

THE POSITIVE POWER OF PERSONALIZED LEARNING Education Elements Impact Report 2015-2016





Learners of Today. Ready for Tomorrow.





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LETTER FROM OUR CEO

What an exciting year it has been! This year Education Elements celebrates our fifth school year bringing personalized learning to districts and schools. In 2010, we started with one school in Los Angeles, and now five years later we have supported more than 500 schools across 100 districts. Incredible! Change is happening in education, and we are honored to be a part of it.

At Education Elements we believe that the greatest common denominator in effective teaching is personalization. I am so pleased to share our 2015-16 Impact Report on behalf of all the teachers, principals, coaches, and district leaders we work with who are doing awesome work personalizing learning for students.

As I reflect on this past year, there are three themes that make me particularly proud: increasing achievement and engagement, supporting more districts, and connecting bold leaders.



Increasing Achievement & Engagement

- The benefits of personalized learning are cumulative, year after year. Several of our districts just completed their third year of implementing personalized learning. Since they started, the number of students who have met or exceeded growth targets on nationally normed tests has increased up to 39% in math and up to 33% in reading.
- This school year, across almost 17,000 students from five of our districts that take the nationally-normed NWEA Measures of Academic Progress (MAP), we saw students in personalized learning classrooms achieve average growth of 142% in reading and 121% in math, compared to nationally normed MAP growth targets.
- We are seeing **some promising early wins** on other academic measures from our districts who have been implementing personalized learning for two years or less, as well as positive growth on non test-based measures.
- For the second year in a row, district and school leaders reported that **student engagement and self-direction have increased significantly** since implementing personalized learning. In a survey of district and school leaders from 11 districts, 85% of district leaders said that students are more engaged in class and 75% of school leaders said that students are taking more ownership of their learning since implementing personalized learning.



Supporting More Districts

• We support a variety of personalized learning models, from blended learning rotations to flipped instruction to mastery-based progression. We empower our districts to be designers of their learning environments.

- We are seeing larger districts embrace personalized learning. Whether our clients start with just a few schools or go all in, we are helping them think through how to personalize at scale.
- We love seeing **growing momentum in the field**. For example, as a result of our work in one district in New York, 11 nearby districts formed a consortium to design and implement personalized learning environments to launch this upcoming school year.
- The districts that are doing this work are **getting recognized**. Throughout this year we have seen these districts highlighted in regional newspapers, local TV stations, and national publications ranging from the Huffington Post to Edsurge and Edweek. We are so proud of their accomplishments.



Connecting Bold Leaders

- Along with our partners at the Lexington Institute, we have supported **three cohorts of LELA Fellows**. These 30 inspiring district leaders are taking the first steps towards bringing personalized learning to their districts, from New York to Alabama, from California to South Carolina.
- Our **Personalized Learning Summit** continues to be an amazing conference dedicated to the implementation of personalized learning. This year more than 250 personalized learning leaders and practitioners convened in San Francisco to learn from each other, top technology companies, thought leaders, and the Education Elements team at our second annual conference.

I want to thank our <u>Education Elements team</u>. You practice the principles of design thinking every day by empathizing with our districts and schools, constantly reflecting and iterating to improve our approaches, and always seeking to support transformational change.

Thank you to our <u>content partners</u> for providing the excellent digital content that supports a more personalized pedagogical approach where students can move at their own pace and teachers can use data to drive instructional choices.

Thank you to our <u>board members</u>. We are so fortunate to have a distinguished group of passionate professionals in our corner.

And of course, thank you to our <u>districts and schools</u>. We are inspired by your passion and commitment to change lives and communities every day.

Anthony Kim
Founder and CEO, Education Elements

THE POWER OF PERSONALIZED LEARNING

SINCE 2010











"Our commitment to personalized learning comes from a desire to innovate and sustain a culture of excellence where every student's potential is realized.



DISTRICTS¹

The increase in students hitting their growth targets after 3 years of personalized learning at Middletown.³

ENLARGED CITY SCHOOL DIST. OF

average growth on NWEA after

9 out of 10

8 out of 10

9 out of 10



- NWEA MAP results from 17,000 students across 5 of our districts: Horry (SC), Middletown (NY), Piedmont (AL), Racine (WI), & Uinta (WY)

Who We Are

Our mission is to work with districts to build and support dynamic school systems that meet the needs of every learner, today and tomorrow.

We are a team of seasoned educators, designers, technologists, and change management experts with a proven track record in our work with districts. We work with districts to prepare the students of today for tomorrow. We take the time to understand the unique challenges school leaders face, and then customize the Education Elements approach for each district. We bring deep expertise, design thinking, expert facilitation, and the spirit of collaboration with our extensive toolkit of resources and technology to deliver sustainable results.

We are passionate and love what we do. We do not think of the work we do as a series of projects, but instead as the building of partnerships and friendships. We measure our success by the success of the districts we support. We want all students to reach their fullest potential. We want all teachers to love to

From a single school in 2010 to over 500 today, we are driven by bold leaders, amazing teachers, and the students we serve together. We are so grateful to have the chance to work with so many districts and look forward to many years of working with many more.

> Learners of today. Ready for tomorrow.

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CELEBRATING ACHIEVEMENT

We work with a wide array of districts and schools across the nation. Each district has their own unique strengths, challenges, and goals, but they all share a common commitment to personalize learning for every student.

Academic Growth, Year After Year

We are immensely proud of three of our earliest districts, Enlarged City School District of Middletown (NY), Horry County Schools (SC), and Uinta County School District #1 (WY). You may remember their outstanding results from our 2014-15 Impact Report.

All three of these districts are pioneers in personalized learning. Both Middletown and Horry started their journey three years ago, and Uinta just finished their second year of personalized learning. We're so pleased to share on their behalf that, once again, we see consistently high growth in reading and math and cumulative benefits over consecutive years of personalized learning.

Understanding NWEA MAP

- Students take MAP 2-4 times over the course of the school year.
- benchmarks to which districts can compare their growth.
- Using MAP, we can see that students in personalized learning classrooms consistently make more than a year's worth of progress in reading and math.



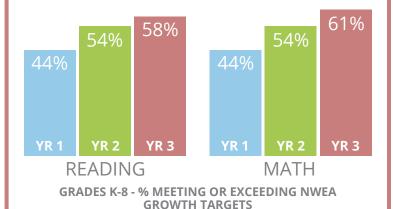
Enlarged City School District of Middletown (NY)

We first partnered with the Enlarged City School District of Middletown, a high poverty district in upstate New York serving more than 7,000 students, to design and implement blended learning during SY 2013-2014. That first year a small cohort of elementary school teachers volunteered to pilot a blended learning model of personalization. Today, as a result of their three year opt-in model, all Middletown K-8 classrooms implement personalized learning, and they continue to see strong year-over-year academic growth.

This year on NWEA MAP Middletown students in grades K-8 grew 147% in reading and 127% in math. That means that, on average, their progress over the course of the school year was almost 50% more than national benchmarks would predict for reading, and almost 30% more for math.

Compared to their results when they first launched personalized learning in SY 2013-2014, Middletown

- A 37% increase in average reading growth and a 34% increase in math growth.
- A 14 percentage point rise in students meeting or exceeding growth targets in reading and a 17 percentage point rise in math; that's a 33% increase in students hitting their growth targets in reading and a 39% increase in math.





Horry County Schools (SC)

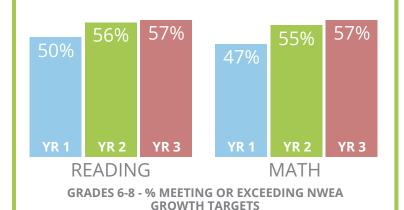
Horry County Schools, a suburban/rural district in South Carolina serving more than 40,000 students, first piloted personalized learning with a single middle school in SY 2013-2014.

Since that first year, we have worked with Horry to roll out personalized learning across all schools in their district - first in their middle schools, then high schools, and finally in their elementary schools.

This year on NWEA MAP Horry students in grades 6-8 grew 144% in reading and 121% in math. That means that, on average, their progress over the course of the school year was more than 40% more than national benchmarks would predict for reading, and more than 20% more for math.

Compared to SY 2013-2014, when Horry first piloted personalized learning with one middle school, Horry middle schools have seen:

- A 44% increase in average reading growth and a 32% increase in math growth.
- A 7 percentage point rise in students meeting or exceeding growth targets in reading and a 10 percentage point rise in math; that's a 14% increase in students hitting their growth targets in reading and a 21% increase in math.



Uinta County School District #1 (WY)

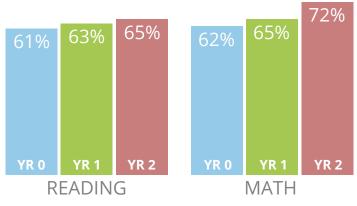
Uinta County School District #1, a rural district serving 3,000 students in Wyoming, began implementing personalized learning in SY 2014-15. While Uinta is still working toward district-wide implementation of personalized learning, every school is piloting in at least a few personalized classrooms.

Before Uinta started implementing personalized learning, students were already performing well on nationally normed tests. However they are now doing even better in just two years they have seen significant growth.

This year on NWEA MAP Uinta students in grades K-8 grew 140% in reading and 146% in math. That means that, on average, their progress over the course of the school year was 40% more than national benchmarks would predict for reading, and almost 50% more for math.

Compared to SY 2013-2014, the year before Uinta implemented personalized learning, Uinta has seen:

- A 5% increase in average reading growth and a 23% increase in math growth.
- A 4 percentage point rise in students meeting or exceeding growth targets in reading and a 10 percentage point rise in math; that's a 7% increase in students hitting their growth targets in reading and a 16% increase in math.



GRADES K-8 - % MEETING OR EXCEEDING NWEA GROWTH TARGETS

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Other Signs of Academic Progress

In addition to the year-over-year growth on the NWEA MAP of Middletown, Horry, and Uinta, we're also pleased to share that some of our clients in their first year of implementation are also seeing early gains.



In Greeley-Evans School
District 6 (CO), students
in grades 2-5 blended
classrooms outperformed
the district average on every
Math and ELA common
assessment. Across the
district, 56% of blended

on math common assessments, compared to the district average of 49%, and 45% of blended students scored proficient or advanced on ELA common assessments, compared to the district average of 37%. See the Greeley spotlight below to learn more about their implementation.



At Yuma Elementary District One Schools (AZ), in their first year of implementing personalized learning, Yuma Elementary school students in grades 1-5 grew 10% more in ELA and 24% more in Math, while students in grades 6-8, grew 68% more in ELA and 8% more in Math on the district Galileo benchmark assessments compared to last year.



After just one year of implementing personalized learning in their elementary school, Piedmont City School District (AL) saw huge increases in students in grades 3

through 5 scoring College & Career Ready (proficient or above) on the ACT Aspire summative exam:

- from 47% in 2014-2015 to 71% in 2015-2016 in math
- from 28% in 2014-2015 to 42% in 2015-2016 in reading

Piedmont Middle School just completed their second year of implementing personalized learning and they also showed strong year-over-year improvement in students scoring College & Career Ready on ACT Aspire.

- from 22% in 2014-2015 to 47% in 2015-2016 in math
- from 27% in 2014-2015 to 41% in 2015-2016 in reading



In DC Public Schools (DC), Browne Education Campus (K-8) completed their first full year of personalized learning after piloting a blended learning model in selected math classes last school year. On the i-Ready districtwide math diagnostic, 63% of K-8 students met their end of year target, which is equivalent to one or more years of growth. Additionally, their K-8 growth was equal to 151% of targeted growth, which means that students showed 50% more growth

A Foundational Year for Personalized Learning

It is important to note that these are highlights from our district clients who were ready and able to provide academic data at the time of publication of this report. Some of our district clients were not able to share academic data with us due to the timing of this report, and others were yet not ready to suggest that personalized learning influenced academic performance, due to the myriad of other changes that may have been taking place within their district alongside the start of personalized learning.

For many districts, including some of our larger districts like Fulton County Schools and MSD of Warren Township, SY 2015-16 was a foundational year. These districts worked with Education Elements in the beginning of the school year to build a common language and strategy for personalized learning, and throughout the year designed and launched personalized learning classrooms. The personalized learning mindset is just beginning to permeate through these districts and new instructional models are taking root. We're excited to support these districts over the coming years, and to report back on their academic progress.

"Since beginning our personalized learning initiative, I have observed that our teachers hold themselves accountable for the academic progress of individual students. In the past, I don't think this level of accountability would have been possible. As a result, we are seeing amazing levels of academic growth in all areas."

- MATT AKIN, PIEDMONT SUPERINTENDENT



Charting the Course in Personalized Learning

Education Elements reflected deeply this year about how we help clients measure and track progress. Too often, there is a tendency to think that a change in the district — new curriculum, new training, even the shift to personalized learning — will automatically lead to improved academic performance.

While we strongly believe that personalized learning can improve academic performance — and our districts are proving us right! — there are many other milestones along the way that districts and schools should be paying attention to in order to make sure they are on the right course.

We're spending a lot of time thinking about how to guide our districts and schools towards a more proactive approach. We've started to frame the conversation as "charting your course." That phrase implies a journey and aligns with our belief in design thinking — it is imperative to set a vision for your district or school, to not be afraid of failing fast, and to constantly iterate your approach in service of that vision. District and school teams that chart their course look at indicators throughout the year to ensure they stay on track. We use our implementation framework to guide districts through these conversations.

It's all part of a <u>personalized learning mindset</u> in which constant learning and creative response are expectations for all stakeholders, from students to superintendents.

STUDENT ENGAGEMENT

Engaged students feel empowered to take charge of their learning.

Engaged students feel seen, recognized, and understood.

Personalized learning doesn't only lead to improved academic outcomes, it leads to greater student engagement. We are thrilled to hear from so many districts that student engagement is a driving force for shifting to personalized learning.

At the end of the 2015-16 school year we surveyed district and school leaders to understand if personalized learning increased student engagement. Both district and school leaders reported positive results: 85% of district leaders say that students are **more engaged** in class since implementing personalized learning, and 75% of school leaders say that students are **taking more ownership** of their learning since implementing personalized learning.¹

Teachers are also seeing that personalized learning has positive effects on student engagement and self-direction. In addition to a leader survey, four of our districts formally surveyed their teachers. Across these districts 78% of teachers agree that students show **more self-direction** and 70% have seen their students **more engaged** since they started personalized learning.²

We also found that teachers consider themselves to be more effective and more satisfied in personalized learning classrooms. In our surveys, 93% of teachers agree that they are able to provide **more differentiated instruction** with personalized learning³ and 71% agree that they feel **more effective** teaching in a personalized learning model.⁴

"Education Elements really got our school team to start thinking on a different level, and to step outside of their classroom and look at it from the perspective of a student and how we can better serve their needs."

TEACHER, UINTA SCHOOL DISTRICT ONE (WY)

"There's more variety and choices – we don't have to all do one thing at a time. And... it's just fun."

 STUDENT, MSD OF WARREN TOWNSHIF (IN) "The biggest change I have seen in my students is that they started taking ownership in their own learning. Out of 107 senior English students in my class, only six ended up with an F — two of those earned their credit in an alternate way, three of them were due to attendance — meaning only one was an academic failure. That has not really ever happened before."

- TEACHER, MSD OF WARREN TOWNSHIP (IN)

85% of DISTRICT LEADERS

say students are more engaged

75% of SCHOOL LEADERS

say students are taking more ownership of their learning 78% of TEACHERS

agree students show more self-direction

of TEACHERS

agree they are able to provide more differentiated instruction

70% of TEACHERS

agree students are more engaged

71%
of TEACHERS

agree they feel more effective using personalized learning

¹Education Elements survey of 168 school and district leadership teams from 11 districts

²Results from 145 teachers from Enlarged School District of Middletown (NY), Metropolitan School District of Warren Township (IN), Lexington County School District One (SC)

³Results from 203 teachers from Syracuse City School District (NY), Metropolitan School District of Warren Township (IN), Lexington County School District One (SC)

⁴Results from 223 teachers from Syracuse City School District (NY), Enlarged School District of Middletown (NY), Metropolitan School District of Warren Township (IN), Lexington County School District One (SC)

DISTRICT SPOTLIGHTS

I became a



Located in upstate New York, the Syracuse City School District serves over 20,000 students across 34 schools. In SY 2015-16, Syracuse began implementing personalized learning at 10 of their elementary, middle, and K-8 schools in order to improve instruction and increase student engagement. The term "Blended Personalized Learning" (BPL) is used at the district to emphasize blended learning's role in reaching

learning's role in reaching greater personalization for students. Their instructional model focuses on the <u>Core Four</u> of personalized learning: Targeted Instruction, Integrated Digital Content, Data Driven Decisions, and Student Reflection and Ownership.

After only a few months of implementing, the initial feedback from teachers and community members has been incredibly positive. In a survey of almost 80 teachers across all 10 implementing schools, teachers overwhelmingly said that they believe blended learning has led to positive outcomes, including greater student learning, increased collaboration with teachers, decreased behavior issues, and greater student ownership and self-direction. Over 90% of teachers reported

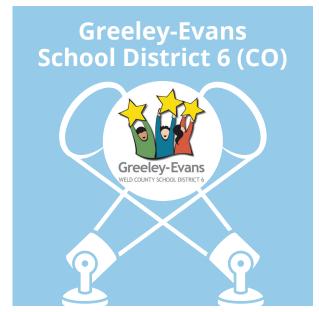
that blended learning has increased their ability to differentiate instruction.

Furthermore, over 90% of teachers feel more effective and enjoy teaching more in a blended classroom. Manami Tezuka, Supervisor of Library Media Services and BPL Project Lead, believes that personalized learning has given teachers a renewed sense of agency and purpose.

"We're coming off a time when there was tension around our curriculum," Tezuka said. "Now, teachers have a better understanding that personalized learning means that they still stick to the standards, but how they do it is up to them. It was reinvigorating for the teachers to actually get to make instructional decisions about how they were going to change certain things. It allowed them to break down instruction into smaller areas of focus. It has really helped them to think through good instruction. I've had a lot of teachers say to me, 'Now I remember why I became a teacher."

The cultural and instructional shift has been most notable in two of their historically underperforming schools. "Two years ago if you walked in those doors you were always faced with chaos," Tezuka said. "You wouldn't have seen a lot of learning going on. The reputations of the schools were tough. Now, you walk in and students are engaged, they are learning."

Syracuse school board members initially had questions about the impact of personalized learning, but after visiting these two schools they were incredibly impressed and excited about the progress. In SY 2016-17, Syracuse will expand BPL to another 10 schools. "The school board members have been members of the community for such a long time," said Tezuka. "Just seeing the change and the students and teachers engaged in what they are doing was so powerful."



Located 60 miles north of Denver, Greeley-Evans School District 6 has implemented blended learning in nine of its elementary and middle schools. Greeley-Evans adapted the Education Elements Core Four, focusing on Targeted Instruction, Tight Feedback Loops, Student Ownership, and Quality Student-to-Student Interactions. Over the course of the 2015-16 school year, Greeley saw impressive gains among blended students as measured by the district's common assessments — students in grades 2-5 in blended classrooms outperformed the district average on every Math and ELA common assessment.

Visitors from other districts and educational organizations are coming to Greeley to see teachers in action. National recognition for its implementation and strong results led Greeley to design its first blended learning summit for October 2016, which will feature school tours, panels of Greeley teachers, and workshops centered on Greeley's design process.

Education Elements began working with Greeley in 2013 by supporting Bella Romero, a K-8 school, to design their blended learning model. Bella's approach became the foundational blended model for the district. As an expansion of our work with Bella Romero in SY 2015-16, Education Elements provided professional development and walkthrough support for their two district BL coaches who support 12 elementary and middle schools across the district. In SY 2016-17, we will support 5 middle schools in Greeley through the design and implementation process.





Digital content allows for a differentiated path and pace



Instruction aligns to pecific student needs and learning goals



Ongoing student reflection promotes ownership of learning



Frequent data collection informs instructional decisions and groupings

SUPPORTING MORE DISTRICTS



In 2010, Education Elements started working with one elementary school in Los Angeles. We designed a new classroom model focused on small group instruction, the integration of digital content, and the frequent use of data to make instructional decisions. It worked — in one year, students moved from 9% to 98% proficiency. This station rotation model became the foundation for blended learning across the country.

We've now worked with more than 500 schools and more than 100 districts across the country. That's more than 25,000 teachers and 400,000 students in five years.

While the station rotation model continues to be a good starting place for many classrooms to transition to personalized learning, **our portfolio of schools now includes those implementing many personalized strategies**, including flipped instruction, project-based learning, competencybased education, as well as those with a focus on student choice and agency.

We're also excited to see **larger districts embrace personalized learning**. The average size of districts in our client portfolio is 34 schools — one-third of the districts we work with have 45 or more schools, and a few have more than 100. Of course, small districts can do this work too! In fact, the smallest district we support has only two schools.

Moving large district systems is tough work, which is why we've developed our <u>Personalized Learning Implementation Framework</u> to guide districts through the change-management process. See our section on the PL Framework to learn how districts are taking different approaches in their personalized learning journey.

"It is clear that personalized learning truly has become a way of life. It is exciting to see that in such a short amount of time, this way of teaching and learning has become ingrained in our day to day life. We have to credit this amazing transformation to the wonderful support we have received along our adventure."

- PRINCIPAL, FULTON COUNTY SCHOOLS (GA)

of DISTRICT LEADERS
report that their district has more capacity to support personalized learning.

of SCHOOL LEADERS

say that their teachers have the support they need to implement personalized learning.

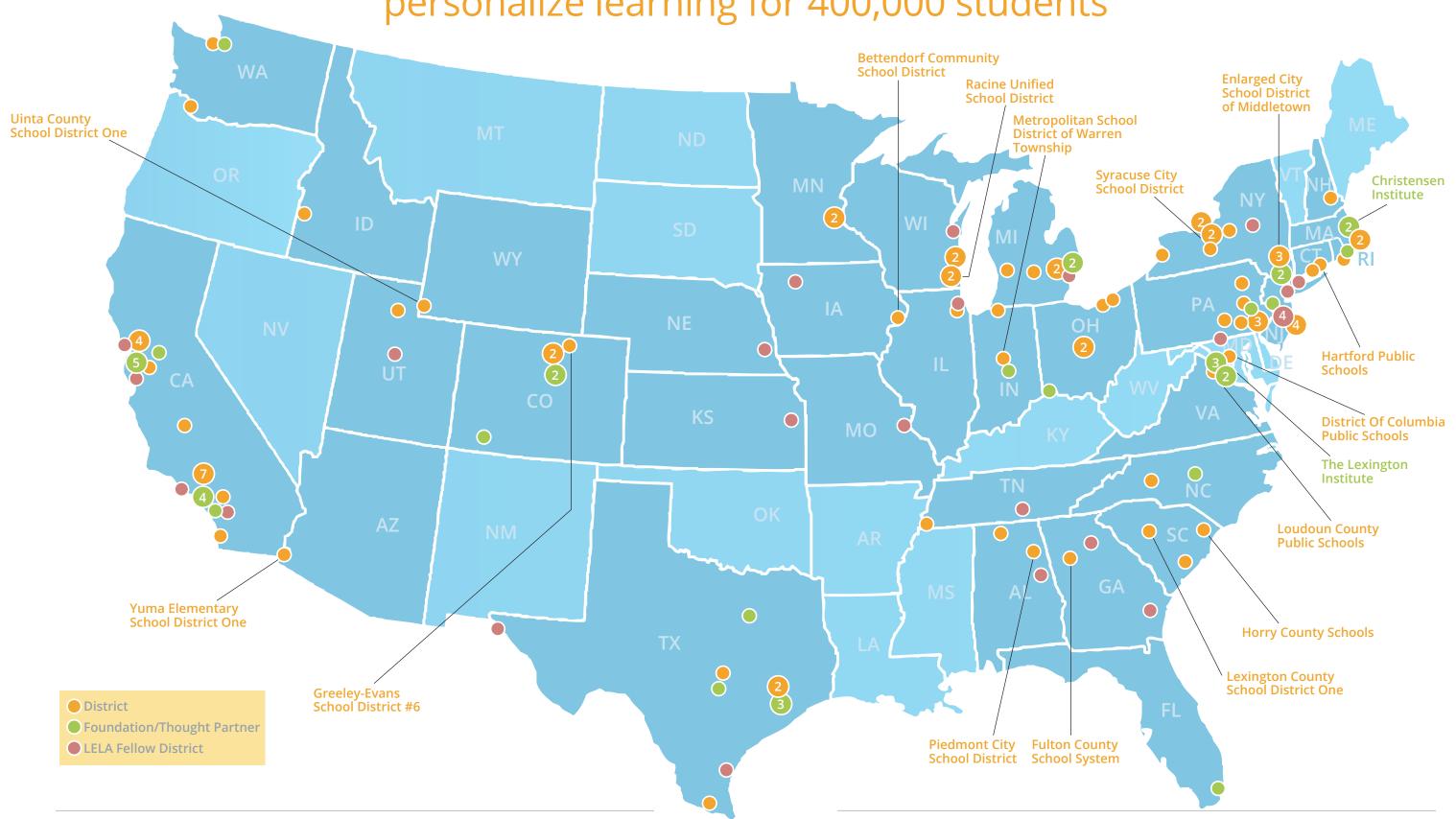
100%
of DISTRICT LEADERS

say Education Elements provides essential support to help their district to develop and/or articulate their personalized learning strategy.

Education Elements survey of 168 school and district leadership teams from 11 districts

We're proud that districts feel more empowered, enabled, and equipped to bring personalized learning to their districts after working with us and we're humbled that 95% of our SY 2015-16 districts will return next year for ongoing support for year two and beyond.

Since 2010, we've worked with more than 25,000 teachers, 500 schools, and 100 districts across the nation to personalize learning for 400,000 students

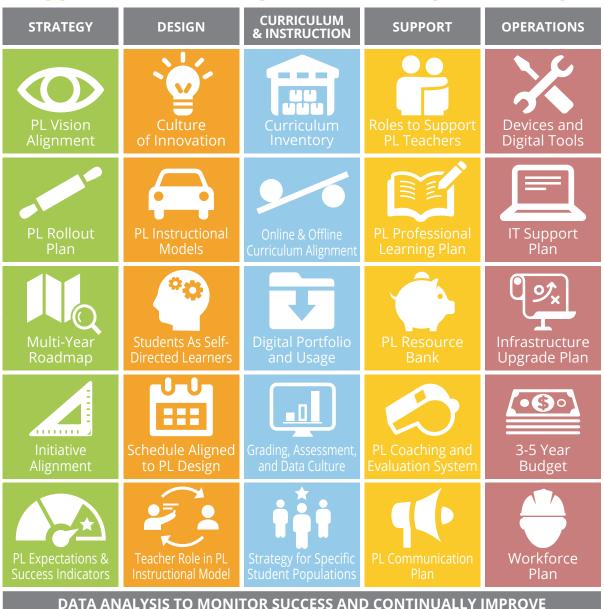


OUR PERSONALIZED LEARNING IMPLEMENTATION FRAMEWORK

Education Elements believes that for personalized learning to be successful, everyone from the superintendent's office to the classroom must be aligned on the vision and purpose, teachers must have support, and change must be sustainable.

Our <u>Personalized Learning Implementation Framework</u> provides a structure for districts to think through the decisions that must be made. The framework includes 25 areas of focus aligned to five domains. Here are some examples of the different approaches our clients have taken across three focus areas.

PERSONALIZED LEARNING IMPLEMENTATION FRAMEWORK



STUDENT OUTCOMES



Like students, all school districts are different — different sizes, different political challenges, and different track records of change. Therefore, the roll-out of personalized learning cannot be one-size-fitsall. This year, Education Elements supported districts with vastly different approaches. Uinta County School District 1 (WY) is in their second year of an opt-in model that allowed their teachers to choose to transition to blended learning over three years. Yuma Elementary School District One (AZ) went 'allin' and all 17 elementary and middle schools designed and implemented personalized learning models. The Enlarged School District of Middletown (NY) introduced flipped instruction to their high school teachers to complement blended instruction in their elementary and middle schools. Five middle schools at Racine Unified School District (WI) identified a subset of teachers as personalized learning "champions" that piloted personalized learning instructional models this spring semester. Schools in Loudoun County Public Schools (VA) applied to be a part of the personalized learning design process and were selected based on how clearly they could articulate why they wanted to provide a personalized environment for students.



Education Elements works to help districts develop and formalize a culture of innovation. Without significant changes in ways of thinking, behaving, or working, personalized learning will become another passing educational fad rather than one embedded in how educators think about teaching and learning. Many of these culture shifts involve breaking down the information hierarchy within the district, and encouraging and empowering all teachers to share their ideas, practices, and stories directly with each other. In the Metropolitan School District of Warren Township (IN), district and school teams use social media to share new ideas and instructional models using the hashtag #warrenbl. Teachers in **Hartford Public Schools** (CT) participated in a 'Design Showcase Showdown' during which they shared personalized learning instructional strategies that are working for them. The Bettendorf Community School District (IA) hosted an EdCamp professional development day with the motto 'PD for teachers, by teachers.' School District 197 (MN) created a Vanguard Teacher program to recruit teachers to develop, practice, and share personalized learning tactics.



Education Elements believes that school districts must have a plan to support teachers as they incorporate personalized learning into their practice. Professional learning plans took many forms this year. Fulton County Schools (GA) organized a twoday summer conference for teachers around the theme "Sailing into Personalized Learning," and all sessions were organized around Fulton's seven principles of personalized learning. Coaching support was a common theme this year, as Greeley-Evans School District 6 (CO) hired two new district blended learning coaches to support 12 elementary and middle schools, Piedmont City School District (AL) revamped their coaching focus and schedules to better align with personalized learning instruction, and a middle school in the District of Columbia Public Schools (DC) adjusted their walkthrough tool to better provide feedback to teachers on student reflection and digital content integration. In their third year of personalized learning, Horry County Schools (SC) honed in on small group instruction by setting aside time for walkthrough days in which school leaders analyzed a progression of skills for small group instruction, discussed strengths and opportunities, and then tested assumptions against classroom observations.

CONNECTING BOLD LEADERS

Personalized Learning Summit

In May 2016, more than 250 personalized learning leaders and practitioners convened in San Francisco for our second annual <u>Personalized Learning</u> Summit.

One of the cool things about having our headquarters in the Bay Area is the proximity to some of the most innovative companies in the world. Every participant started the conference by touring an inspiring tech company, including Pinterest, Airbnb, Visa, Zillow, and Yelp, among others. A coach from Riverside Unified School District (CA) summed up the feelings of so many: "What a great experience to hear from today's industries and see what our future workforce has to consider!"

During the two-day conference, participants engaged in workshops that were different from other conferences in that practitioners were the spotlight, and the focus was on implementation rather than theory. Workshops were led by current district clients, leaders in the field, and the Education Elements team.

We are humbled by the feedback we received — it was a terrific success! Many expressed feelings similar to Gee Kin Choi, Former CTO at Oakland Unified School District and Advisor to Academic Merit, who shared with us, "I have not attended any other event that provided such a dynamic forum for exploring personalized learning."

The Middletown team "trainers" share the "Core Four" of personalized learning.



Unlock the potential to PERSONALIZE LEARNING

Discrimination of the potential to Personalize Learning of the P

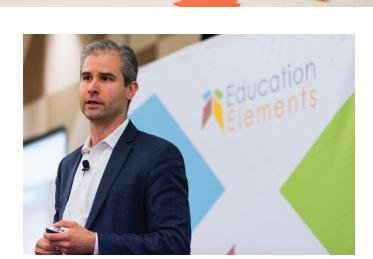
Deans For Impact lead attendees to brainstorm how teacher training programs need to change to support personalized learning.

"Everything was great! Best conference I have attended by far."

SCHOOLS (VA)

"Awesome! My favorite conference of the school year."

COACH, HARTFORD PUBLI SCHOOLS (CT)



Michael Horn, Co-founder of Clayton Christensen Institute and Education Elements board member, gives a keynote address at the PL Summit.



Andrew Austin, 6th Grade Teacher at Stonybrook Intermediate Academy in Warren Township, sings his hit song "You Gotta Blend." keynoted with his English teacher Heather Starks.

Manzell Clay Jr., a high school

senior from Warren, Indiana

"Incredible conference! Learned so much and made so many valuable connections!"

TEACHER, MSD OF WARREN TOWNSHIP (IN



The conference included a makerspace hosted by maker experts from the Bay Area.

"It was great to be face-to-face with people/schools who have already started this journey."

PRINCIPAL, CORCORAN JOINT UNIFIEL SCHOOL DISTRICT (CA)

"Each component was so well-planned that they all seemed integral to the success of the event overall. I'm not usually much of a networker but it was so simple and infused in everything we did."

PRINCIPAL, RACINE UNIFIED SCHOOL DISTRICT (WI)



Lexington Education Leadership Award (LELA) Fellowship

In early 2015 we sat down with our friends at the Lexington Institute, a nonprofit public policy think tank focused on education reform. Both of our organizations have a passion for personalized learning because we have seen the impact it has for students, teachers, and leaders. We lamented that, although many bold leaders were interested in personalized learning, they did not yet have the vision or language to talk about what personalized learning could mean for their schools, nor did they have a network or resources to support them. Thus, the Lexington Education Leadership Award (LELA) Fellowship was born.

The LELA Fellowship was created so that district leaders would:

- Connect with a network of other leaders alongside whom they can learn about personalized learning
- Have experts they can turn to for support in their transformation to personalized learning
- Be able to articulate a clear and communicable vision for personalized learning
- End up farther down the path to personalized learning than when they started

Since the Fellowship's inception, Education Elements and the Lexington Institute have supported 30 LELA Fellows across three cohorts. LELA Fellows are mentored by district leaders who are national leaders in implementing personalized learning. They receive technical assistance on a variety of topics related to personalized learning; participate in facilitated workshops with their instructional leadership teams to develop, codify, and communicate districtwide visions and plans for personalizing learning; and come together for a showcase and celebration in Washington, DC.

From our Fellows...

"The LELA Fellowship is the most powerful professional experience in my educational career. The LELA Fellowship has positively impacted my learning by changing what I fundamentally believe about not only what teaching and learning is, but also how and why learning MUST be delivered as personalized to be effective and relevant for 21st century learners. I am excited about working with teachers in my district to put into daily practice with our students the lessons I have learned from the LELA Fellowship."

– KIM HENDON, LELA FELLOW AND ASSISTAN SUPERINTENDENT OF ROANOK

"The Fellowship brought tremendous clarity to me about what exactly personalized learning should look like. It was also an excellent opportunity to not only network but listen to and learn from other districts. Finally I would add that my own professional growth was off the charts. Everyone involved has been amazing as professionals, mentors, and life long friends. I hope we get together again someday."

- LELA FELLOW

"It is encouraging and energizing to be around people who have the humility and courage to move their districts to the degree they are. That provides the courage and the affirmation to continue our work in our district."

- LELA FELLOV

"The LELA Fellowship has really brought together the pieces for personalized learning and provided our district with a framework for future progression to achieve a truly personalized education experience for all. Coupled with regional work in this area, the Fellowship has also aided in igniting our leadership team with a much clearer vision. The professional networks, relationships, connections, and learning gained through this experience are second to none."

– DENNIS KRUEGER, LELA FELLOW AND ASSISTANT SUPERINTENDENT, HOWARD-SUAMICO SCHOOL DISTRICT (WI)

Why It Works

We are proud of the work we do to help districts and schools bring personalized learning to their students through a combination of vision-setting, whole-school redesign, professional development, and implementation services. We lead districts and schools through several phases of work, including planning, building the foundation (which includes building understanding and identifying schools ready to move forward), designing and launching personalized learning instructional models and support plans, and providing time to reflect and iterate after launch.

We approach each client interaction with the mindset that, while we can share what has worked elsewhere, we must seek to understand the current culture and context of each district and school. We honor the goals, priorities, and vision of every leader with whom we work, and we help them to hone those goals, articulate those priorities, and make those visions a reality.

Looking Forward

As we look back on 2015-16 there is so much that our districts have accomplished and we are proud to have been their partners in this journey. At the same time we recognize there is more to do.

We will continue to work tirelessly to build and support dynamic school systems that meet the needs of every learner. Personalized learning promotes the love of learning that we want to instill in every student. It enables students to take more ownership of their learning. It increases student engagement and improves student outcomes.

The positive power of personalized learning goes beyond the classroom. It helps school and district leaders find renewed purpose and reminds teachers why they chose to teach. In this way, we have seen personalized learning change the culture of districts.

We look forward to continuing to work with our districts in 2016-17. We remain as committed as always to bringing our proven approach focused on systemic change to districts, to ensuring that technology solves problems and does not create new ones, and to helping districts align their instructional initiatives to deliver a more student-centered approach to improve student outcomes and teacher satisfaction.

We remain committed to working side-by-side with districts to prepare the students of today for tomorrow.

Learners of today. Ready for tomorrow.

Districts in the News

DUNDEE

Dundee moves to 'personalized learning'

HORRY COUNTY SCHOOLS

Transforming Education Through Digital and Blended Learning

Proof Points: Blended Learning Success in School Districts

LOUDOUN

From Good to Great Through Personalized Learning in Loudoun County, Virginia

MARION CENTRAL SCHOOL DISTRICT

The "One Initiative" Initiative

MIDDLETOWN

Erasing the Look and Feel of Poverty

Proof Points: Blended Learning Success in School Districts

MSD WARREN TOWNSHIP

A Successful Personalized Learning Initiative: Lessons Learned

NAMPA

Nampa School District to Create Innovation

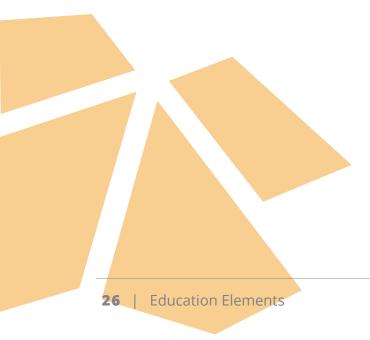
YUMA

Nation's First District-Wide Blended Program Set to Enter Year 2

District One sees positives in personalized learning plan with iPads

Aprendizaje personalizado mejora educación para el distrito uno

Edtech will Reach Its Full Potential in Traditional Schools





Learners of Today.
Ready for Tomorrow.









