



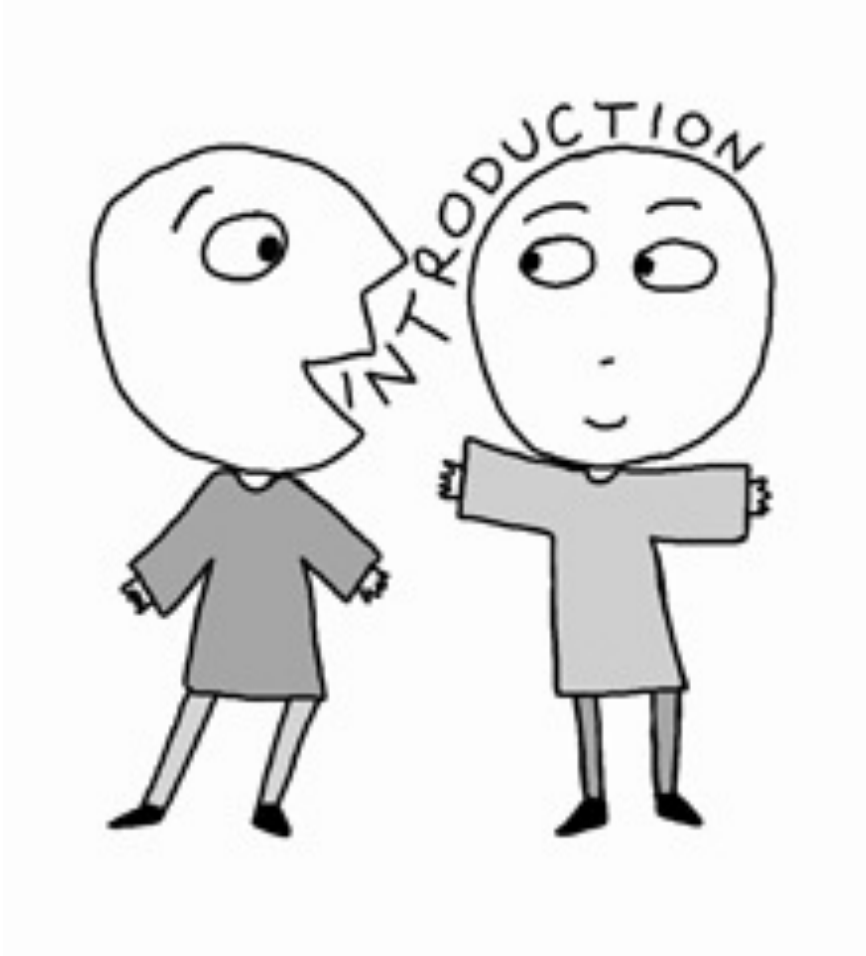
# Personalized Learning in Action

Districts that are Disruptive

# Agenda

- **Introductions**
- Personalized Learning Overview
- Districts that Are Disruptive – What they did, How they did it
- Guiding Questions
- Q&A

# Introductions



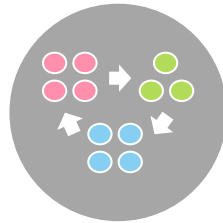
- **Name**
- **School District**
- **Role**
- **Experience with Personalized Learning**
- **Question about Personalized Learning**

# Introductions



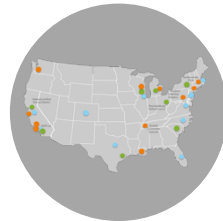
- **Ben Politzer**
- **Teacher (Middle School Math)**
- **Middle School Principal**
- **Director, Education Elements**

# Education Elements:



## Strategy + Design

- Establish buy-in across constituents
- Collaborate to develop portfolio of models
- Set stage to implement design and tools with fidelity
- Implement and iterate on models



## Building Capacity

- Professional development + Walk-throughs
- National Personalized Learning Academy
- Develop capacity to support teacher implementation
- Library of resources



## Personalized Learning Platform: “Highlight”

- Insightful data
- Easy access to multiple resources
- Complements existing tools
- Design reference materials

We are focused on academic & instructional outcomes

# Education Elements engagements reflect...

15  
Winners

3  
RTT

20%  
League



NEXT GENERATION  
LEARNING CHALLENGES



Digital Promise

Accelerating Innovation in Education

*15+ unique designs*  
*National*  
*Charter + District*

*20,000+ users*  
*20+ schools*  
*1-3 year engagements*

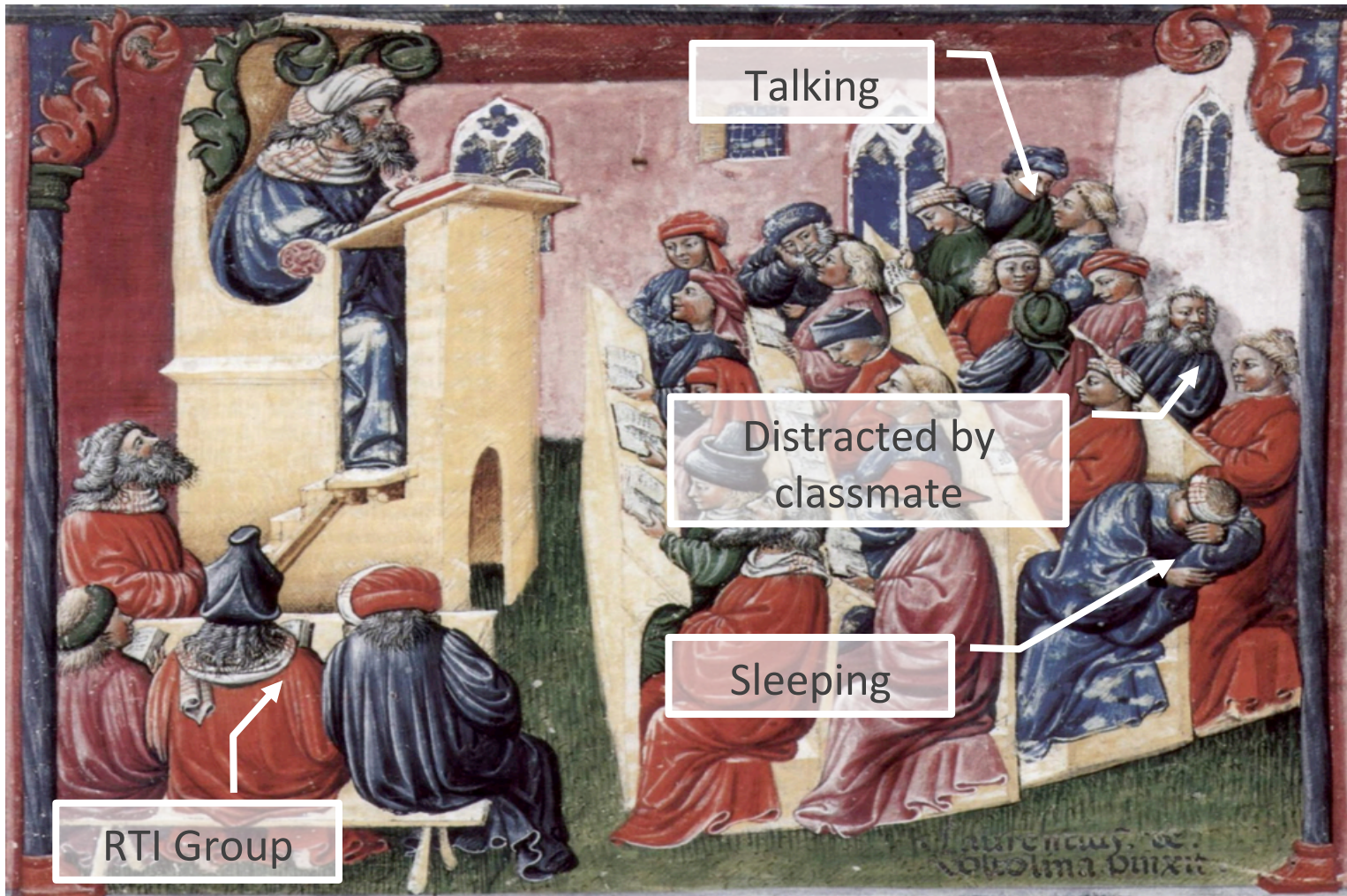
*40,000+ users*  
*50+ schools*  
*Multi-year engagements*

...diversity and scale

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It's 600 years old, but it looks familiar





# Our buildings are not designed for learning



# Traditional models have limitations

We need to get from THIS...

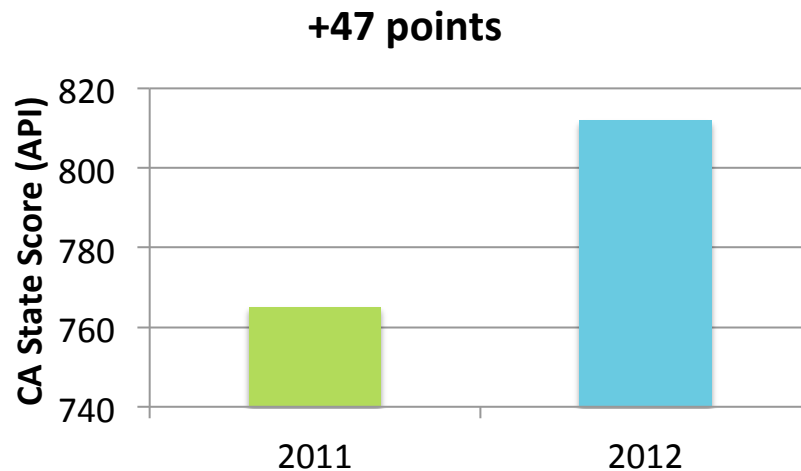


To THAT



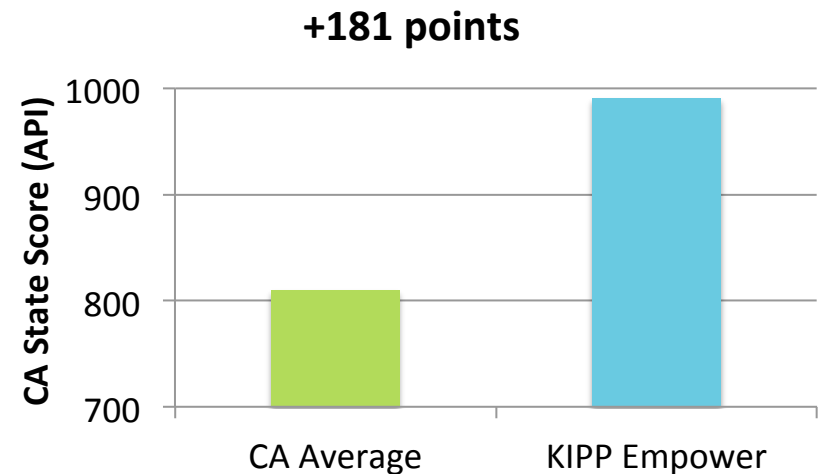
# Personalized learning can drive student outcomes...

Aspire ERES Academy: 2011-2012



- Aspire implemented BL pilot program in '12
- 100% of teachers agreed that BL has made their job more sustainable
- 100% of teachers agreed that BL made a significant impact on student outcomes

KIPP: Empower Academy 2013



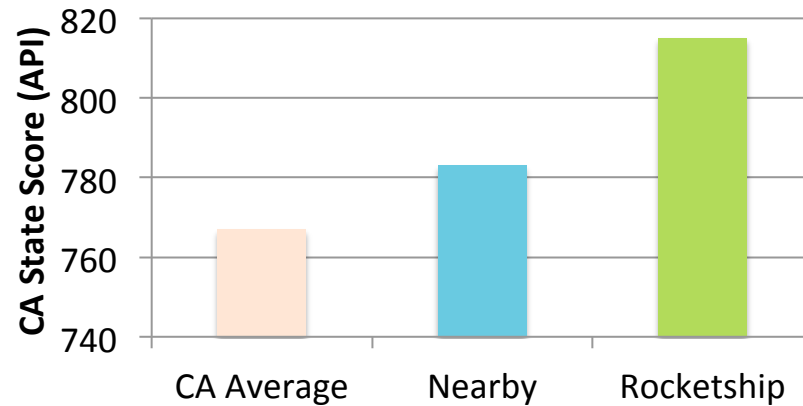
- 90% of students are on free and reduced lunch
- 87% African American + 12% Latino
- Top ten API scores in CA state elementary schools

*EdElements former clients*

# More Results

## Rocketship Schools: 2012-2013

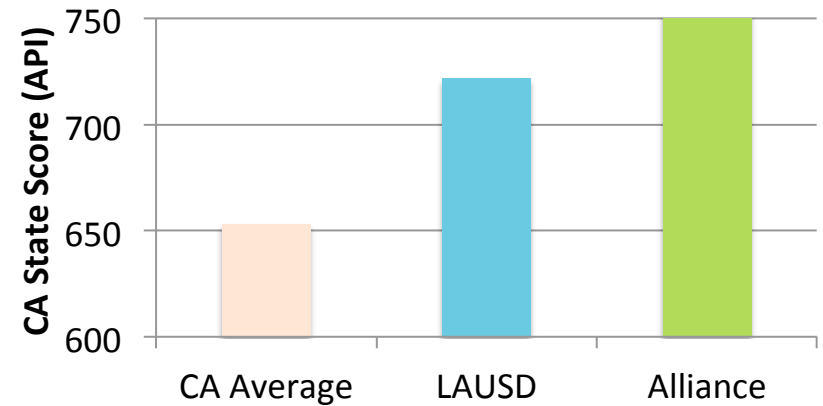
**+48 points**



- 77% of students scored proficient or advanced on the CA state test
- 20% Special Ed students scoring basic and above in English Language Arts

## Alliance College-Ready Schools 2013

**+107 points**



- 95% of students on free & reduced lunch
- 87% Latino, 13% African-American
- All 21 schools within the network scored higher than neighboring schools and the Los Angeles Unified School District

*EdElements former clients*

# Personalized learning can drive student outcomes...

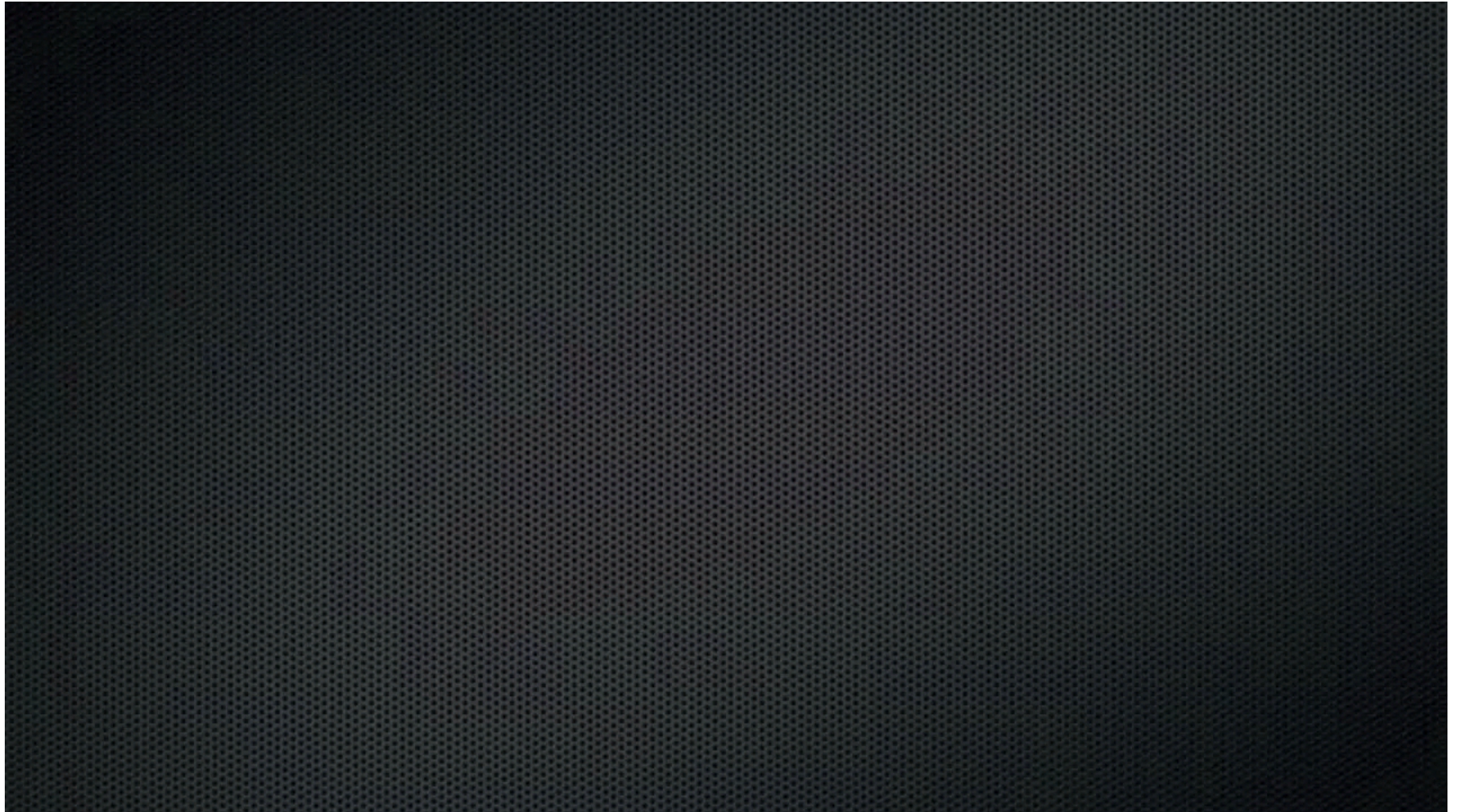
- 3 times the number of students pass state exams\*
- Students can make up more than one year of learning in as little as 6 months\*\*
- A high fidelity implementation saves \$
- New teachers ready twice as fast
- Teacher retention improves
- Student engagement and agency increases

\* Students in PA. \*\*NWEA results at Landmark Academy in Colorado

# A students' perspective



So, what does it look like?



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# DC Public Schools is doing it



# So is Newark Public



# Evanston, WY is launching too





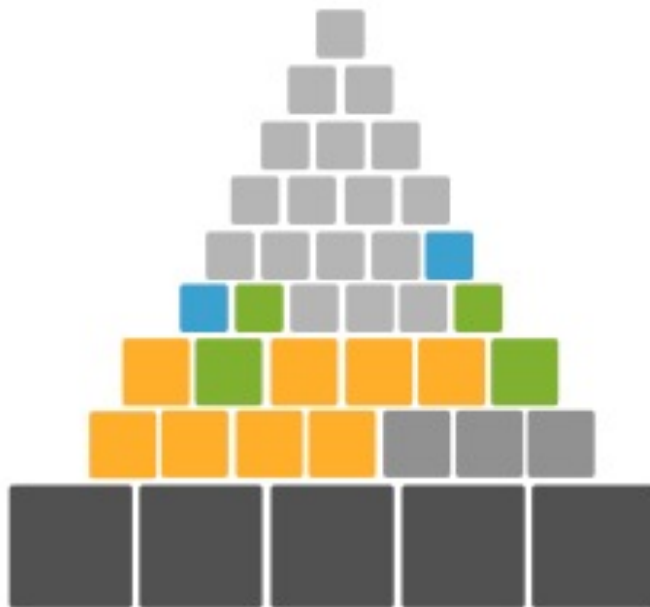
# DC Public Schools

Supt. Kaya Henderson



# School by School – Land and Expand

- Year 1
- Year 2
- Year 3



- Year 1: Roll-out across k-8, using opt-in strategy by class
- Year 2: Continue to expand adoption based upon successes
- Year 3: Roll-out high schools

# DCPS Rationale and Results

## **Rationale:**

- Limited funding at any given time
- Belief that there are many different approaches to improve student outcomes
- Do not want to do too much at once - Need for all programs / initiatives to integrate
- Focus on developing teacher capacity
- Belief that whole school change = culture change

## **Results**

- Teachers report higher student engagement
- Test scores are increasing
- Adding more blended learning schools based on early positive outcomes

# Middletown School District

Supt. Ken Eastwood





# Teacher Opt-in – Organic Growth



- Year 1: Roll-out across k-8, using opt-in strategy by class
- Year 2: Continue to expand adoption based upon successes
- Year 3: Roll-out high schools

# Middletown Rationale and Results

## Rationale:

- Worried about reaction from union if teachers were “forced” into blended learning
- Wanted to start small, learn and build with a core group of motivated and excited teachers
- Needed to stretch RTTD dollars given state-wide budget constraints
- Belief that over time only teachers that are willing will remain in district

## Results

- 2X expected number opted in during year one
- Teachers visited blended classrooms this year and it built excitement throughout the district
- Improvements in test scores
- Students seeing success feel good about themselves – and teachers feel good too!

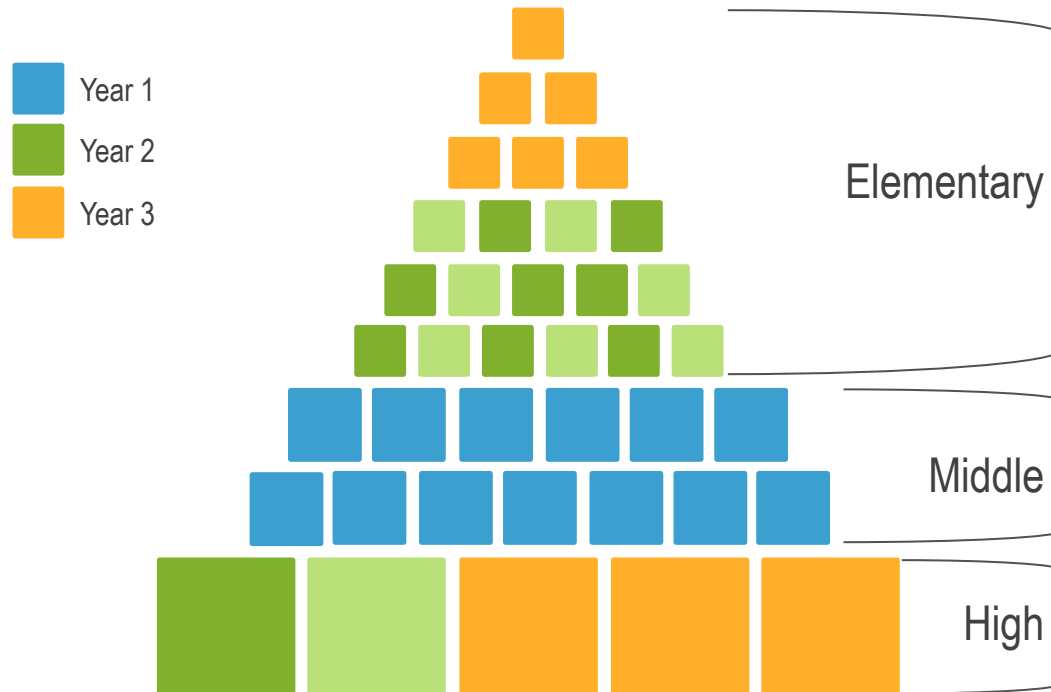
# Horry County Schools

Supt. Cindy Elsberry

CAO, Cindy Ambrose



# Bands of Grades – Deep then Wide



- Year 1: Go deep and across all middle schools
- Year 2: Add high school
- Year 3: Add elementary school

# Horry County Rationale and Results

## Rationale:

- Purchased large number of devices and then decided to take a step back and focus on instructional models and PD
- Original plan was to start with middle, then add some high school and some elementary over next two years. But seeing how hard it is, decided to only do high school in year two
- Belief that personalized learning will drive significant outcomes

## Results

- Learning is deeper and accelerated for students
- Teachers have more time to differentiate instruction
- Students who leave middle school won't suddenly find themselves back in a "traditional" classroom
- Teachers enjoying being part of design process

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# That's what others did...what about you?



- Read over the questions on the next few pages
- Take 5 minutes to try to answer 1 or 2 of them
- We will do a quick pair and share but this is just to get you started – take these back to your district and your team to think through them together

# Guiding Questions (1/3)

## Instruction

- How will you see instruction changing in the classroom with the new tech? What is your theory of action?
- What academic outcomes do you expect?
- How will you integrate this initiative with other programs, requirements, resources -- to strengthen others?
- How will you evaluate tools, content, hardware?

## Funding

- What are your funding restrictions?
- How much will you spend on all the different elements?



# Guiding Questions (2/3)

## Policy

- What policies and partnerships need to be in place to support this change?  
What is your theory of change?
- How will you ensure equity?
- What other policy and stakeholder questions will you need to prepare for?
- To what extent will the unions support the move to personalized learning?

## Facilities

- When is enough, enough? How will you define an "adequate" infrastructure, and at the same time, leave room for growth?
- What types of models work with the buildings you currently have?

# Guiding Questions (3/3)

## Human Capital

- How will you develop internal capacity?
- How will you sustain this new model?
- How will you continue to iterate?

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