In Fall 2011, the Rogers Family Foundation responded to several innovative and thoughtful leaders who requested deeper investment in digital content and technology at their schools. After a rigorous selection process, four East Oakland schools were chosen to participate in Cohort 1 of a Blended Learning (BL) Pilot in 2012-13. Selection for Cohort 2 began in Spring 2013 for 2013-14 launch. This initiative work effort isn’t about computers. Together, Oakland USD, charter public schools, pilot sites, and our partner foundations are committed to fundamentally changing and improving teaching and learning.

As one of the few district/charter, multi-school, comprehensive blended learning initiatives in the nation, this project has both local and national significance. Districts across the country benefit from our learnings around project management, budget, tech infrastructure and support, training, data integration, and what it takes to successfully transform existing schools into blended learning schools. In addition, Oakland USD specifically will build critical capacity to support instructional technology and data analytics to support their vision of Personalized Learning.

**Summary for 2013-14**
- 4 OUSD schools in Year 1 (two elementary and two middle)
- 2 OUSD middle schools in Year 2
- 2 local charter public schools in Year 2 (one elementary, one K-8)
- ~60 pilot teachers
- ~3500 students in pilot classrooms (K-9th grade)
- various online content programs
- thousands of devices

**Theory of Change**
We believe that Blended Learning can leverage and improve four primary areas of practice:
- Personalization of content and instruction
- Data driven instruction that drives differentiation in student learning
- Small group instruction
- Student ownership of their learning and decision-making

**Typical Model Design**
Whether rotating within the classroom or a computer lab, much of the power of blended learning comes from a teacher being able to focus on a smaller group while other students are receiving personalized, adaptive content that the teacher doesn’t have to create and that provides useful data about each student.
**Teacher Practice**
Increased comfort and efficacy with:
- small group instruction; technology to enhance teaching and learning;
- differentiating instruction; and using data to inform instruction

**Student Outcomes**
- Near term: increased student engagement, student agency and student attendance
- Long term: increased student academic achievement

**System Outcomes**
- Increased capacity: improved IT support; expanded capacity for instructional coaching involving the use of technology; flexibility
- Replication to additional OUSD schools

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**Pilot Schools**
All eight schools have a solid foundation with strong leadership, a collaborative professional learning culture, support from their Central Office, an innovative vision for technology, a good instructional foundation, good classroom management, and a data-driven culture.

**Cohort I**
- Korematsu Discovery Academy (K-5)
- EnCompass Academy (K-5)
- Madison Park Academy (TK-9)
- Elmhurst Community Prep (6-8)

**Cohort II**
- Edna Brewer MS (6-8)
- Bret Harte MS (6-8)
- ASCEND (K-8) - Education for Change
- Millsmont (K-5) - Aspire Public Schools

Each school worked to design their Blended Learning model, select hardware & content, train on new programs and participate in on-going coaching and professional development. They are all working closely with the Rogers Family Foundation on evaluation and assessing their progress.

**Desired Outcomes**

<table>
<thead>
<tr>
<th>Teacher Practice</th>
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<th>System Outcomes</th>
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**Pilot Timeline: 2012 to 2014**

<table>
<thead>
<tr>
<th>Cohort I schools design and prepare</th>
<th>Cohort II schools design and are selected</th>
<th>Cohort III schools design and prepare; OUSD SBAC infrastructure deployment across District Schools (see right sidebar for details)</th>
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<tbody>
<tr>
<td>Spring 2012</td>
<td>Fall 2012</td>
<td>Spring 2014</td>
</tr>
<tr>
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<td>Spring 2013</td>
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</tr>
<tr>
<td>Cohort I schools launch</td>
<td>Cohort II schools launch Year 1; Cohort I schools launch Year 2</td>
<td>Cohort III will launch a more in-depth planning year</td>
</tr>
</tbody>
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“Technology changes the way teachers teach, offering educators effective ways to reach different types of learners and assess student understanding through multiple means. It also enhances the relationship between teacher and student. When technology is effectively integrated into subject areas, teachers grow into roles of adviser, content expert, and coach.”

Oakland USD Principal
Innovation

ASCEND’s first blended model centered on identifying a specific adaptive program for each grade. Due to varying student needs, they quickly learned that multiple adaptive programs are needed at each grade level. To support this shift, ASCEND devised a strategy to share the multiple devices required among classes as well as purchased hardware and headphones to support use of the programs. Teachers were also trained on the programs and how to analyze different types of data to understand student progress. In the end, ASCEND has been able to individualize instruction at a whole new level. Students with gaps are getting the intensive support they need and advanced students can be more challenged. Teachers have developed a high quality guided reading program and their comfort and confidence with technology has resulted in more experimentation with tools to enhance learning.

Goals

- Leverage blended, personalized learning to better meet students’ individualized learning needs.
- Increase student achievement in English Language Arts, specifically in phonemic awareness/phonics and reading.
- Increase student achievement in math.

Focus Areas for 2014/15

Over the next year, ASCEND will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.

1. Develop Professional Learning Communities (PLCs) focused on data-driven blended learning, student data analysis and goal setting, and creating personalized learning plans based on students’ academic profiles.
2. Secure additional devices to spread implementation of Reading Assistant to more students.
3. Assess the effectiveness of current math digital content.
4. Assess the current structure for the Tech Coach program (middle school student coaches for K-3 students during blended rotations) to ensure maximum effectiveness.

By the Numbers

- Principal: Larissa Adam
- Total Student Enrollment: ~432
- # of students with regular access to blended learning instruction: ~432
- 2013 Growth API Score: 758
- 95% Free or reduced lunch
- 60% English Language Learners

ASCEND's academic performance has been steadily improving since its inception in 2001 as they have worked hard to align instruction, recruit and retain excellent teachers, and develop a strong interventions system. For the past three years, however, ASCEND has struggled to make academic progress, with half of the students still performing at levels below proficient. Internal analysis led ASCEND to believe that staff struggle to fully provide the level of differentiation and personalization students need. From 3rd grade and beyond, the range of abilities in a given class becomes incredibly wide, and by 7th or 8th grade, even the strongest teachers are not completely effective in personalizing learning for students’ different zones of proximal development (ZPD). To further raise student achievement, ASCEND’s blended implementation aims to dramatically increase the amount of time students spend in lessons targeted to their ZPD, both on- and offline.

Theory of Change with Blended Learning Implementation:

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4. Assess the current structure for the Tech Coach program (middle school student coaches for K-3 students during blended rotations) to ensure maximum effectiveness.
School Background
ASCEND is an arts-integrated K-8 school that emphasizes family and community partnerships. The mission of ASCEND is to close the achievement gap in Oakland. To make a positive difference in the lives of young people, ASCEND offers engaging and rigorous instruction and builds strong relationships between parents, teachers/staff, students and community. ASCEND is dedicated to developing leaders and mentors who create a more compassionate, equitable and just society.

The blended rotation model had made it possible for us to individualize instruction at a level we have never before achieved. Students who have gaps are getting the intensive support they need and advanced students are being more challenged.

Hae-Sin Thomas, CEO, Education for Change

Model Design
ASCEND adopted a “workshop” classroom of in-class rotations Kindergarten through 8th grade where students work individually and in small groups on targeted activities in their ZPD while a teacher works with a targeted small group. In all classrooms, teachers and students have access to enough devices to run three-group rotations, with some classrooms 1:2 or 1:1 at certain times of the day. Adaptive online learning enables students to work independently in their ZPD and provides those students constant feedback. The result is that the time students are spending away from their teacher is efficient and powerful. The online content programs also provide constant progress monitoring reports for teachers so they can receive daily data on student usage.

“Job to Be Done” Tools or Program

| Attendance, GPA, Suspension, Behavior | AERIES SIS |
| Grades and Assessments | NWEA MAP |
| State Data | CMA (by strand), CST (3 years longitudinal), CELDT, SBAC |
| Benchmarks | Illuminate |
| Digital Content | Achieve3000, ST Math, Google Drive, Fast4Word, Reading Assistant, Exit Ticket |
| Account Management | “Log-in with Google” and Clever |

Student and Teacher Spring 2014 Survey Results
During the Spring of 2014, ASCEND students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the ASCEND results are below.

The majority of ASCEND students agreed or strongly agreed with statements that working in small groups helps them understand the lesson better (59%) and that they are generally more on-task in a small group with their teacher (57%) than when they are “with the whole class getting the lesson.”

Small Groups vs. Whole Class: Understanding the Lesson

Computer/Online vs. Whole Class: Staying on Task

Teachers echoed the students preference for working in small groups. Teachers agreed or strongly agreed that small groups helps students understand the lesson better (100%) and stay more on task (78%) than when they deliver instruction to the whole class.
Innovation

Based on strong results from Aspire’s Titan Academy in Los Angeles, ATTA will reimagine its whole instructional program, combining a blended learning classroom rotation model with technology-driven individualized learning and a focus on computer science. Technology-enabled strategies will be leveraged for teaching and learning concepts and content that are difficult to teach using traditional approaches. This will include bringing the emerging CODE Aspire program to the school. Through this program students from Kindergarten to 5th grade learn coding skills. This approach allows students to learn practical skills to work with technology while simultaneously providing them with a method to understand conventions, grammar, logic, precision, and other rules that make up technology literacy.

Goals

- Open a technology-focused school that increases personalized learning opportunities for students through individualized computer-based instruction and small group time with teachers.
- Implement the CODE Aspire program.
- Improve student academic achievement in English Language Arts.
- Improve student academic achievement in math.

Focus Areas for 2014/15

Over the next year, Aspire Triumph Technology Academy will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.

1. Hire a blended learning teaching assistant to support all classroom technology, build tech resiliency, teach younger students about technology and disseminate data.
2. Hire a tech specialist to teach coding to students and teachers as well as oversee cross-curricular coding projects.
3. Identify the best devices to support selected digital content.
4. Train all teachers on the Aspire Instructional Guidelines and blended, personalized learning. Ensure that all teachers can meet required blended learning criteria for rollout.
School Background
Aspire Triumph Technology Academy (ATTA) will be a K-5 grade school in Oakland that is part of Aspire Public Schools. Aspire opened Aspire Millsmont Academy in 2004 with the vision that every student is prepared to earn a college degree. To further this vision, Aspire closed Aspire Millsmont and is opening the technology-focused ATTA in 2014 to catalyze change and achievement for their students. By ensuring students become voracious, self-motivated, competent and lifelong learners, ATTA will prepare them not only for college but also for the 21st Century world.

This year, with Blended Learning, teachers are able to pull all students every day which is six groups each day. Because the teachers meet with every student every day, they have a deeper, more holistic understanding of students’ reading ability.

Liz Arney, Director of Innovative Learning, Aspire Public Schools

Model Design
Aspire Triumph Technology Academy will use an in-class rotation model in Kindergarten to 5th grade classes with students working individually and in small-groups with teachers. Students will spend a minimum of 30 minutes working on English Language Arts software and 30 minutes working on math software per day. Additional independent reading time will be supported by the MyON Reader online reading program. On a weekly basis, students will receive instruction on coding, which will increase over the course of the school year.

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<td>Assessments/Benchmarks</td>
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<td>Digital Content</td>
<td>DreamBox, iReady, Accelerated Reader</td>
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<td>Account Management</td>
<td>Active Directory, PowerSchool, Clever</td>
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<td>Teacher Effectiveness</td>
<td>Bloomboard, PanoramaEd</td>
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Student and Teacher Spring 2014 Survey Results
During the Spring of 2014, Aspire Millsmont students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from Aspire Millsmont results are below.

The majority of Aspire Millsmont students agreed or strongly agreed with statements that both working in small groups (73%) and the use of computer and online programs (65%) helps them understand the lesson better than when they are “with the whole class getting the lesson.” Around half of the students agreed or strongly agreed that being in small groups with their teacher (54%) or using computers and online programs (58%) helps them stay more on-task than when “the whole class gets the lesson.”

Interestingly, all teachers surveyed who use blended, personalized learning agreed or strongly agreed that students are more on-task working in small groups (100%) or using computers and online programs (100%) then when they “deliver instructions to the whole class.”

Hardware
- Infrastructure to support in-class rotations across K-5

Sample Student Schedule
- 30 minutes per day of adaptive online content in both Math and Reading. Weekly instruction on coding.
Innovation
Integrating blended, personalized learning into Bret Harte classrooms has resulted in increased student morale and engagement, particularly for underperforming students. Students are excited about interacting with technology, accessing material at their individual level, experiencing more personal attention from teachers, receiving instant feedback from digital content and taking ownership of their education. Formative and summative data confirm that students are achieving internal and external success, and increasing their self-esteem. These factors, coupled with increased differentiated instruction, has reinforced the fact that blended personalized learning is the right strategy for Bret Harte. Students academic needs are better met with digital content and rotation models that allow teachers to facilitate learning in small groups.

Goals
- Continue to increase student academic success and engagement.
- Develop strategies to align blended, personalized instruction, digital content and the Common Core Standards.

Focus Areas for 2014/15
Over the next year, Bret Harte will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.
1. Seek digital content that aligns with the Common Core Standards and provides access to actionable data for teachers and students.
2. Secure additional devices to allow 1:1 access for students and support greater flexibility for teachers in lesson design.
3. Develop a new structure to provide technical support to teachers on devices and digital content.
School Background

Bret Harte Middle School is located in the Dimond/Laurel neighborhood. Students come from a large geographic area, making the student population one of the most ethnically and economically diverse middle schools in Oakland. Bret Harte’s diverse community embraces mutual respect, hard work and resilience to nurture the whole child in pursuit of academic excellence during the transition to young adulthood.

Model Design

Bret Harte began its implementation through their Math Department. Four teachers each are 2:1 on chromebooks using tools such as Khan Academy, Google Drive, Socrative and Manga High. Teachers are able to run two- and three- group in-class rotations, or as needed, go 2:1 and pull fully-targeted small groups. While beginning to leverage the power of adaptive online content in math classes, the teachers are also deploying OUSD-developed Common Core mathematics curriculum in small groups. Teachers have access to Khan’s data reports to inform grouping. The Bret Harte plan currently calls for expansion to English Language Arts classes in Fall 2014, and one ELA teacher is currently “piloting the pilot” — experimenting with different digital tools and devices in the ELA classroom to bring lessons learned to her colleagues this Spring and Summer.

“Job to Be Done”

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Student and Teacher Spring 2014 Survey Results

During the Spring of 2014, Bret Harte students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the Bret Harte results are below.

Over half of Bret Harte students agreed or strongly agreed with the statements that “working in a small group with my teacher helps me understand the lesson better than when I am with the whole class getting the lesson” (61%) and “I am generally more on-task when using computers and online programs than when the whole class gets the lesson” (57%).

Surveyed teachers were in agreement with students around the use of small groups to help them understand the lesson (92%), but were more in favor of small groups (62%) than “using computers and online programs” to keep students on-task.

Hardware

- Win 7 Pro PC computer lab
- Additional wireless access points
- 135 Chromebooks
- Legacy iMac lab

Sample Student Schedule

- 8:30-9:25am Period 1
- 9:30-10:25am Period 2
- 10:30-11:25am Period 3
- 11:30-12:25pm Period 4
- 12:30-1:30pm Lunch
- 1:05-2:00pm Period 5
- 2:05-3:00pm Period 6
Innovation
The first year of implementation has yielded promising successes—increases in student engagement, differentiation, motivation, and 21st century preparedness in addition to gains in student lexile and rubric scores. Bended learning is also helping Brewer transition to the new Common Core State Standards. Teachers are leveraging small-group instruction to help struggling readers engage directly with complex texts, cross-departmental collaboration using MyAccess and Google Docs to teach argumentative writing. In reflection, Brewer has already identified valuable lessons that will shape how they move ahead. These lessons include: ensure students are thoroughly prepared to learn and understand new programs/tools; use software to teach and assess students' learning as well as promote creativity; refrain from using technology as a “reward/free time;” provide extended independent time to allow students to acclimate to a new program or project as well as troubleshoot independently; balance time on computers with “pencil and paper” time; capitalize on instant feedback to motivate students to push themselves and become more self-directed; and lastly, continue to be patient and flexible with incorporating technology into daily instruction.

Goals
- Improve lexile and rubric scores for targeted students.
- Decrease the number of referral rates by non-1st year teachers for targeted students.
- Increase comfortability with rotational model and software for students and teachers.
- Increase a “Growth Mindset” (i.e. intelligence is not static) for students.

Focus Areas for 2014/15
Over the next year, Edna Brewer will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.
1. Increase connectivity and bandwidth for daily success.
3. Design and plan classroom space more strategically to support blended learning configurations.
4. Use additional staffing support more effectively and meaningfully to address student needs and the structure of blended, personalized lessons.
5. Improve consistency in classroom management/school-wide discipline.

Theory of Change with Blended Learning Implementation:
Edna Brewer created a 5-year vision in 2010. That plan has three main pillars that represent this vision: Academic Achievement, Community Building, and Total Health (ACT). Brewer’s implementation intends to create additional equity for its diverse student population, and create different access points for families to support their students. Adaptive online learning allows for individualized progression, placing students where they belong, not where they are “supposed to be.” Families greatly appreciate this aspect of blended learning and feel more comfortable engaging in the curricular discussions because they know their students feel safe with the material. Overall, Brewer believes that Blended Learning further supports their transition to becoming a Full Service Community School, per OUSD’s Strategic Plan.
School Background
Edna Brewer is a 6th to 8th grade middle school supported by a learning community of staff, parents and students with shared goals. With a vision to prepare every Brewer student for academic success, the administration works to create and maintain an engaging, safe and meaningful place for learning and individual growth. Decision making for staff and administration is driven by meaningful student data and information.

“We are unanimous that Blended Learning is the right path for our school. The increases in student engagement, differentiation, motivation, and 21st century preparedness are concrete and coincide with our values and vision . . . and are confident that our continued use of Blended Learning will greatly increase both teacher and student effectiveness and satisfaction.”
Sam Pasarow, Principal

Model Design
Edna Brewer began its implementation through their English Language Arts department. Six teachers are each 1:1 on chromebooks using tools such as Google Drive, Achieve 3000, MyAccess Writing and Typing Club. Teachers are able to run two- and three-group in-class rotations, or as needed, go fully 1:1 and pull fully-targeted small groups. Teachers have access to data reports from Achieve3000 and MyAccess Writing to inform grouping. The Brewer plan currently calls for expansion to Social Studies classes in Fall 2014. Teachers are already experimenting with how these new tools can boost engagement and performance across the disciplines.

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Student and Teacher Spring 2014 Survey Results
During the Spring of 2014, Brewer students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the Brewer results are below.

The majority of Brewer students agreed or strongly agreed with statements that working with the computer and online programs helps them understand the lesson better (53%) and stay more on task (52%) than when they are “with the whole class getting the lesson.”

Teachers on the other hand agreed or strongly agreed that use of small groups helps students understand the lesson better (91%) and stay more on-task (61%) than when teachers “deliver instruction to the whole class.”

Hardware
- 180 Chrombooks
- Additional wireless access points
- Legacy computer labs and laptop carts

Sample Student Schedule
- 8:30-10:05am Block 1
- 10:05-10:13am Break
- 10:13-11:55am Block 2
- 11:55-12:35pm Lunch
- 12:40-1:05pm SSR
- 1:10-2:45pm Block 3
- 2:50-3:45pm 7th Period
Innovation

Through a School Improvement Grant, ECP extended their school day, but rather than simply tacking on an after-school program, they redesigned their entire day to include several rotational intervention periods—AIM (Aspire, Invest, Make the Grade) and RiseUp (skills-based acceleration courses). ECP leverages a partnership with Citizen Schools to support homework and provide enrichment. Incorporating blended learning allows ECP to raise the rigor of AIM and provide for more individualized attention to students. In RiseUp, BL provides a differentiated curriculum capable of accelerating learning for all students. Particularly through the use of ExitTicket, teachers began to use data to change or alter the nature of their lessons, and provide differentiated experiences for students, shortening the lesson-feedback cycle.

Goals

- Increase in overall student learning performance and satisfaction.
- Increase teacher effectiveness and satisfaction.
- Reduce student referrals and improve school culture through meeting students’ individual needs as learners.

Focus Areas for 2014/15

Over the next year, ECP will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.

1. Continue to encourage and support teachers to use data from digital content to provide personalized experiences for students.
2. Consider how blended personalized learning will be incorporated into ECP’s Extended Learning Time model.
3. Investigate additional digital content, including premium options.
4. Assess resources and best timing to bring professional development opportunities to teachers to deepen implementation of blended personalized learning.
5. Consider levels of technical ability and pedagogical openness in hiring criteria for new teachers.
School Background

In 2002 Elmhurst Middle School was ranked as the lowest performing middle school in OUSD, had 17 teacher vacancies, and had neglected school grounds. In 2006, the school was reconstituted into two small schools and the school has transformed into an orderly, safe school focused on student learning. Over the past two years, the performance of African American students outperformed both District and State averages.

“While we did not anticipate this in our planning, it could also be said that students will be referred to the office less and behave appropriately more often when teaching and learning is meeting their needs as learners. To the extent that this has happened in our 8th grade classrooms, I believe we can attribute some of the improvements in student culture to the blended learning work.”

Kilian Betlach, Principal

Model Design

Elmhurst Community Prep is moving to a one-to-one model with enough devices for all students in a classroom. Beginning teachers are able to use whole group instruction with devices to teach students (who are also new to blended) how to be self-directed online. As students and teachers increase their confidence and skills using the new tools teachers move toward a more “flex model” where students are pulled for small group instruction based on student assessment data. Online content will be prioritized that aligns with the Common Core State Standards and includes critical thinking and higher order skills. Generally speaking, while ECP has an extended school day, students continue to go through a traditional bell schedule of different core subjects.

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Student and Teacher Spring 2014 Survey Results

During the Spring of 2014, ECP students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the ECP results are below.

The majority of ECP students agreed or strongly agreed that using computers and online programs helps them understand the lesson better (68%) and stay more on-task (61%) than “when the whole class gets the lesson.”

Teachers on the other hand overwhelming agreed or strongly agreed that use of small groups helps students understand the lesson better (100%) and stay more on-task (100%) than “when the whole class delivers instruction to the whole class.”

Hardware

- 7 pilot classrooms
- Chromebooks and some legacy desktops
- Upgraded wireless access points

Sample Student Schedule

- 8-12am Core classes
- 12-12:30pm RiseUp
- 12:30-1pm Lunch
- 1-2pm Advisory
- 2-3pm Handwriting Support
- 3-5pm Apprenticeships/Choice Time
Innovation
EnCompass is blending to increase and improve small group instruction and the amount of time
students spent time learning in their “just right level.” Teachers have been using KidBiz to track
progress data for targeted students. Workshops were held to help parents understand how to use
Online Learning Providers (OLP)/KidBiz data to support their students.

Goals
§ Increase student achievement and awareness of learning performance
§ Maintain student-teacher ratio while increasing teacher-student attention and interaction, and
levels of satisfaction
§ Successfully source data from multiple online learning providers within single user interfaces
(teacher and student dashboards).
§ Increased parent/guardian monitoring and awareness of their child’s learning performance

Focus Areas for 2014/15
Over the next year, EnCompass will focus on the following areas to sustain and increase the
effectiveness of blended, personalized learning.
1. Support Common Core implementation and increased use of online content: Transitional
Kindergarten, Kindergarten and 2nd to 5th grades will use Core schedule blocks for content
area.
2. Continue integration of Achieve3000 and STMath into whole class and small-group instruction.
3. Align the library and chromebook cart rotations to provide consistent structure for small group
in-class rotation. Increase use of 1:1 student-OLP use to at least 3 times per week in 2nd to 5th
grade classrooms.
School Background
Opened in 2004 as part of the Oakland Unified School District’s “New Small Autonomous School” initiative, EnCompass Academy focuses on the development of the whole child (mind, body, emotions and spirit). EnCompass actively monitors student progress and uses transformational and equity-focused lens in student enrichment, family engagement, and coordination of programs and services.

“Being a part of the Pilot has significantly helped our school shift to having more students independently apply their learning on a regular basis.”
Minh-Tram Nguyen, Principal

Model Design
EnCompass uses small group in-class rotation from Transitional Kindergarten to 5th grade. EnCompass teachers often use a three-group rotation including, small group with teacher, small group on adaptive online contact and cooperative offline work. Teachers can also use a chromebook cart for 1:1 as needed in 2nd to 5th grades.

“Job to be Done” | Tools or Programs
---|---
Attendance, GPA, suspension, behavior | AERIES SIS
Grades and Assessments | Fountas and Pinnell Reading Records, Scholastic Reading Inventory, SIPPS
State Data | CMA (by strand), CST 3 years longitudinal), CELDT, SBAC
OUUSD Benchmarks | Edusoft
Digital Content | ST Math and Achieve 3000
Account Management | “Log-in with Google” and Clever

Student and Teacher Spring 2014 Survey Results
During the Spring of 2014, EnCompass students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the EnCompass results are below.

The majority of EnCompass students agreed or strongly agreed with statements that working in small groups with their teacher helps them understand the lesson better (61%) and stay more on task (59%) than when they are “with the whole class getting the lesson.”

Teachers’ surveys revealed that they agreed or strongly agreed with statements about how working in small groups helps students understand the lesson better (89%) and stayed more on task (67%) than when they “deliver instruction to the whole class.”

Hardware
- 13 pilot classrooms
- 100 student desktops
- Upgraded wireless access points
- 3 chromebook carts
- 26 Vinci Tablets

Sample Student Schedule
- 8:20-8:40am Before School Mind-Body Connections
- 8:45-9:00am Morning Meeting and Literacy Connections
- 9:00-11:00am ELA, Social Studies Integration
- 11:00-11:45pm Fitness, Recess and Lunch
- 11:45-1:50pm Math
- 1:50-3:00pm ELD/AED/ GATE-Challenge (Monday, Tuesday); Science & Literacy (Thursday, Friday)
Blended Learning started small and deep in 2012-13, by completely redesigning one grade level as a Blended Learning model for the school. Central to Korematsu's Blended Learning philosophy is striking the proper balance between critical thinking and skill-building activities in the classroom. Korematsu intends to use digital content to facilitate the latter, giving pilot teachers the freedom to focus on the former. In 2013-14, Korematsu grew its implementation up to 5th grade and down to 2nd and 3rd grades. Teachers use an array of digital content providers as they continue to learn about matching different tools with different students. The new principal, Ms. McAtee, and Korematsu staff have long been proponents of Fast ForWord, an online program that helps build student memory and phonological awareness, and Accelerated Reader, a reading program that helps build vocabulary and reading comprehension skills.

Goals

- Increase academic gains through the adoption of blended, personalized learning best practices and digital content in select classrooms.
- Leverage blended, personalized learning to support the transition to the new Common Core Standards and Korematsu's reading intervention strategy.
- Develop a blended, personalized learning implementation model other OUSD schools can use to integrate blended, personalized learning best practices into their pedagogical approaches.

Focus Areas for 2014/15

Over the next year, Korematsu will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.

1. Provide professional development to teachers on technology and digital data analysis.
2. Train the current lab manager on digital content so students and teachers can be provided with immediate support.
3. Secure additional funding to provide a classroom set of Chromebooks to each second grade classroom.
School Background

Korematsu attributes much of the school's student achievement growth to the implementation of two online learning programs as part of their effort to individualize student learning and accelerate reading levels, primarily during after school intervention. The two programs, Fast ForWord and Reading Assistant, are published by Scientific Learning, and OUSD has recently purchased Fast ForWord districtwide licenses due in large part to the success at Korematsu.

Korematsu was recently nominated for one of the nation’s highest K-12 honors: the National Blue Ribbon Schools award and they were the top performing elementary schools in Achieve3000 for the 2012/13 school year.

“Model Design

Korematsu began Year 1 with in-classroom two group rotation with 1/2 of students on computers and 1/2 of students with the teacher. In year 2, classrooms have access to 1:1 devices for part or all of the school day. Students on computers use personalized, adaptive digital content primarily to reinforce concepts learned with the teacher, though at times they will receive direct instruction online. Students with the teacher receive differentiated small-group instruction, while others collaborate with peers on project-based group work.

“Job to Be Done”          Tools or Program
Attendance, GPA, Behavior  AERIES SIS, Clever, Common Sense Media’s Digital Passport
Grades and Assessments     Illuminate and Scholastic Reading Inventory
State Data                 CMA (by strand), CST (3 years longitudinal), CELDT, SBAC
OUSD Benchmarks           Edusoft
Digital Content           Achieve3000, Mangahigh, Reading Assistant, FastForWord, Accelerated Reader, Google Drive
Account Management        “Log-in with Google,” Clever

Student and Teacher Spring 2014 Survey Results

During the Spring of 2014, Korematsu students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the Korematsu results are below.

Over half of Korematsu students agreed or strongly agreed with statements that both small groups (67%) as well as using computers and online programs (62%) helps them understand the lesson better then when the “whole class gets the lesson.”

Teachers agreed or strongly agreed that working in small groups both helps students understand the lesson better (86%) and stay more on-task (86%) then when they “deliver instruction to the whole class.”

Hardware

- In class 1:1 ratio
- 40 MacBook Airs
- 108 Chromebooks and counting

Sample Student Schedule

- 8:40-9:35am MF/ST
- 9:35-10:10am Math
- 10:10-10:45am Skills/RA
- 10:45-11:20am Writing
- 11:20-12:05pm Lunch
- 12:05-12:45pm ELD/AED
- 12:45-1:15pm Vocab/GL Text
- 1:15-1:50pm RTI
- 1:50-2:00 Recess
- 2:00-2:55pm Social Science

“Our students are now motivated to learn and be creative; blended learning has brought more time for teachers to plan and work with individual student needs.”

Rosemary McAtee, Principal
Innovation
Madison Park Academy started the Blended Learning Pilot in 2012-13, by completely redesigning middle school mathematics classes, along with 7th and 8th grade Social Studies and 8th grade Science. Madison’s Blended Learning philosophy is striking the proper balance between critical thinking and skill-building activities in the classroom. Madison intends to use digital content to facilitate the latter, giving pilot teachers the freedom to focus on the former. In 2013-14, Madison grew its implementation up to its new high school 9th grade and down to the Lower School. Teachers use an array of digital content providers as they continue to learn about matching different tools with different students. Over the past year of implementation, Madison learned a number of lessons that were critical to their success, including allowing teachers time to opt-in, providing time for teachers to experiment with software programs, developing a sustainability plan early, educating families about blended learning, and finally that meeting the needs of the most underperforming students can improve the culture and climate of the whole school.

Goal
- Increase academic gains through the continued use of blended, personalized learning best practices in middle school and spread these practices to high school classrooms.
- Leverage blended, personalized learning to support the transition to the new Common Core Standards.
- Develop a blended, personalized learning implementation model other OUSD schools can use to integrate blended, personalized learning best practices into their pedagogical approaches.

Focus Areas for 2014/15
Over the next year, Madison will focus on the following areas to sustain and increase the effectiveness of blended, personalized learning.
1. Identify additional resources to build, restore and repair damaged computers.
2. Expand the 1:1 take home computer program for students across the campus.
3. Seek digital content that aligns with the Common Core Standards and the Smarter Balanced Assessment.
4. Expand and deepen implementation of personalized learning across all subjects.
5. Secure additional resources (devices and digital content) to support new high school classrooms.
6. Provide professional development opportunities to teachers new to blended learning.
7. Encourage district partnerships with software distributors to reduce fiscal impact on schools.
School Background
Madison Park Academy was covered in graffiti and had an API of 528 seven years ago. Today, it is a welcoming campus with classroom walls covered in high quality student work and art, boasting an API of well over 700. The current principal, Dr. Lucinda Taylor, has taken every opportunity to provide her students with a 21st century education, but she's not satisfied. Three years ago, Dr. Taylor applied for and received a “school-to-home” grant, providing laptops for every student and Smartboards, ELMOs and wireless Internet for every classroom. Madison has the only “new-comers” program in East Oakland, serving students who have recently arrived in America. In 2013, Madison became a high school, with their former 8th graders becoming the first 9th grade class.

“Blended Learning has provided a level of excitement in education that did not exist in urban education.”
Dr. Lucinda Taylor, Principal

Model Design
In the middle grades, Madison predominantly blends instruction in mathematics, along with some social studies and science classes, mainly with an in-class two group rotation, although many of these classrooms have access 1:1 devices as needed. The new high school is 1:1 across the core classes and students are issued their own device. Three lower school classrooms began blending in the Fall of 2013. Students on computers use personalized, adaptive digital content primarily to reinforce concepts learned with the teacher, though at times they will receive direct instruction online. Students with the teacher receive differentiated small-group instruction, while others collaborate with peers on project-based group work. Madison uses providers and tools including Google Drive, Jupiter Grades and Juno Ed, Khan Academy, Manga High and Mastery Connect. Teachers continue to improve their own practice in matching the right tool for the right job for the right student or group of students.

“Job to Be Done” Tools or Program

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<th>Attendance, GPA, Behavior</th>
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<td>Account Management</td>
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Hardware
- ~300 HP netbooks (2010)
- ~100 Lenovo ThinkPads (2012)
- ~200 Chromebooks (2013)

Sample Student Schedule
- 90-minute block schedule in High School to allow for greater flexibility & personalization within each content area
- Classroom rotation-driven instruction at least three times per week in middle school
- Weekly blended learning-specific teacher common planning time and professional development

Student and Teacher Spring 2014 Survey Results
During the Spring of 2014, Madison students and teachers were surveyed to understand their perspectives about implementation of blended, personalized learning. Highlights from the Madison results are below.

Over half of Madison students agreed or strongly agreed that working small groups helps them understand the lesson better (56%) and stay more on-task (53%) than “when the whole class gets the lesson.”

Teachers overwhelmingly agreed or strongly agreed (100%) that working in small groups helps students understand the lesson better. Interestingly, 80% of teachers also agreed or strongly agreed that the small groups helps students stay more on task and using computers and online programs helps students understand the lesson better than working with the whole class.