



THE POSITIVE POWER OF PERSONALIZED LEARNING
Education Elements Impact 2014-2015

September 29, 2015



Unlock the potential to PERSONALIZE LEARNING

IN
2014-
2015



23
DISTRICTS



117
SCHOOLS

partnered with
Education
Elements



2,325
TEACHERS



475
COACHES & LEADERS

implemented
personalized
learning



59,000
STUDENTS

engaged in
personalized
learning

MIDDLETOWN

HORRY



118%
growth in math¹

114%
growth in math¹



136%
growth in reading¹

139%
growth in reading¹

students in personalized
learning classrooms
outperform their peers in
traditional classrooms by...



45% in reading for 2nd grade
& 56% in math for 7th grade

students in their 2nd year of
personalized learning grew²...

4 times more in math
5 times more
in reading



Education
Elements
SUPPORT

district
strategy

instructional
model design

professional
development

curated
digital content

implementation
support

PERSONALIZED
LEARNING PLATFORM



Highlight provides access to
35 integrated providers³

¹ compared to 2015 NWEA growth targets

² compared to peers in their first year of personalized learning

³ digital content providers, educational tools, content repositories and student information systems

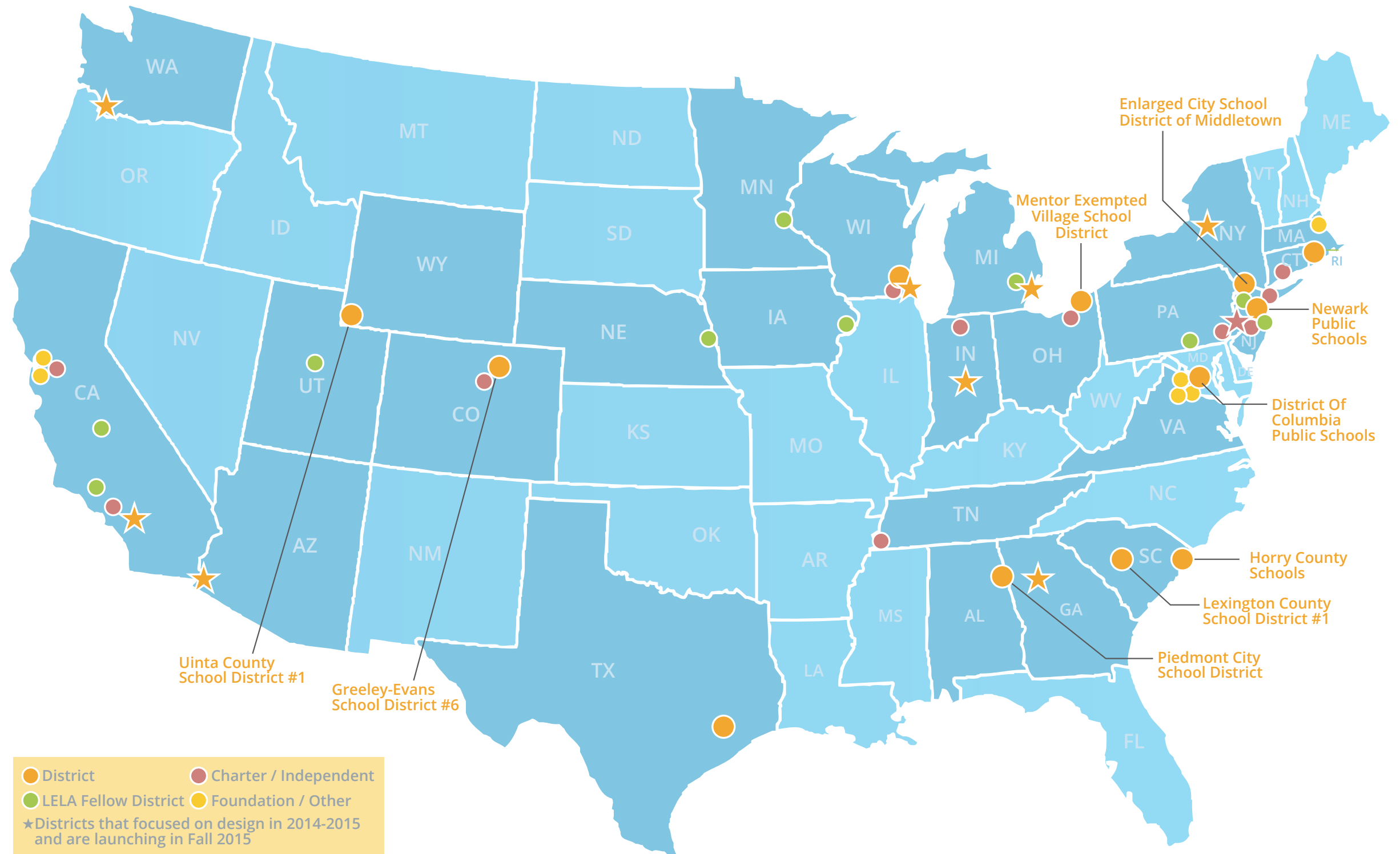
During the 2014-2015 school year, Education Elements partnered with 23 districts, 117 schools, 475 coaches & leaders, 2,325 teachers, & 59,000 students to design and implement personalized learning

THE RESULTS FROM OUR PARTNERS ARE INSPIRING:

Impact on Students: Across the board, students in personalized learning classrooms outperform national norms and their peers in traditional classrooms in both reading and math. An analysis of 11,000 students across 3 of our partner districts¹ encompassing 23 schools showed students, on average, not only met, but exceeded their NWEA² growth targets.

Impact on Teachers: A survey of one district found that the majority of teachers feel more effective with small group instruction and data-driven decision-making after implementing a blended approach to personalized learning.

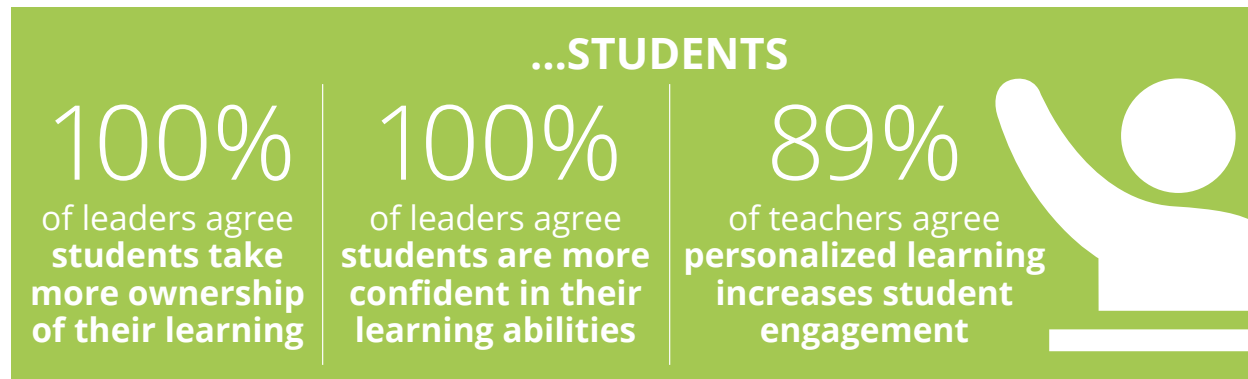
Impact on Districts and Schools: Over 90% of district leaders agreed that the Ed Elements design process and district capacity-building support was impactful for their district and schools.



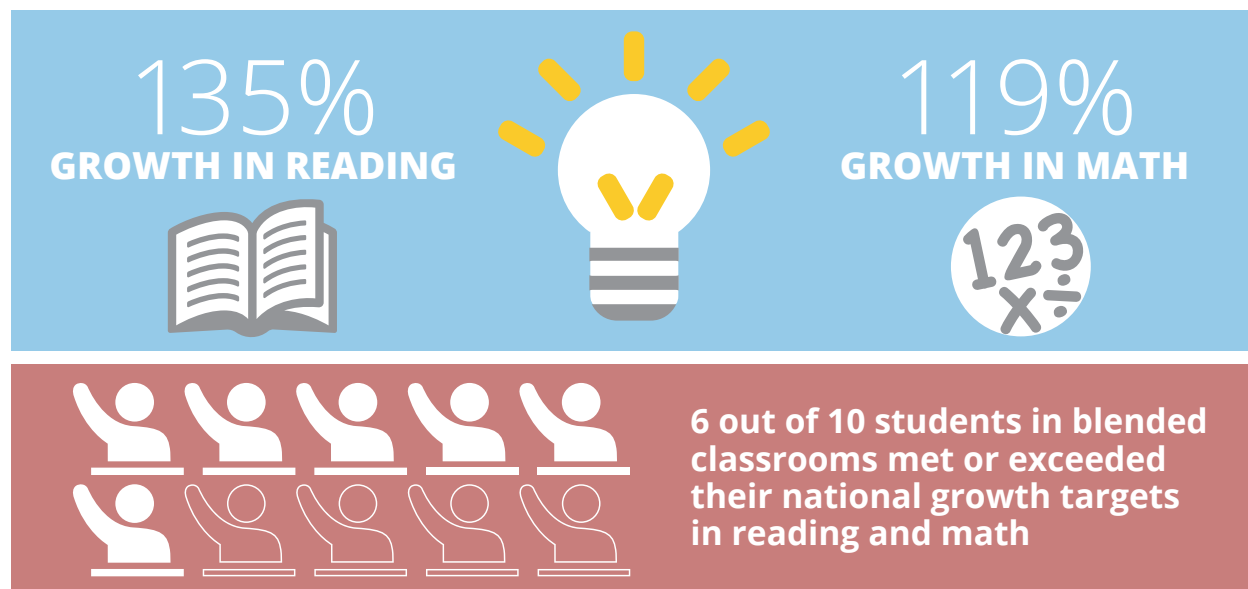
¹The three districts include the Enlarged City School District of Middletown, Horry County Schools, and Uinta County School District #1.

²Across grades K-8, compared to 2015 Northwest Evaluation Association normative data for the Measures of Academic Progress assessment.

The Impact of Personalized Learning on...



Students are at the core of what we are about so we are most excited to report that across the board, students in personalized learning classrooms outperform national norms and their peers in traditional classrooms in both reading and math. This past year an analysis of the 11,000 students across 3 of those districts encompassing 23 schools showed our students, on average, not only met, but exceeded their NWEA³ growth targets. Students showed 135% growth on the NWEA reading exam and 119% growth on the NWEA math exam as compared to national norms. In personalized learning classrooms, 6 out of 10 students met or exceeded national norms in both reading and math.

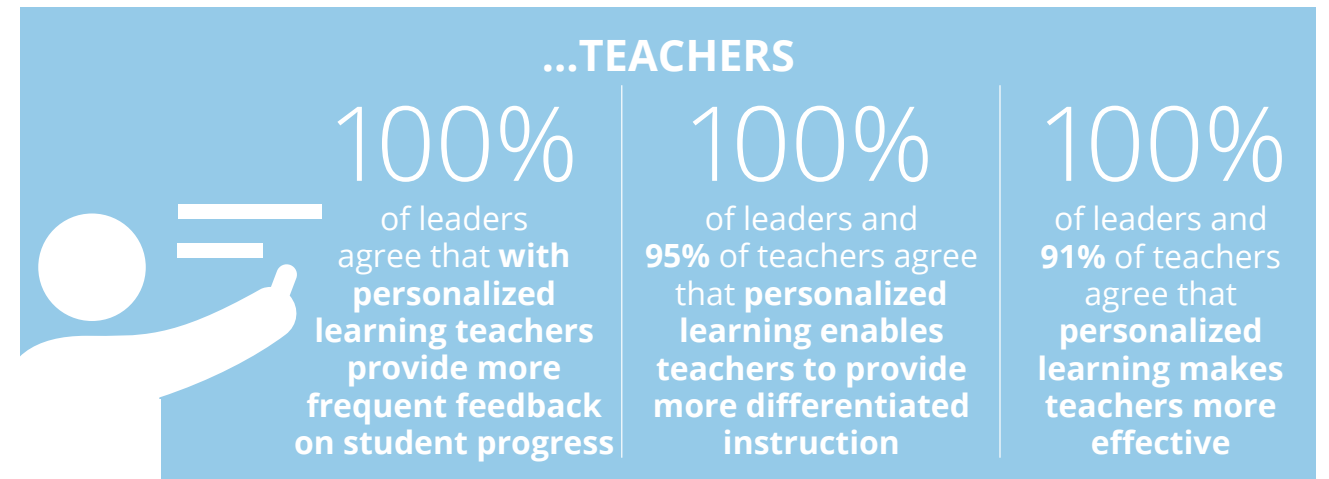


Results from across grades K-8, compared to 2015 norms

Using NWEA results, we can take a closer look at the academic performance of students in personalized learning classrooms at two of our partner districts, The Enlarged City School District of Middletown and Horry County Schools. At Middletown, we see that students in personalized learning classrooms are outperforming students in traditional classrooms on NWEA. At Horry, where all middle school teachers are in their second year of personalized learning implementation, we see that academic growth accelerates for students in their second year.

³In this analysis, when we say that students met or exceeded NWEA expected growth, we mean that their growth from Fall to Spring as measured by the NWEA MAP assessment meets or exceeds national norms for their grade level at a comparable stage of the school year.

The Impact of Personalized Learning on...



This spring we surveyed teachers that implemented a blended learning approach to personalization during the 2014-2015 school year at The Enlarged City School District of Middletown to better understand the impact of personalized learning on their teaching practice and on student outcomes.⁴ The survey asked teachers about their general views on blended learning, as well as attitudes and practices related to the four key components of blended learning, or what Education Elements calls the “Core Four:”

- (1) small group instruction
- (2) integrated digital content
- (3) data-driven decision making
- (4) student reflection

Small Group Instruction: The presence of digital content in a blended classroom frees up teachers to provide targeted small group instruction, and thus a more personalized learning experience for students. The majority of teachers surveyed in Middletown agree:

- small group instruction is valuable (93%)
- they practice small group instruction frequently (85% at least once a week)
- they feel effective at practicing small group instruction (77%)

Integrated Digital Content & Data-Driven Decision Making: In a blended classroom, integrated digital content allows students to move along a personalized path and pace and provides teachers with the tools to make more frequent data-driven decisions. The majority of the teachers surveyed from Middletown developed different lesson plans for small groups based on student progress data, and spent more time with certain students based on progress data.

Student Reflection: Finally, Middletown teachers reported using a regular method for their students to track progress and reflect on learning. Teachers reported that they often facilitated ongoing student reflection through student conferences.

⁴Our analysis includes the survey responses of teachers from Middletown with at least one year of blended experience at the time the survey was completed. This includes 94 elementary and middle school teachers.

Benefits of using a Personalized Learning Platform:

82% of leaders agree that **Highlight makes accessing digital content easier for students.**

Leaders commented that Highlight has made instruction easier for teachers and students in the following ways:

- Providing access to all classroom resources on one page
- Removing roadblocks of remembering multiple logins and passwords through single sign-on, thereby maximizing time on digital content
- Helping teachers to quickly ensure students are on task

Enlarged City School District of Middletown

- Urban/Suburban school district in upstate New York
- 7,142 K-12 students
- 76% Free & Reduced Price Lunch
- Race to the Top Grant Recipient
- Launched in Fall of 2013
- Opt-in Blended Learning Model, on track to complete full district implementation by the 2016-2017 school year

In total, 197 teachers provided blended instruction to over 4,000 students at 6 schools during the 2014-2015 school year. That's 80% of students and teachers at the elementary and middle school level.

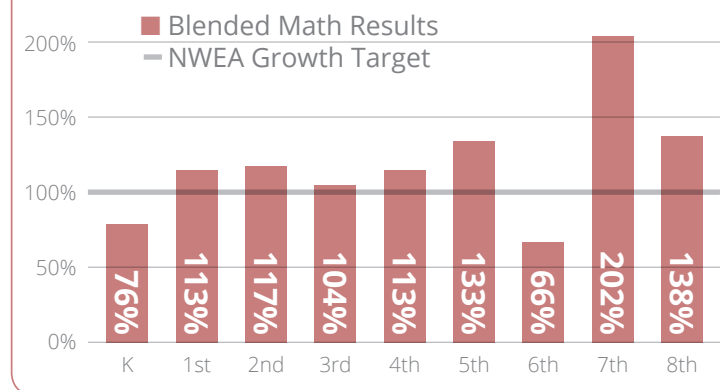
At Middletown, the performance of students in blended classrooms exceeds NWEA target growth and outpaces students in traditional classrooms.

In blended classrooms:

- Students in grades K-8 surpassed NWEA growth targets by 18% in math and 36% in reading.
- Students in grades K-5 outperformed their non-blended peers by 7% in math and 18.5% in reading.
- 31% more students in reading and 12% more students in math in grades K-5 met their NWEA targets than in non-blended classrooms.
- 1st grade blended math and 2nd grade blended reading did particularly well, outpacing their non-blended peers by 24% and 45%, respectively.

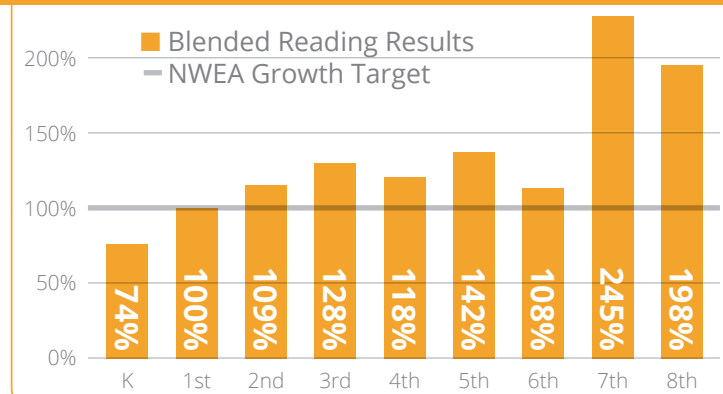
Middletown NWEA Math Results

On average, students in grades K-8 **outperformed** NWEA math growth targets by **18%**



Middletown NWEA Reading Results

On average, students in grades K-8 **outperformed** NWEA reading growth targets by **36%**



Horry County Schools

- Suburban/Rural school district in South Carolina
- 42,600 K-12 students
- 63% Free & Reduced Price Lunch
- Launched in Spring of 2013
- On track to complete full district implementation by the 2016-2017 school year

In total, 650 teachers provided blended instruction to over 20,000 students across all 24 middle schools and high schools during the 2014-2015 school year.

That's 100% implementation at the middle school level and 25% at the high school level.

At Horry, the performance of middle school students in blended classrooms exceeded NWEA targets and showed substantial growth from the initial launch of personalized learning.

On average, Horry middle school students:

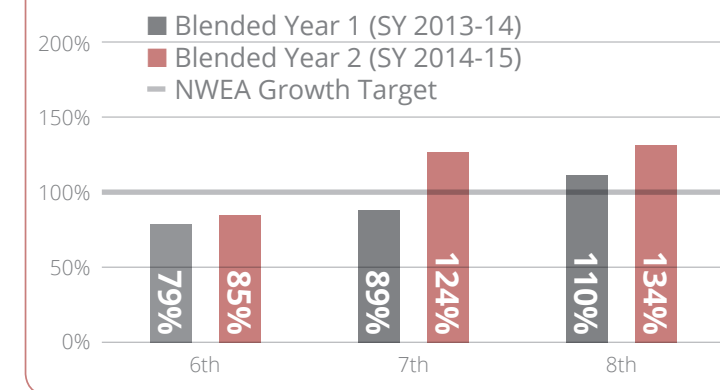
- Outperformed NWEA norms by 14% in math and 39% in reading in grades 6-8.⁵
- Students in grade 8 did particularly well, exceeding NWEA norms by 34% in math and 75% in reading.

Year-over-Year:⁶

- All grade levels grew, on average, 23% more in math and 37% more in reading in 2014-2015 than 2013-2014, when blended learning first launched for all Horry middle schools.
- In 2014-15, the second year of blended learning, 14% more students in reading and 17% more students in math met their NWEA targets than in the previous year.
- 7th and 8th grade students, who were in their 2nd year of blended instruction, grew 4-5 times as much from 2013-2014 to 2014-2015 as 6th grade students, who were in their first year of blended instruction.

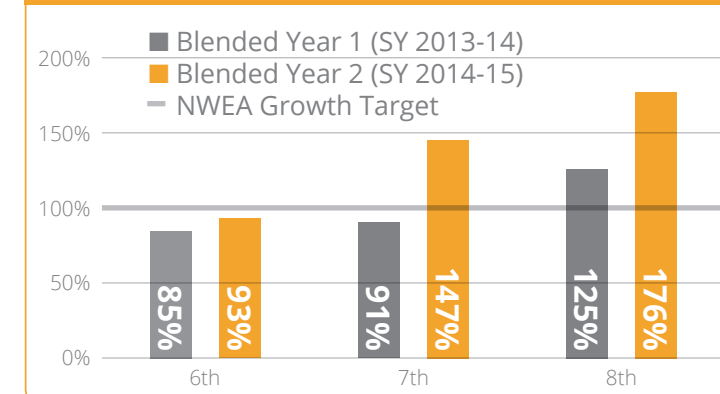
Horry NWEA Math Results

On average, students in grades 6-8 **outperformed** NWEA math growth targets by **14%** in year 2



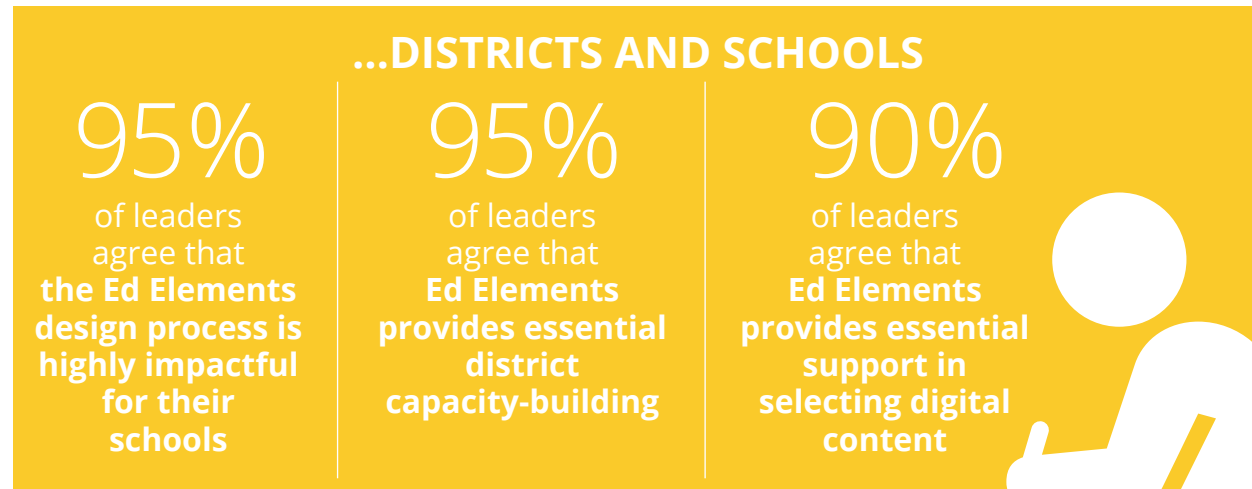
Horry NWEA Reading Results

On average, students in grades 6-8 **outperformed** NWEA reading growth targets by **39%** in year 2



⁵Horry does not administer the NWEA exam to its grades 9-12.
⁶The year over year analysis compares student academic performance in 2013-2014, when blended learning was implemented part way through the year, to 2014-2015 performance, when all teachers and most students were in their second year of blended instruction.

The Role of Education Elements in Supporting Personalized Learning for...



In 2014-2015 we engaged in intensive implementation of personalized learning with nine districts across the U.S. These districts are highlighted in the U.S. map on pages 4 and 5.

At the end of the 2014-2015 school year, we surveyed leaders from partner districts and schools to seek feedback on our support for the design and implementation of personalized learning.⁷ Over 90% of district leaders agreed that the Ed Elements design process and district capacity-building support were impactful for their schools. The capacity-building and support services they received include:

- Development of district strategy
- School readiness assessments
- Design of new instructional models
- Digital content curation
- High-quality professional development

This past year, we expanded our support to districts through our partnership with the Lexington Institute, a non-profit public policy think tank focused on education reform. The Lexington Institute awards the Lexington Education Leadership Award (LELA) Fellowship to 10 district superintendents. Education Elements partnered with The Lexington Institute to support LELA Fellow Districts with technical assistance and strategic resources to create a vision and a strategic framework for the implementation of personalized learning. LELA fellows report Education Elements provided essential support, strong mentorship, and helped them to push forward personalized learning in their districts.

"Our partnership with Education Elements was extremely crucial in the success of the rollout of the program. Education Elements was instrumental in helping us develop designs that met the specific needs of our school and create timelines for implementation. They helped us to look at the bigger picture of how we could improve the program with students and teachers being at the center of decision-making."

-Personalized Learning coach from Newark Public Schools

⁷24 school and district leaders from 12 partner districts responded to our survey. The districts include: Alliance College Ready Public Schools, District of Columbia Public Schools, Education Plus Charter Academy, Greeley-Evans School District #6, Horry County Schools, Houston Independent School District, Lexington County School District #1, Mentor Public Schools, Enlarged City School District of Middletown, Newark Public Schools, Piedmont City School District, and Uinta County School District #1.

Our Approach

We partner with districts, charter schools, and foundations in over half of the fifty states. Our partner districts range from rural districts that serve under 1,000 students to urban/suburban districts that serve over 215,000 students.

The districts we work with take a variety of approaches to implementing personalized learning. Some implement with 100% of teachers in the first year, while others adopt an opt-in model for teachers to phase in personalized learning over several years. Many districts choose to start their transition to personalized learning through a blended learning approach.

We work with district leaders to articulate their needs, goals and measures of success. We promote data-driven decision making and build the capacity of districts to set goals, regularly review data, and reflect and iterate on their design and implementation to promote a culture of continuous improvement. We help district leaders to measure outcomes and understand the impact of personalized learning at their district.

In addition to our services, teachers and students benefit from Education Elements' personalized learning platform, Highlight. The platform provides one easy login to access instructional technology and gives teachers actionable data they use to personalize learning daily. Highlight is powered by Education Elements' ecosystem of 35 integrated partners that includes digital content providers, educational tools, content repositories and student information systems.

Conclusion

We are inspired by the work of district and school leaders and teachers who are committed to personalizing learning for students. We are encouraged by the initial gains in student achievement this past school year. We are proud that we are making a difference in building school and district capacity to lead and sustain this work.

Still, there is a lot more work to be done. We look forward to continuing this work in the coming school year with our current partners, as well as beginning this journey with new districts and schools. We remain committed to working side-by-side with today's most innovative school districts to create personalized learning environments in order to nurture the potential of every student.

Unlock the potential
of any teacher to
PERSONALIZE LEARNING
for every student



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