



# Blended Outcomes: What Does the Research Show?

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**fueled**education™

# Poudre School District Global Academy

Fort Collins, Colorado

**Dedicated educators, a hybrid learning model, parental involvement, and quality online curriculum work together to create exceptional results**

## Quick Facts

- Hybrid, blended learning model school for grades K–12
- 160 students, 12 teachers, 7 administrative and instructional support staff
- Founded as all-virtual school in 2009 for struggling students, now serves any student who wants a non-traditional educational experience

## Keys to Success

### Learning On Campus and at Home

- On campus two days per week ; at home the other three days

### Teachers, Learning Coaches, FuelEd—A Winning Combination

- PGA teachers provide on-campus instruction and facilitate online courses
- FuelEd provides certified teachers for many electives
- Parents act as learning coaches and are well trained

### Online Content and Instructional Tools

- FuelEd courses available 24/7; online teacher-led courses taken at home

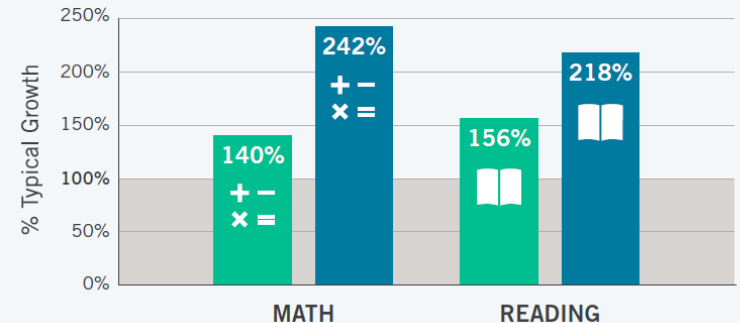
### School as Community

- Strong relationships built through smaller community and service projects

## 2015 PARCC Results

- Elementary and Middle School — out-performed district, state, and national averages in all tests given
- High School — exceeded state averages in all Language Arts tests and Algebra II

NWEA Measures of Academic Progress® (MAP®) Assessments: Growth Data for Grades K–8 Spring 2015



■ Elementary School    •Middle school students averaged more than 200% of typical growth in math and reading in 2015  
■ Middle School        •Top 5% of all Colorado schools for student growth in 2013–2014

### RETENTION AND REPUTATION

There is currently a **wait list** for all grade levels K–12

### COURSE COMPLETION

The number of high school students held back a grade **dropped by nearly two-thirds**—from 19 down to 7

### INDIVIDUAL SUCCESS

One IEP student achieved a **2.5-year growth** last year

Teachers report the **highest course passing rate in PGA school history** for grades 9–12 in English, math, social studies, and science

## John Marshall Metropolitan High School

Chicago, Illinois

**Pathway to Accelerated Student Success (PASS) Program enables Chicago Public Schools students to earn a diploma and acquire life skills that will help them become productive members of their communities**

### Quick Facts

- Three different credit recovery programs for grades 9–12
- Students: 160 daytime; 30 extended day; 60 rotating
- 91.3% of students are low income; 95.9% have had bereavement; 53.1% were formerly incarcerated or on parole
- 4 teachers, 1 social work, 1 student advocate, 1 security guard, 1 intern, 1 counselor, 1 dean

### Three Credit Recovery Programs

1. Daytime – current students take online courses for 1-2 two classes/day
2. Extended Day – online courses taken from 2:45-7:00 p.m. daily; includes students from other CPHS schools or who have dropped out who work during the day
3. Drop-out Re-engagement – students from all over the city attend one of three 7-hour sessions per day; also focuses on on-the-job training, social and emotional training, resume writing, other life skills

### Keys to Success

- Relationship building – staff members hold students accountable growth and development
- Peer-to-Peer mentoring – PASS students mentor other PASS students
- FuelEd Online Courses – enable students to work at their own pace and discover learning preferences
- Wraparound services – students receive a variety of support, services, and individual attention

#### CREDITS RECOVERED

PASS students recovered **more than 2,000 credits** over the past 4 years



#### DIPLOMAS EARNED

**more than 600** PASS students earned their high school diploma (June 2011 through August 2015)



#### GRADUATION RATES

**85%** of PASS Extended Day students graduate



**90%** of PASS Institute students finish high school in a year or less

#### POSTSECONDARY ENROLLMENT

**83%** of PASS Institute students attend a postsecondary institution



## Williams Junior Senior High School

Williams, California

### Successful online programs keep at-risk junior and senior high school students on track to graduate

#### Quick Facts

- Grades: 7-12 in shared facility
- Program Initiated: May 2013
- Enrollment (Spring 2015): 540 students; 37 in grade 9-12 credit recovery; 50 in grade 7-8 academic recovery
- Free- and Reduced-Price Lunch Eligibility: 92%; ELL – 60+%
- Saturday morning classes in the computer lab, plus working online at home

#### Two Innovative Programs

1. Academic recovery for junior high school students
2. Credit recovery for high school students

#### Keys to Success

- Students earning below 60 percent in a traditional course are enrolled in the programs for the following semester
- Two Williams teachers work with all students in Saturday labs; state-certified FuelEd teachers teach high school credit recovery courses
- Struggling students embrace responsibility to improve after experiencing success
- Students work individually with a teacher who personalizes instruction
- Instruction must be engaging and exciting—high-quality FuelEd online courses and dedicated teachers and mentors create right combination for success

#### EIGHTH GRADERS PROMOTED TO HIGH SCHOOL



82  
OF  
83

promoted  
to 2015–2016  
school year

#### PRODUCTION OF CREDIT DEFICIENT HIGH SCHOOL STUDENTS

August 2013:

120

students were  
credit deficient



August 2015:

0

students were  
credit deficient

#### 100% GRADUATION RATE

All 96 students who entered Williams Junior Senior High School as freshmen, in the fall of 2011, graduated in May 2015



# Crater Lake Charter Academy

Eagle Point, Oregon






In the program’s second year, dedicated teachers use a quality online curriculum for virtual and on-campus instruction and receive high marks from students and parents

## Quick Facts

- School Type: Independent charter school
- Grades: K-12
- Program Initiated: September 2014
- Enrollment : 200 students
- Low income students: 91.3%
- Instructional model: online and blended classrooms

## Keys to Success

- Curriculum: FuelEd Online Courses
- On-campus Program: Approximately 150 elementary and middle school students come to campus Monday through Thursday and work from home on Friday
- Personalized Learning Plans: For elementary and middle school students, teachers create weekly pacing guides and personalize learning plans at the beginning of every day for each on-campus student
- Student Designed Schedules: 40 high school students create their own schedules and study mostly at home but come to campus

| ADVANCED SURVEY QUESTIONS<br>(FOLLOWED BY % ANSWERING POSITIVELY)   | ELEMENTARY STUDENTS   | SECONDARY STUDENTS | PARENTS |
|---|---|--------------------|---------|
|  TEACHERS HELP ME (MY CHILD) PREPARE FOR THE NEXT SCHOOL YEAR  | 94%   | 94%                | 81%     |
|  TEACHERS WANT ME (MY CHILD) TO BE SUCCESSFUL                  | 94%   | 85%                | 87%     |
|  TEACHERS PERSONALIZE THE INSTRUCTION TO MY (MY CHILD'S) NEEDS | 100%  | 77%                | 80%     |
|  TEACHERS USE DIFFERENT RESOURCES TO HELP ME (MY CHILD) LEARN  | 76%   | 87%                | 80%     |
|  "WHAT DO YOU LIKE ABOUT CLCA?"<br>(COMMON THEMES)             | "Students can work at their own pace."<br>"Teachers are always willing to help students."<br>"Relaxed, friendly environment." |                    |         |

- Student Designed Schedules: 40 high school students create their own schedules and study mostly at home but come to campus
- Crater Lake Teachers: In the on-campus learning center from 8:00 a.m. to 4:00 p.m. every school day. Students are required to work 30 minutes per week in the learning center, but most work there well beyond the minimum

# What Do They Have in Common?

