to be successful."*

*"I'm so happy that I'm able to provide my students with these learning opportunities. It reaches them where they are. In an academic sense, students are not frustrated by what they have to do, because if they're expected to write a thank you note, for example, and they don't know how to do that, the resources are provided for them to be able to. So frustration levels are down. And in addition to that, students today are different than those students that I started teaching decades ago, and they're very visual. And this really does meet them the way that they learn."*

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