

**2015-16 BOARD OF EDUCATION GOAL #1: DEVELOP AND ALIGN DISTRICT EXPECTATIONS FOR CURRICULUM AND INSTRUCTION TO RAISE THE ACHIEVEMENT OF ALL STUDENTS (ALSO A GOAL IN 2013-14 AND 2014-15)**

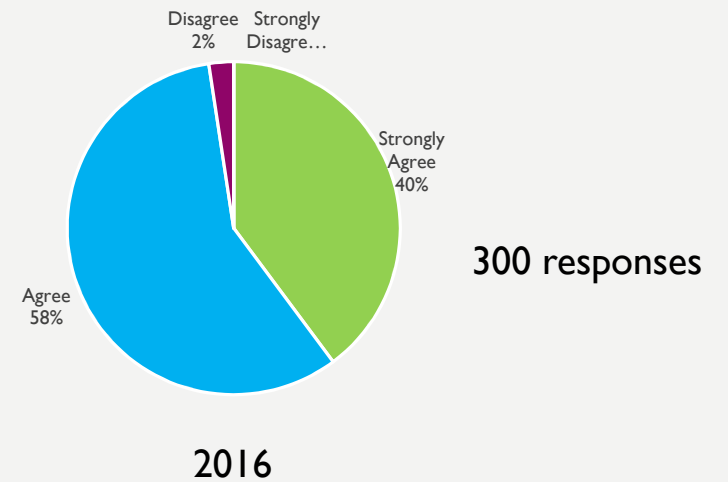
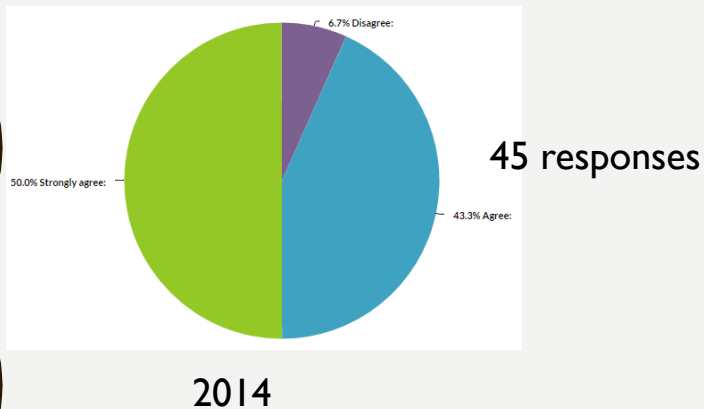
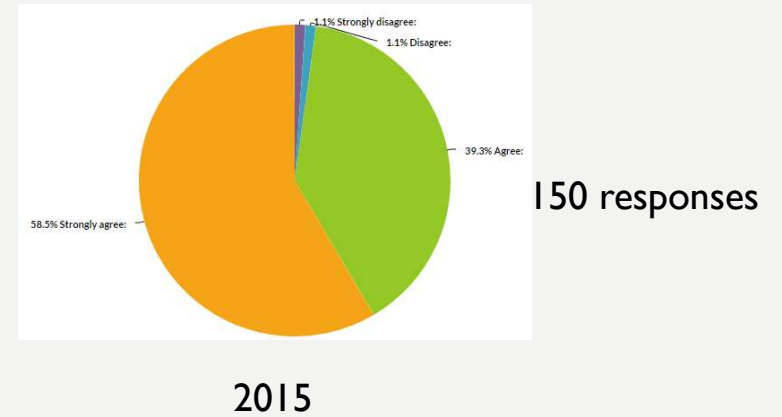
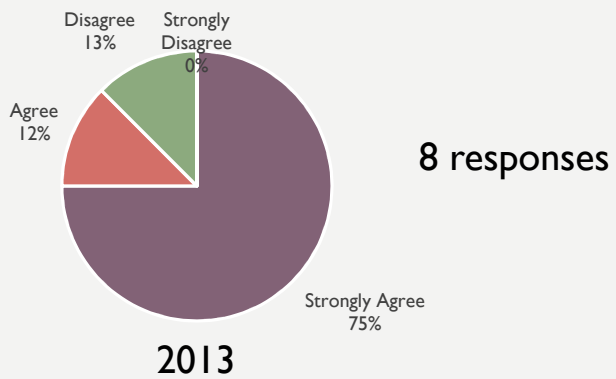
- Initial questions:
  - Can we increase student engagement?
  - Can we provide a resource that maximizes teachers' time with students?

# OUR APPROACH TO FINDING THE ANSWERS TO THE QUESTIONS:

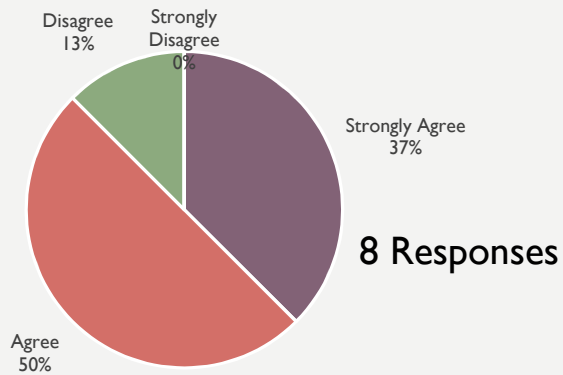
- Invitational – Teachers self-selected when, what, and how much they wanted to try
- Teacher input and self-correcting feedback loop
- Selecting a “slow and deliberate” vs. “everybody in” approach
- Beginning with tighter parameters, modifying along the journey
- Personalized professional development
  - Open-ended response questionnaire provided to participants at the end of every session
  - Curriculum Team reviews feedback and works to enhance PD

Goal / Question #1: Can we increase student engagement?

# BLENDED LEARNING HAS INCREASED STUDENT ENGAGEMENT.

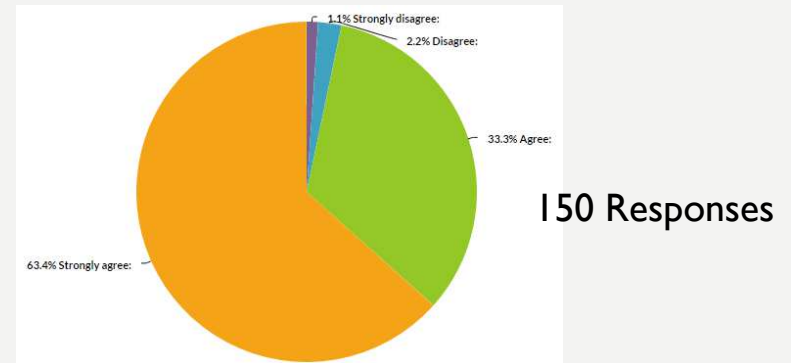


Goal/Question #2: Can we provide a resource that maximizes teachers' time with students?  
**BLENDED LEARNING PROVIDES ME MORE TIME TO WORK WITH INDIVIDUAL STUDENTS DURING CLASS.**



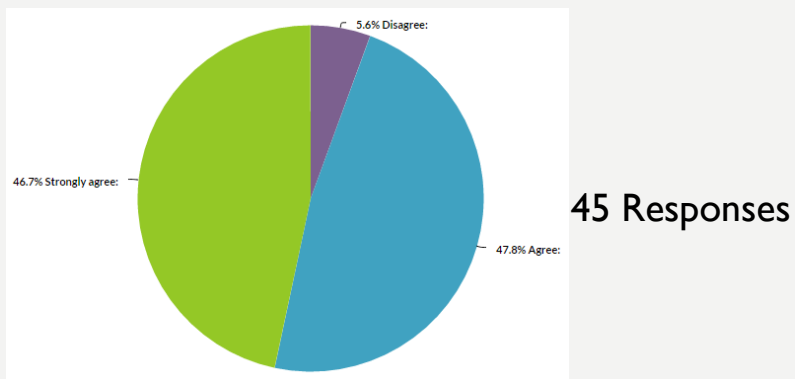
2013

8 Responses



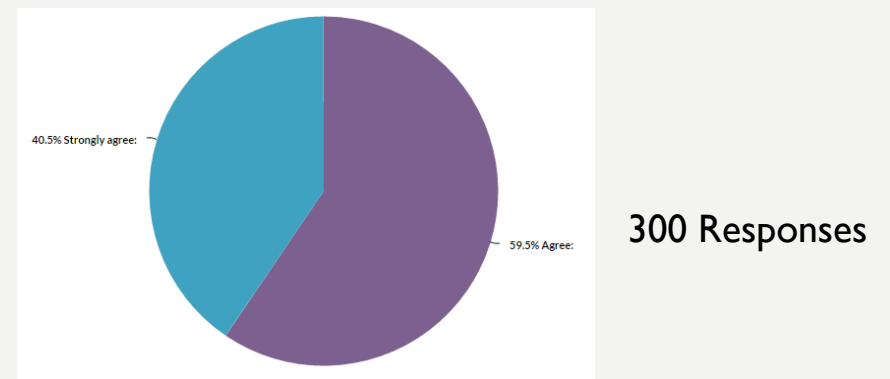
2015

150 Responses



2014

45 Responses

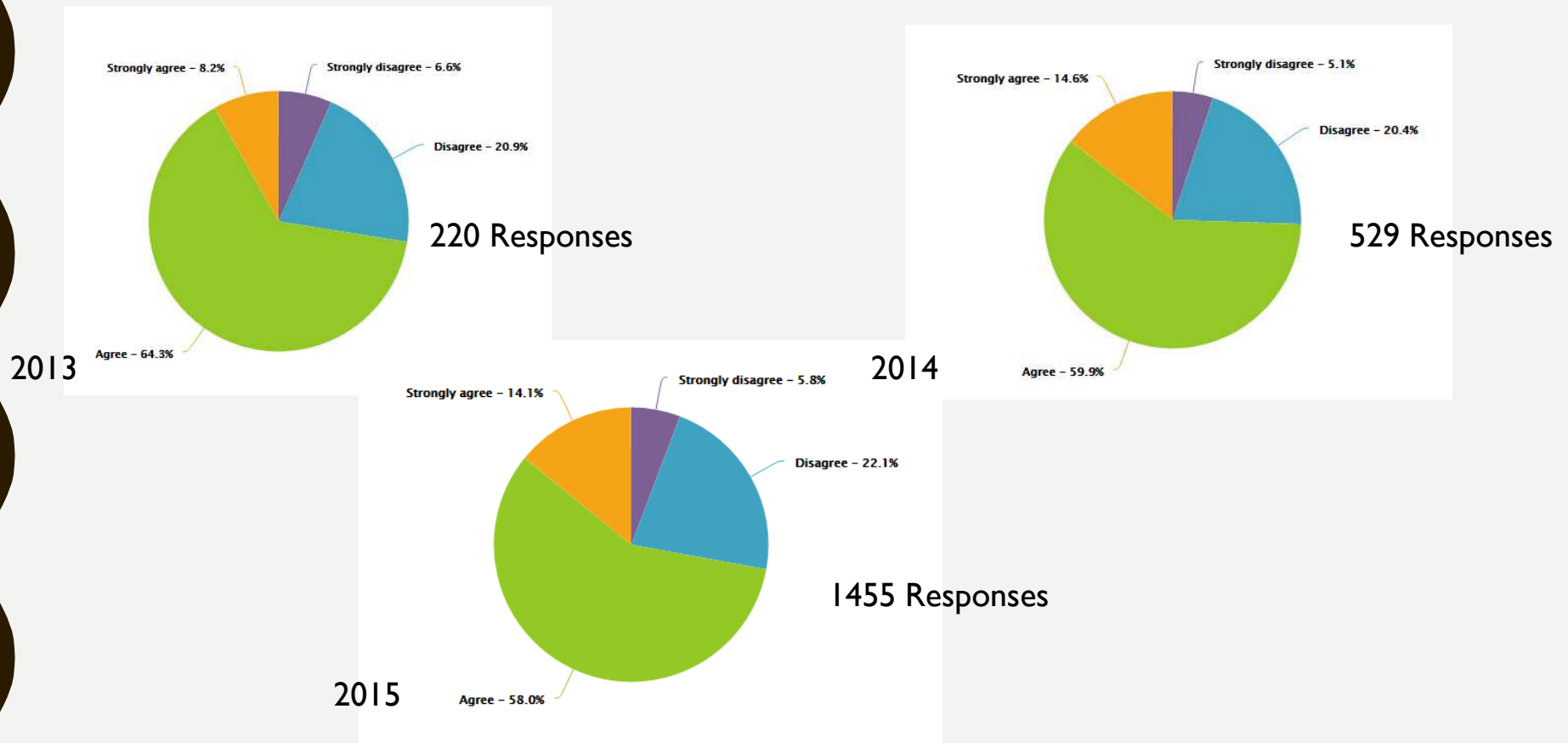


2016

300 Responses

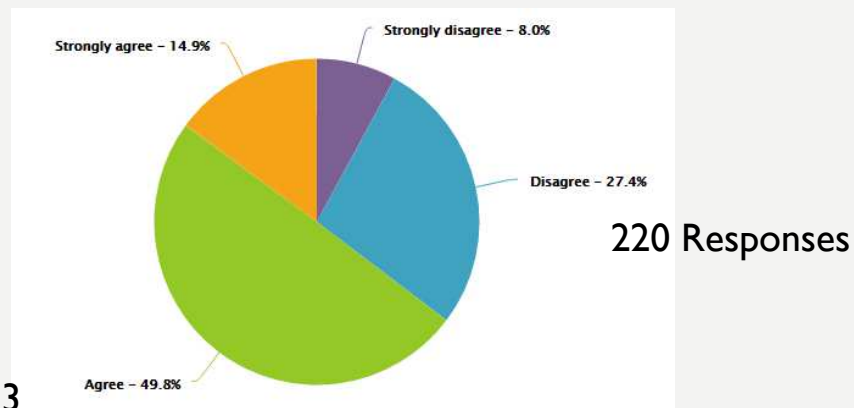
What are STUDENTS saying?

# OTHER STUDENTS IN MY BLENDED LEARNING CLASS SEEM ENGAGED IN LEARNING.

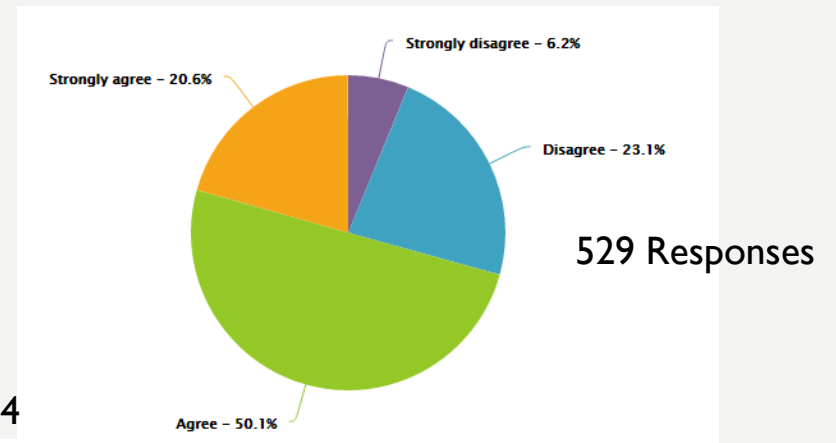


# I AM ABLE TO COMMUNICATE WITH MY TEACHER MORE REGULARLY BECAUSE OF BLENDED LEARNING.

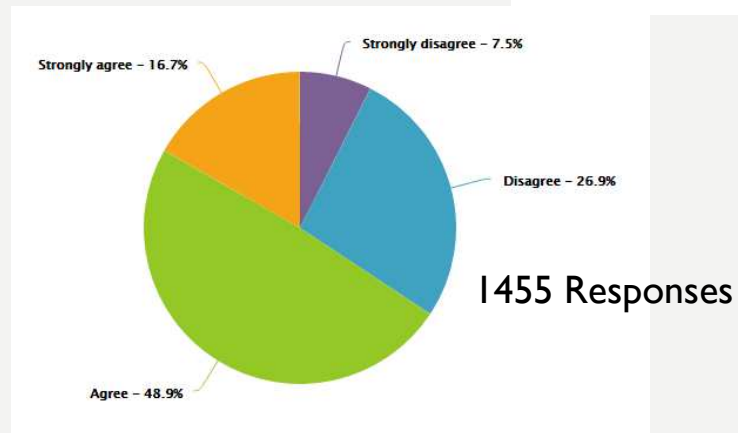
2013



2014

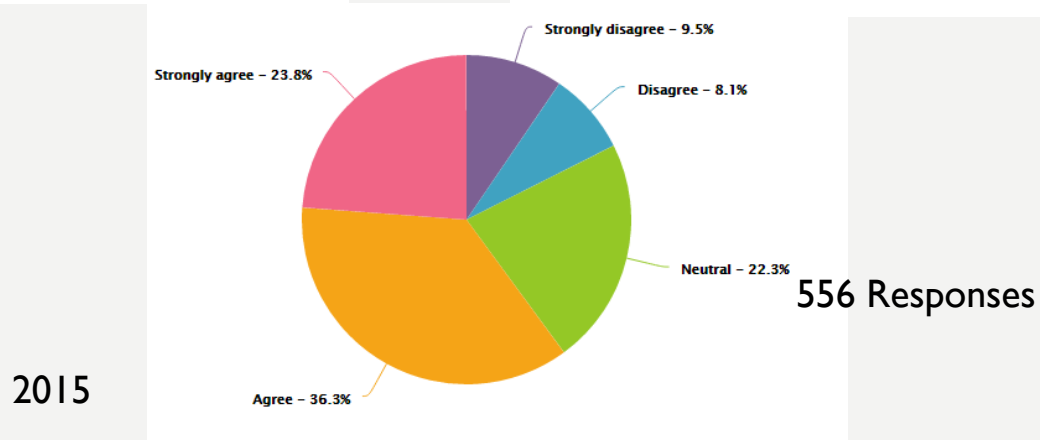
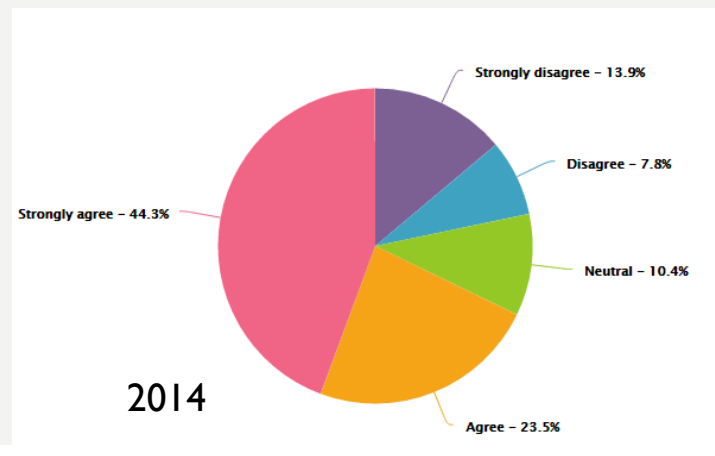
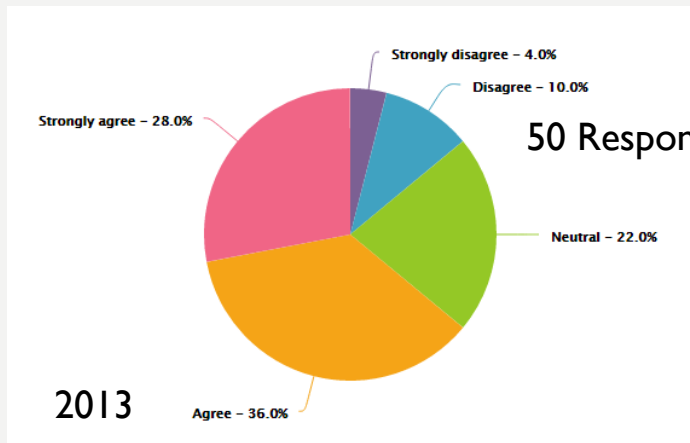


2015

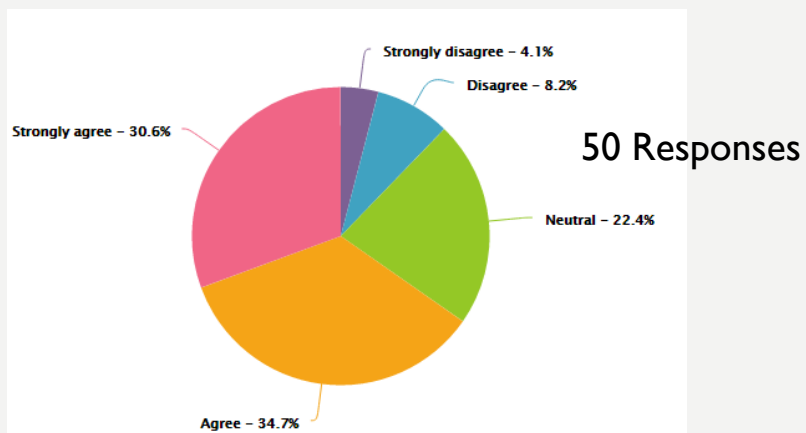


What are Parents saying?

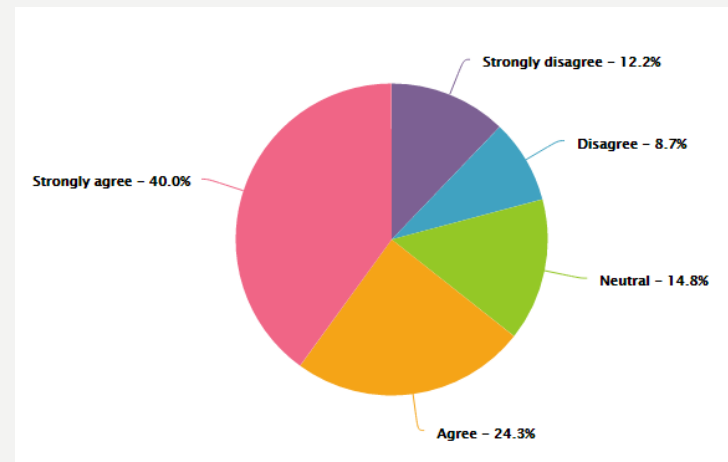
# MY SON/DAUGHTER HAS EXPRESSED A POSITIVE ATTITUDE ABOUT THEIR BLENDED LEARNING CLASSROOM.



# AS A PARENT, I SEE POSITIVE BENEFITS TO HAVING BLENDED LEARNING IN MY SON/DAUGHTER'S CLASSROOM.

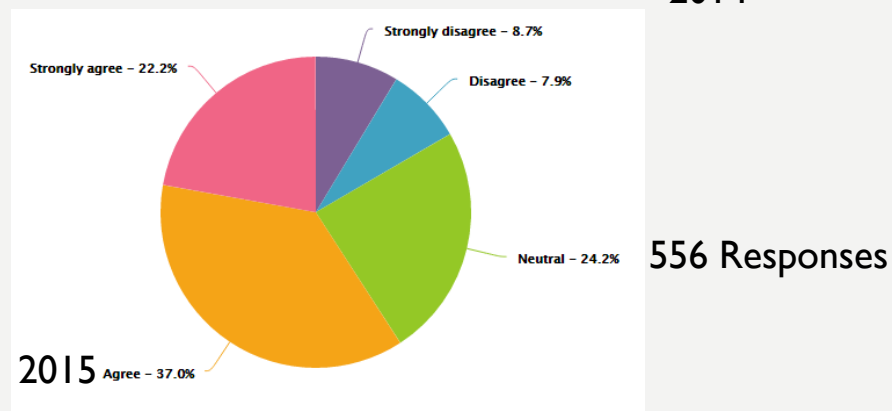


2013



118 Responses

2014



2015

556 Responses



# STUDENT ACHIEVEMENT: MEASURES OF ACADEMIC PROGRESS (MEANS FROM FALL '15 AND SPRING '16)

## Reading: Grade 5

Blended Mean	Non-Blended Mean	National Norm Mean
Fall – 209.8	Fall – 212.3	205.7
Spring – 217	Spring – 217.3	211.8

## Mathematics: Grade 5

Blended Mean	Non-Blended Mean	National Norm Mean
Fall – 213	Fall – 215	211.4
Spring – 224.3	Spring – 226.3	221.4

## Reading: Grade 7

Blended Mean	Non-Blended Mean	National Norm Mean
Fall – 224.4	Fall – 223.3	214.4
Spring – 227.2	Spring – 227	218.2

## Mathematics: Grade 7

Blended Mean	Non-Blended Mean	National Norm Mean
Fall – 226	Fall – 221.3	222.6
Spring – 232	Spring – 228.3	228.6

Significance is established at (+/-) 3

# THE NEED FOR ADDITIONAL DATA

Partnerships with the University of Kansas

Incorporating resources to add to our current measurement of student engagement

“Practicing what we Preach” approaches to Professional Learning (providing teachers control over path, place, and pace):

- Continue to gather immediate feedback from each Professional Learning session

- Respond to that data to revise learnings for teachers

# RESEARCH PARTNERSHIPS:

- Dr. Kathleen Lane (University of Kansas) and Dr. Wendy Oakes (Arizona State University): Ci3T (Engagement as a critical factor in reducing externalizing/internalizing behaviors)
- Dr. James Basham (University of Kansas): Personalized Learning and the Role of Student Self-Regulation (Student Agency creates student ownership of learning and outcomes)
- Dr. Irma Brasseur-Hock & Dr. Michael Hock (KU Center for Research on Learning): Personalized/Blended Learning Professional Development (Teacher Agency as a critical attribute of professional learning – teachers have voice and choice; control over path, place, and pace)