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HYBRID
LEARNING INSTITUTE

Personalized Learning Gets Results!

DISTRICT STORYBOARD FOR ACADEMIC YEAR 2015-16

Dellicker
STRATEGIES

Prepared by Dellicker Strategies, LLC
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We Get Results.

That is the company motto of Dellicker Strategies, the lead consultants to the Hybrid Learning Institute. It summarizes what we do and why hundreds of talented educators work so hard to implement new models of personalized learning.

We believe that all children should have the experience of a personalized education.

WE BELIEVE THAT ALL CHILDREN SHOULD HAVE THE EXPERIENCE OF A PERSONALIZED EDUCATION.

Every school district can achieve measurable academic results from personalization and technology integration if they can accomplish three things:

1. Write a good plan
2. Train for the plan
3. Follow the plan

The 30 districts in this storyboard each implemented a personalized learning program with Dellicker Strategies and the Hybrid Learning Institute (HLI) during school year 2015-16. The summary results of this body of work already have been published on the websites of HLI and Dellicker Strategies.

Overall, this group of districts achieved 20% better achievement and 98% better growth using personalized learning compared to traditional strategies.

The top-line numbers are eye-catching, but the individual stories are what make the difference in the lives of students. School-by-school and teacher-by-teacher, the educators that make up the Hybrid Learning Institute are improving the quality of teaching and learning for thousands of students.

Add it up, and 95% of schools since 2012 have improved student performance.

Break it down, and 13,500 more children are engaged, prepared and succeeding.

Our reports incorporate 23 million quantitative data points derived from 10,000 surveys, 2,400 classroom observations and 900+ coaching sessions. We studied the results from 161 different personalized learning programs in 58 schools across all 30 districts we served in 2015-16.

Where the data is highlighted in **bold green**, it is quantitative data from standardized tests, benchmark assessments or school reports. Where the data is highlighted in **bold blue**, it is derived from surveys of students, parents and teachers. Wherever possible, we compare results from students in personalized classrooms against results from students in traditional classrooms to make meaningful comparisons.

This storyboard summarizes the district-by-district impact of 30 school organizations that implemented various models of personalized learning with Dellicker Strategies and the Hybrid Learning Institute during 2015-16. They represent students from rural, urban and suburban areas, from wealthy and economically disadvantaged communities, from high-achieving schools and struggling systems.

Here are their stories.

Visit: www.hybridlearninginstitute.org | Personalized Learning in a Blended Environment

Table of Contents

Antietam School District

Antietam School District is a small, suburban district in southeastern Pennsylvania. In 2015, Antietam introduced personalized learning to its Mount Penn Elementary Center, a school with 52% economically disadvantaged children. Their implementation was for eight classrooms in fifth and sixth grade math and English/Language Arts.

After more than a year of personalized learning, Mount Penn could report better results for student academic growth and achievement compared to previous years using traditional methods. **More than double** the students in fifth grade math and English earned scores of "advanced" on state exams. In sixth grade, English students **improved by 8%** on standardized assessments and **24% more** math students scored advanced.

As a result of their initial success, Antietam has continued and expanded its personalized learning program in the elementary school. In school year 2016-17, Antietam is partnering with Lancaster-Lebanon Intermediate Unit 13 for instructional coaching and professional development. Lancaster-Lebanon Intermediate Unit 13 is a regional educational service provider and founding member of the Hybrid Learning Institute.

Bethlehem Area School District

Bethlehem Area School District is an urban district in the heart of the Lehigh Valley, Pennsylvania. Bethlehem implemented blended learning in six of its school buildings during school year 2015-16 focusing on the math department. Many of Bethlehem's schools are economically disadvantaged with high minority enrollment and significant numbers of students whose native language is not English.

During 2015-16, all six of Bethlehem's school buildings experienced higher academic achievement on state exams in their blended classes compared to traditional classes. High school students at Freedom and Liberty **outperformed by 80%** on state exams and achieved **triple the rate** of academic growth on state-aligned benchmarks. Middle school students in sixth and seventh grade at Broughal, East Hills, Nitschmann, and Northeast passed their state exams at a **rate more than double** their peers in traditional classes. Across all grades and schools, **16% more** math students in Bethlehem's blended classes passed their state exams compared to students in traditional classes.

Because of its success in 2015-16, Bethlehem has expanded its blended programming to 30 classrooms. In the future, Bethlehem sees blended learning as a prerequisite step to true personalization, allowing each individual student to have his or her own individualized learning pathway.

Bloomsburg Area School District

Bloomsburg is a small school district in a rural college town. The district piloted personalized learning in the middle school, which qualifies for extra federal funding as an economically disadvantaged school. Personalized classes included sixth grade science and world cultures during school year 2015-16.

Bloomsburg reported better academic achievement and growth among its personalized learning students compared to students in traditional classrooms. Parents of students in the program said the personalized environment was better for enhancing technology skills (**76%**), independent learning (**67%**) and teamwork (**76%**). Almost all students (**86%**) said they enjoyed the new instructional model and the clear majority (**83%**) said the personalized environment provided a more fair and pleasant experience.

Because of their successful pilot during school year 2015-16, Bloomsburg has expanded its program to more grades and subjects during academic year 2016-17.

Columbia Borough School District

Columbia is a small school district in suburban Lancaster County. The district implemented personalized learning in five classrooms in the middle school, where the population is 73% economically disadvantaged and 41% minority students.

During the first year of personalization, students in seventh grade math scored "advanced" on their state exams at a rate **three times higher** than students in traditional classes. Students in eighth grade English passed their state exams at a rate **11% higher**. Colombia also used personalization to improve the academic program for eight grade learning support students.

Columbia continues its successful pilot by finding new ways to implement personalized instruction during academic year 2016-17.

Conrad Weiser Area School District

Last year marked the second year for personalized learning at Conrad Weiser, a mid-sized suburban district in southeastern Pennsylvania. In 2015-16, Conrad Weiser expanded its program to 19 classrooms in the high school and middle school, encompassing all four core subject areas: math, English/language arts, science and social studies.

Conrad Weiser achieved the most impressive results in high school, with students passing their state English exams at a rate **12% higher** than the previous year. Those students also more than **doubled the rate** of students scoring "advanced," the highest level of proficiency measured. At the middle school, personalized learners in sixth grade **doubled the rate of growth** in English compared to traditional learners and **outperformed by 18%** in math on state exams. Almost **80%** of all teachers in the program said personalization is more effective for academic achievement and growth.

After experiencing success with hybrid learning for two years, Conrad Weiser expanded the use of personalization throughout its curriculum, refining its models and continuing to improve. In conjunction with Hybrid Learning Institute partner Berks County Intermediate Unit, Conrad Weiser has established a leadership academy for other regional schools interested in learning their lessons from personalization.

Educational Services Commission of New Jersey

The Educational Services Commission of New Jersey (ESCNJ) helps school districts across the state provide better instructional services more cost-effectively. For example, ESCNJ helped hundreds of districts save $110 million in telecommunications costs through its collaborative purchase of Internet access. ESCNJ also operates several schools for special needs students in central New Jersey, and has implemented a personalized learning program to better serve students in three of those schools.

ESCNJ has experienced significant improvements in several important measures at those schools. Since implementing personalized learning. overall attendance **increased by 6.6%** and discipline incidents **decreased by 12.5%**. The percentage of students saying they enjoy class **improved from 27% to 80%** with personalization. Students in math and English/language arts experienced **14.5% better academic achievement** across all three schools based on classroom grades. And teachers say personalization is

superior to traditional instruction for developing technical skills (**60%**), teamwork (**70%**), independent learning (**80%**) and higher order thinking skills (**90%**).

Based on these outstanding results in student engagement, soft skills, college and career readiness and academics, ESCNJ continued with personalization in its own schools, including expanding blended learning strategies and technology integration in four autism classes. ESCNJ assists other regional schools in implementing their own personalized learning programs. Eventually, the goal is to help districts statewide.

Ellwood City Area School District

Ellwood City was new to personalized learning during academic year 2015-16, launching a program in 12 classrooms of first and second grade English/language arts at North Side Primary School. Ellwood City is a small suburban district north of Pittsburgh. More than half of North Side's students are considered economically disadvantaged.

During their first year of implementation, Ellwood teachers gave the program high marks for improving classroom participation and creating a transformational classroom environment. Their students achieved **10% academic growth** on state-aligned benchmarks using the personalized model.

Ellwood decided to continue its personalized learning pilot for 2016-17 and hopes to expand its innovative programming during the next academic year.

Gettysburg Area School District

During school year 2015-16, Gettysburg Area School District implemented personalized learning in nine elementary school classrooms in three different buildings. The focus was English/language arts in third and fourth grade. Students in the program were 50% economically disadvantaged and 25% minorities.

Gettysburg achieved notable gains in academic achievement during the first year of its program. Students in personalized classrooms **outscored their peers by 50%** on state-aligned benchmarks. On state exams, personalized learners earned "advanced" status at **double the rate** of traditional learners. Surveys of parents, teachers and students showed very high levels of satisfaction with the program.

Based on its early success, Gettysburg significantly expanded its personalized learning program, adding high school math and tripling the number of classrooms district-wide. With support from Hybrid Learning Institute partner Lincoln Intermediate Unit 12, the district also enhanced its teacher professional development efforts related to personalized instruction.

Girard Area School District

Girard Area School District serves a small, suburban community in western Pennsylvania, near Lake Erie. Girard piloted personalized learning in six classrooms at Elk Valley Elementary School in 2015-16, where 56% of the student population is economically disadvantaged. The focus was on English/language arts.

Elk Valley's pilot performed exceptionally well in student achievement. Students in the personalized learning classrooms passed their state exams at a rate **21% higher** than their peers in traditional classrooms and scored "advanced" at a rate **162% higher**.

Girard continues to use personalization in its classrooms and hopes to expand its scope very soon.

Hazleton Area School District

Hazleton is a large, suburban school district in northeastern Pennsylvania. Hazleton has been involved with personalized learning since 2012, but launched a new program focused on elementary school math and reading during school year 2015-16. The schools they chose for their pilot, Arthur Street Elementary School and Hazle Township Early Learning Center, have 55% economically disadvantaged students with 84% minority enrollment. Almost 18% of the students have a native language other than English.

Hazleton rolled out personalization to 36 classrooms in kindergarten through second grade. Since these students do not take state exams, the school used state-aligned benchmarks to track academic performance. Every group of students, in all grades and both schools, experienced better than expected gains with 1st grade students demonstrating **1.5 years of growth** during the 2015-2016 school year.

Hazleton is so pleased with the results from 2015-16, the district added four schools for school year 2016-17, doubling the number of personalized classrooms to 72 district-wide. To handle the increased professional development, Luzerne Intermediate Unit, a Hybrid Learning Institute partner and founding member, is helping Hazleton train teachers and administrators.

Lebanon School District

Lebanon School District has been a stalwart of technology innovation since 2012, when the district launched the first regional personalized learning pilot at the high school. Lebanon is a mid-sized urban district with a high proportion of poor and minority students. In 2015, Lebanon introduced personalized learning to the middle school, which consists of a student population that is 68% economically disadvantaged, 17% English language learners and 71% minority.

During the first year of implementation at Lebanon Middle School, students in science, math, social studies and English classes using personalized instruction achieved better grades and had better attendance compared to students receiving traditional instruction. Students said they felt better prepared (**67%**) and more productive (**66%**) in the personalized learning environment. Teachers said they enjoyed personalized classrooms more than traditional settings and that students especially benefited from the technology skills acquisition.

Lebanon continues to incorporate personalized learning into its high school and middle school classrooms as teachers and administrators study lessons learned and strive to improve instruction.

Manheim Township School District

Manheim Township is a mid-sized urban district near the city of Lancaster, Pennsylvania. In 2015-16, the Middle School continued to support blended learning in six classrooms of seventh and eighth grade math.

Teachers in those classrooms were emphatic about the impact of personalized learning on student achievement. **Five of six** said personalization was more effective for improving academic achievement and academic growth. **83%** also said personalization was better for independent learning, teamwork and technology skills.

Manheim Township continues to work within its district to improve the quality of instruction and create personalized learning pathways for its students.

Midd-West School District

Midd-West School District is a small, rural district in northeastern Pennsylvania. The district piloted personalized learning in six third grade math classrooms at Middleburg and West Snyder Elementary Schools. About half of the students in these schools are considered economically disadvantaged.

Midd-West had very promising academic outcomes from its pilot program, with students **improving 27%** compared to the previous year on state exams. The improvement was even more notable for students who scored "advanced." At West Snyder, **35% more** students scored advanced compared to the previous year. At Middleburg, the ratio **improved by 105%**.

Based on the outstanding early results, Midd-West has fully embraced personalization for the 2016-17 school year, incorporating personalization strategies into 24 classrooms and all four core subjects in grades three through five. The district is supported with coaching and training by Hybrid Learning Institute partner Central Susquehanna Intermediate Unit 16 as it expands and enhances its program.

Mifflinburg Area School District

Mifflinburg is a small-town district in rural northeastern Pennsylvania. The district implemented a pilot program in personalization at the Intermediate School, which has 41% economically disadvantaged children. The focus was on fourth and fifth grade math, especially students who struggle with math.

Fourth grade math students in the new program experienced **40% better growth** on state-aligned assessments compared to traditional students. Teachers in the program are convinced of its impact on their students. All the surveyed teachers said personalization was better for discipline, class participation, academic achievement and growth. **89%** of parents said their children were having a more successful learning experience with the new program. **94%** of parents said the new instructional strategy was better at developing higher order thinking skills. The students also gave the program high marks, with **93%** saying they enjoyed the new way of learning.

Mifflinburg maintained its personalized learning program in 2016-17, continuing to focus on fourth and fifth grade math as it determines the extent of future expansions.

Millville Area School District

Millville is a small rural district in northeastern Pennsylvania. The district piloted personalized learning in five classrooms, grades one, three and four in math and English. Approximately 42% of the students in the pilot were economically disadvantaged.

Millville teachers said personalized learning was more effective for improving student achievement and growth, and the test data provided evidence of this observation. Fourth grade math students increased their standardized test scores by **7.4%** compared to the previous year, with **38% more** students scoring advanced. In third grade, **8% more** math students scored advanced.

In 2016-17, Millville tripled the size of its personalized learning program, working with the Central Susquehanna Intermediate Unit to provide training to support 15 classrooms in grades one through six.

Milton Area School District

Milton is a mid-sized school district in rural northeastern Pennsylvania. Milton launched a personalized learning pilot program during 2015-16 at three of its elementary schools, James F Baugher, Montandon and White Deer Elementary Schools. About 57% of the students in these three schools are economically disadvantaged. The program was focused on eight classrooms of elementary school math.

Milton achieved better academic growth in its second-grade math classes, with students in personalized classrooms advancing on state-aligned benchmarks at a rate **141% better** than students in traditional classes. Attendance in personalized classrooms was higher and discipline incidents were lower.

Overall, Milton decided to expand its personalized learning program from eight classrooms to 20 classrooms, introducing the concept to grades one through five in the math curriculum.

Montgomery County Intermediate Unit

The Anderson School of Montgomery County Intermediate Unit is an alternative education program for students in suburban Philadelphia who require additional emotional and psychological support than a traditional high school can provide. In 2012, the Anderson School introduced "hybrid" models of instruction to personalize learning and promote the development of soft skills and college and career readiness among their students. They have continued using these models for four consecutive years.

After one year of personalized learning, the Anderson School doubled its enrollment and expanded to two additional locations nearby. Last year, **70% of students** said personalization is helping them learn independently, work well with others in teams and use technology. Teachers in math and reading classes reported more academic growth and better higher order thinking skills among their students.

The Anderson School continues to be a model for the use of personalization in alternative education. By gaining proficiency in blended learning, Montgomery County Intermediate Unit continues to incorporate lessons learned from personalization into the Anderson School curriculum as they provide quality education and emotional support to their students.

Mount Carmel Area School District

Mount Carmel is one of the poorest rural school districts in Pennsylvania. Located in northeastern Pennsylvania, Mount Carmel Elementary School has 71% economically disadvantaged students. During school year 2015-16, the district decided to implement personalized learning in eight classrooms of fifth and sixth grade math and English classes.

Mount Carmel achieved notable gains in student performance in its first year of implementation, with average **growth of 15%** on state-aligned benchmarks. Sixth grade English/language arts students in the personalized learning program passed their state exams at a rate **27% more** than students in traditional classes. In math, the difference was **66% better**. Students also scored advanced at much greater rates, 191% better in English and **265% better** in Math.

Because of the first year's success, Mount Carmel tripled the size of its program, expanding to all four core subjects in grades three to six. The district will be supported by the Hybrid Learning Institute and the Central Susquehanna Intermediate Unit, which is providing coaching to the teachers.

Norristown Area School District

Norristown is a large school district just outside Philadelphia. Norristown piloted personalized learning in its Eisenhower Science and Technology Leadership Academy for sixth and seventh grade math students. The school has a 91% minority student population with 91% also economically disadvantaged. Almost 12% of the students are non-native English speakers.

Norristown experienced across-the-board success with its new program. Compared to students in traditional classrooms, students using personalized learning had **75% better** academic growth on state-aligned benchmarks. In sixth grade, personalized learners outscored their traditional peers on standardized tests by **3%** with **7%** more scoring advanced. In seventh grade, personalized learners did even better, passing their tests at a rate **38%** higher and scoring advanced **36%** more.

Because of these promising results, Norristown expanded its program to five more classrooms in math to include fifth, sixth, seventh, and eighth grades. The district continues to work with the Hybrid Learning Institute and Montgomery County Intermediate Unit, a founding member of HLI.

Parkland School District

Parkland is a large suburban school district in the Lehigh Valley, Pennsylvania. It is a high achieving district with a tradition of academic success with an increasingly diverse student population. In the second year of its personalized learning program, Parkland expanded to all 11 of its school buildings with 37 different classes.

Highlights of Parkland's program for 2015-16 are broad and impressive. Their main purpose was to improve student soft skills and college/career readiness, and per survey measures, personalization was **75% better**. The programming also has improved academic performance, according to quantitative measures. Fogelsville Elementary School students scored advanced at a rate **48.7% higher** than their peers in traditional English/language arts classes. At Ironton Elementary, personalized learners in fifth grade math passed their state exams at a rate **21% higher** than traditional learners. At Kernsville Elementary, fourth grade English students **exceeded growth benchmarks by 500%**, at Parkway Manor, math students **outperformed by 12%** and at Schnecksville Elementary, English students tripled the rate of academic growth. In Middle School, math students scored advanced on state math exams at a rate **more than 50% better**. And in High School, personalized learners in English **outscored their traditional counterparts by 10%** while **doubling the rate** of advanced proficiency.

Much of this success is due to Parkland's outstanding track record of academic excellence. However, Parkland has now made personalized learning a critical component of its entire curriculum. In 2016-17, Parkland added 16 more classrooms to the initiative, making Parkland one of the most "personalized" districts in the state. Perhaps that is also why Parkland is one of the most successful.

School District of Lancaster

The School District of Lancaster is a large, urban district in south-central Pennsylvania. In 2015, Lancaster launched a new effort in personalized learning in 15 classrooms across three city elementary schools in math and English. George Washington is 96% economically disadvantaged with a 98% minority population and 21% English language learners. Martin Luther King Elementary is at 98% economically

disadvantaged with 98% minority students and 18% English language learners. Thomas Burrowes has 92% economically disadvantaged with 89% minority students.

During 2015-16, Lancaster's academic performance gains were among the best in the Hybrid Learning Institute. Across all personalized classrooms, students averaged **83% higher** growth on state-aligned benchmarks. In third grade math, **twice as many** students passed their state exams. In fourth grade math, the rate of students scoring advanced on state exams was **more than three times greater**. In English, personalized learners **outperformed traditional learners by 124%** on state exams.

The School District of Lancaster continues to work with its Hybrid Learning Institute partner, the Lancaster-Lebanon Intermediate Unit, to refine its personalized learning offerings with the hope of future expansion.

Selinsgrove Area School District

Selinsgrove is a mid-sized school district in a small town in northeastern Pennsylvania. Selinsgrove piloted personalized learning in its Middle School, which has 40% economically disadvantaged students. For school year 2015-16, the district implemented personalized learning in 10 classrooms in math, social studies, science and English/language arts in sixth, seventh and eighth grades.

Selinsgrove's personalized learners **outperformed traditional learners by 34%** on state achievement exams. The best performance was in math, where students in the personalized learning program scored advanced on state math exams at a rate **138% higher** than the same students scored the previous year.

Selinsgrove is continuing with its personalization program during school year 2016-17 and hopes to expand its use of blended models in the future.

South Eastern School District

South Eastern is a rural school district in southern Pennsylvania. 2015-16 marks the second year of personalization at South Eastern Intermediate School, where students in 22 classrooms of English/language arts and math are receiving personalized instruction.

Students in the fifth-grade personalized math program at South Eastern **outperformed by 6%** on state assessments compared to the previous year. In English, fifth graders passed their state exams at a rate **5% higher** and scored advanced at a rate **36% higher** compared to the previous year.

Because of the success of the pilot program, South Eastern has more than doubled the size of its personalized learning program to 51 classrooms across two buildings. They hope and expect personalization to help hundreds more students experience better academic success at school.

Southeast Delco School District

In 2015-16, Southeast Delco introduced personalized learning to Sharon Hill Elementary School, a suburban school just outside of Philadelphia with 94% minority students and 87% economically disadvantaged. Sharon Hill piloted personalized learning in six classrooms of fourth and fifth grade math.

Academic success was notable for the first year of the program. In fourth grade, students in the pilot scored advanced on their state exams at a rate **94% higher** than traditional students. In fifth grade, students achieved **three times the rate of academic growth** on state-aligned benchmark exams.

Southeast Delco continues to work with Hybrid Learning Institute partner Delaware County Intermediate Unit to establish personalization in its schools.

Spring-Ford Area School District

When Spring-Ford decided to add Royersford Elementary to its personalized learning program, the district already had attained notable status with Spring City Hybrid Elementary School, the first fully blended public elementary school on the East Coast. Spring City had been the lowest performing school in the suburban Philadelphia district, but the school achieved a complete turnaround using personalized learning over two years. During 2015-16, Spring-Ford added a second elementary school to its personalized learning program, bringing the total scope to 18 classrooms in all four core subjects.

Spring City continued its remarkable success, with personalized learners outperforming traditional learners statewide by **34%** in English, **19%** in math and **7%** in science. The school also had **20% more** students score advanced on their state exams. Royersford's students do not take state exams (they are too young), but they did take curriculum-aligned benchmarks. On average, personalized learners experienced **16% growth** in math and English/language arts.

Personalized learning is firmly entrenched at Spring-Ford Area School District. In partnership with Hybrid Learning Institute partner and founding member Montgomery County Intermediate Unit, Spring-Ford continues to add classrooms to its successful programs as it considers which school to personalize next.

Tunkhannock Area School District

Tunkhannock is a mid-sized town in northeastern Pennsylvania. In 2015-16, Tunkhannock implemented a new personalized learning program in seven classrooms at its Middle School, which is 44% economically disadvantaged. The pilot was designed for seven classrooms of fifth and sixth grade math.

Tunkhannock Area School District achieved considerable success during its first year of personalization. Students in the fifth-grade math program achieved **28% better growth** on state-aligned benchmarks compared to traditional students. Sixth grade personalized learners scored **29% better** on state exams and achieved an advanced level of proficiency at a rate **95% greater** than traditional students.

In 2016-17, Tunkhannock continues to coordinate with Hybrid Learning Institute founder and partner Luzerne Intermediate Unit to deliver personalized instruction within the district.

Upper Darby School District

Upper Darby is a large suburban school district bordering Philadelphia. In 2015, Upper Darby launched a personalized learning pilot program at the High School, which is 66% economically disadvantaged with 71% minority students. The program involved 16 ninth grade high school math and science classrooms.

Students in the program demonstrated academic growth on state-aligned benchmarks in both science and math. Per surveys, 72% of students said personalization helped them become more prepared for learning and more productive in class. More than two-thirds said they preferred personalization for developing, technology, teamwork and independent learning skills.

Upper Darby continues to pilot personalized learning in consultation with the Hybrid Learning Institute during academic year 2016-17.

Warrior Run School District

Warrior Run is a small rural district in northeastern Pennsylvania. The district implemented a personalized learning pilot program in 2015-16 at its two elementary schools: Turbotville and Watsontown. Both schools have schoolwide Title 1 programs, with 38% economically disadvantaged students. The pilot involved six classrooms of math in first and third grade.

Students in Turbotville achieved **61% higher academic growth** on state aligned benchmarks in first grade math using personalized learning. At Watsontown, third grade math students gained 50 percentage points on state-aligned benchmarks. Overall, **two-thirds of teachers** said personalization was significantly more effective for improving student growth and achievement.

Because of Warrior Run's success in 2015, the district expanded to 20 classrooms for 2016-17. Today students in grades first through fourth grade are using personalization to learn math and English/language arts.

Washington School District

Washington began introducing personalization to its Elementary School classrooms in 2014 and significantly expanded its programming in 2015-16. Washington is a small, suburban district just south of Pittsburgh. For 2015-16, Washington implemented a personalized learning program in its Washington Park Elementary School, which has 68% economically disadvantaged students and a 45% minority student population. Washington focused on 24 English classrooms from third to sixth grade.

Personalized learners in all grade levels achieved commendable results. Students in third grade scored **6% higher** than the school's historical average on state exams. In fourth grade, students achieved academic growth **400% greater** on state-aligned benchmarks compared to students in traditional classrooms. In fifth grade, students passed their state exams at a rate **27% higher** compared to the previous year, and in sixth grade students experienced **18% improvement**.

Due to its success in 2015-16, Washington expanded its personalized learning program to 34 classes, introducing personalization to the Middle School and adding math to its program curriculum.

West York Area School District

West York is a mid-sized, suburban district in south-central Pennsylvania. In 2015-16, the district was in its second year of personalized learning, with 24 classes at West York Area High School in the core subject areas and in health and safety.

Overall, personalized learners at West York Area High passed their state exams at a rate **32% higher** than their peers in traditional classrooms. The best performance gains were in biology, where students scored advanced on state exams at a rate **58% greater** than traditional students. In English, students scored advanced at a rate **15% higher**.

West York was very pleased with the results of personalization during 2015 and expanded its program to the Middle School in 2016-17. The district's personalized learning program is up to 78 classrooms and multiple subjects, including business and world languages. West York continues to work with the Hybrid Learning Institute and Lincoln Intermediate Unit for professional development and program management.

About the Hybrid Learning Institute

The Hybrid Learning Institute (HLI) is an organized group of educators, consultants and companies working to advance new concepts of blended instruction in mainstream schools. HLI helps schools prepare, deploy and implement hybrid learning by focusing on three things:

1. Results-focused planning

   - HLI starts by identifying the problems hybrid learning can solve and ties every technology investment to an intended outcome

2. Data-driven training

   - HLI works to make sure educators have good training and coaching and tracks program execution to help teachers and administrators succeed

3. Continuous program improvement

   - HLI collects and analyzes data to make ongoing adjustments and communicates the results to teachers and administrators

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About Dellicker Strategies

Dellicker Strategies is a change management company specializing in broadband infrastructure, information applications and personalized learning. We help educational institutions, non-profits and businesses combine new technology tools with proven methods to achieve impactful results.

Dellicker Strategies is a leader in helping organizations define, measure, analyze and report specific outcomes related to their technology investments. We help people answer the fundamental question, "Why do we have technology?" Since 2005, Dellicker Strategies has:

- Overseen 64 major telecommunications upgrades worth $195 million
- Launched or improved a dozen cyber-services initiatives for K-12 and higher education
- Provided transformational blended learning services to more than 110 schools
- Benefited more than 2,600 schools and 1.4 million students

Dellicker Strategies is committed to providing outstanding service with the utmost integrity.

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