

Where we started...

- Can we increase student engagement?
- Can we provide a resource that maximizes teachers' time with students?
- District Goal - 2013, 2014 & 2015

Challenges & Enhancements

- Continuous grade progression
- Data collection
- Definition
- Consistency with LMS
- Optimizing furniture selections
- Availability of content
- Personalized professional development

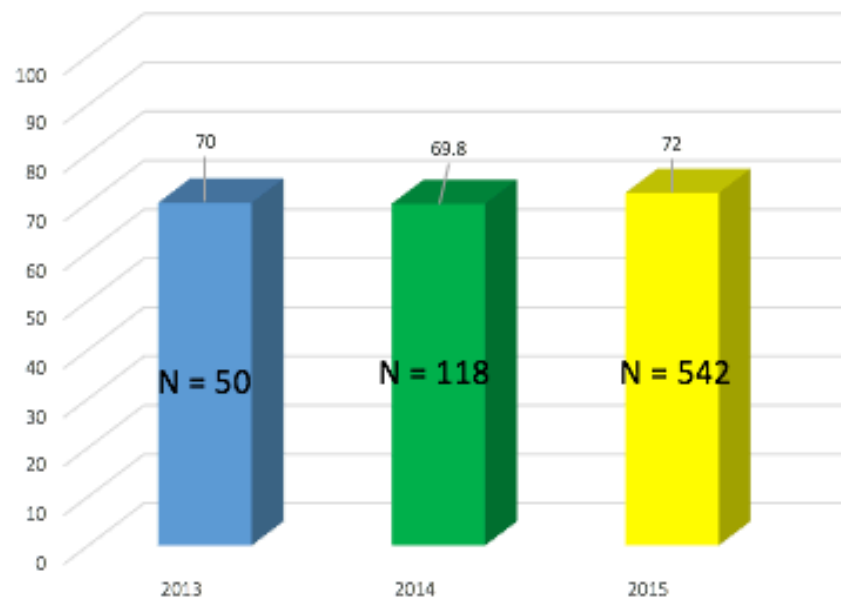
Student Achievement

	ELA		Math	
	District Median	Blended Median	District Median	Blended Median
5th	Fall - 214 Spring - 219	Fall - 217 Spring - 225	Fall - 219 Spring - 231	Fall - 220 Spring - 235
7th	Fall - 224 Spring - 227	Fall - 222 Spring - 229	Fall - 233 Spring - 237	Fall - 233 Spring - 239

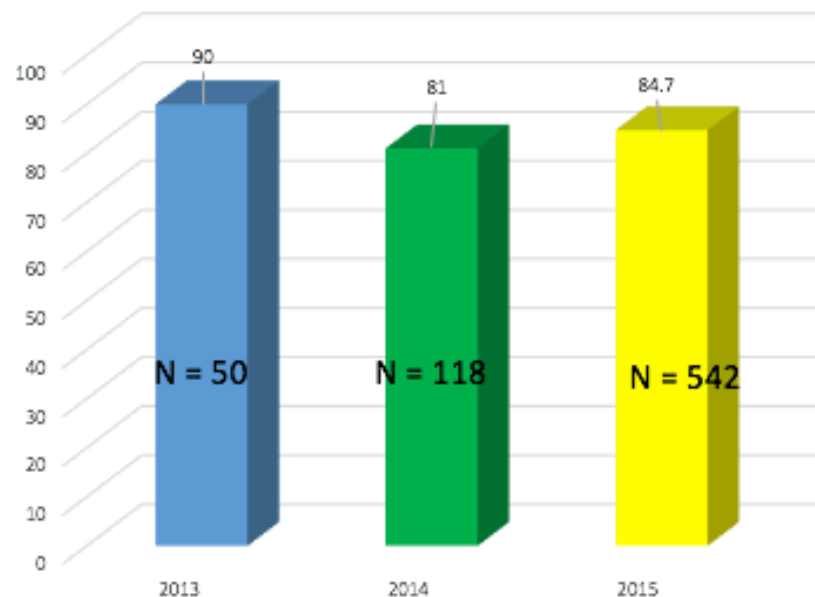
Survey Data

Parent Surveys: 2013, 2014, & 2015 (% of those responding “Agree” or “Strongly Agree”)

- My son/daughter spends “homework” time in a different way in Blended Learning classes compared to traditional classes



- As a parent, I see positive benefits to having Blended Learning in my son/daughter’s classroom

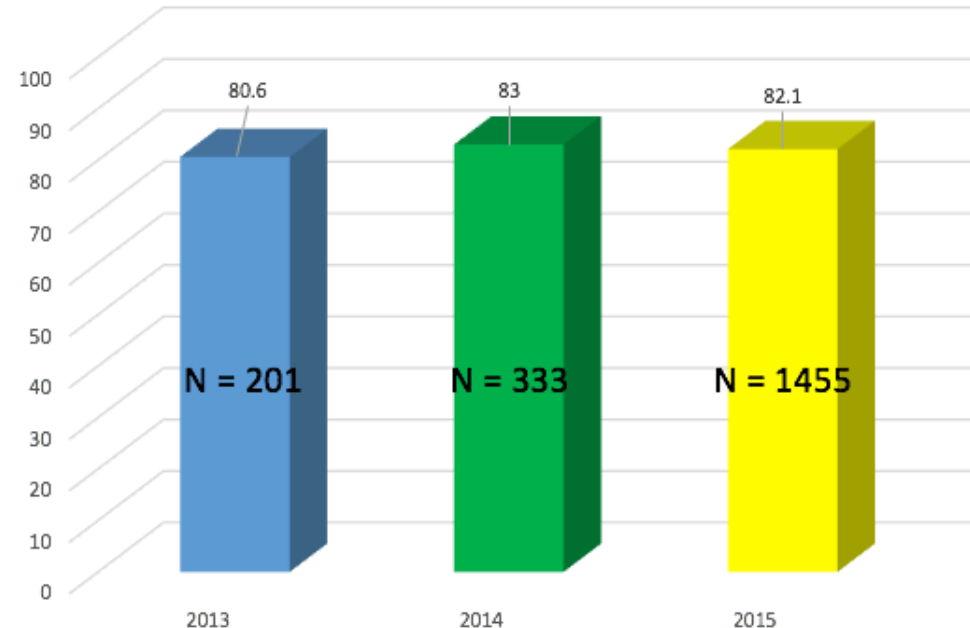
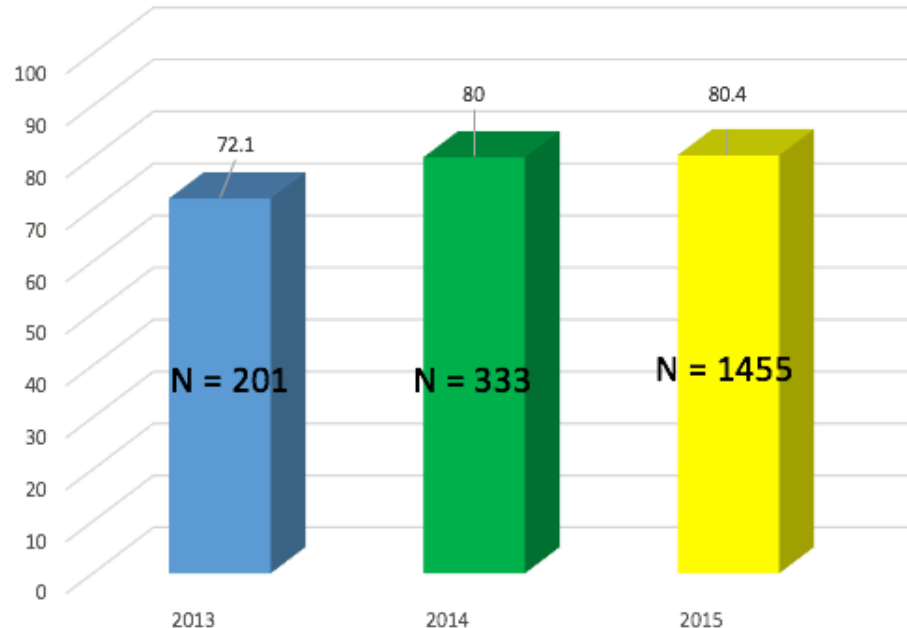


Survey Data

Student Surveys: 2013, 2014 & 2015 (% of those responding “Agree” or “Strongly Agree”)

- The Blended Learning model matches how I like to learn

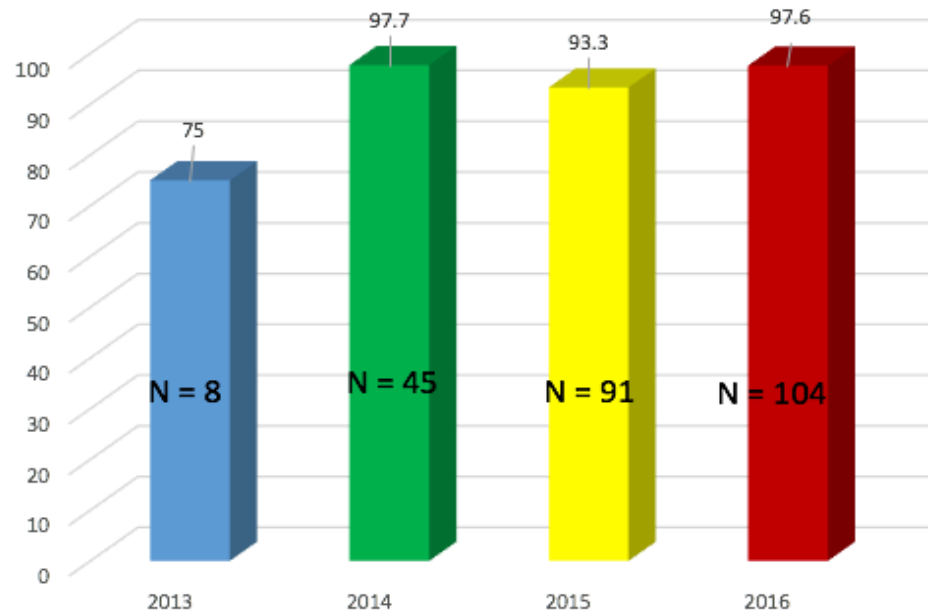
- I am able to communicate with my teacher more regularly because of Blended Learning



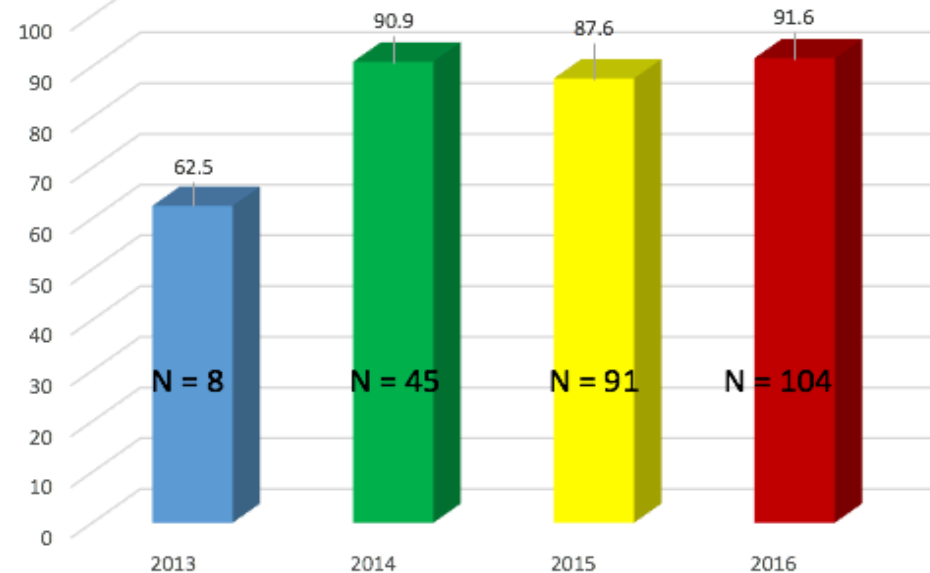
Survey Data

Teacher Surveys: 2013, 2014, 2015 & 2016 (% of those responding “Agree” or “Strongly Agree”)

- Blended Learning has increased student engagement



- Achievement has increased as measured by assessments at the end of a lesson/chapter/unit using the Blended Learning approach to instruction and assessment



Research Partnerships & Recognition

- 2 current research projects with Center for Research on Learning
- Request for partnership with University of Washington
- Dissertation topics/focus
- International recognition