

Personalizing Learning to Narrow Achievement Gaps in Middletown, NY

Mid-Atlantic Conference on
Personalized Learning

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3/1/2016

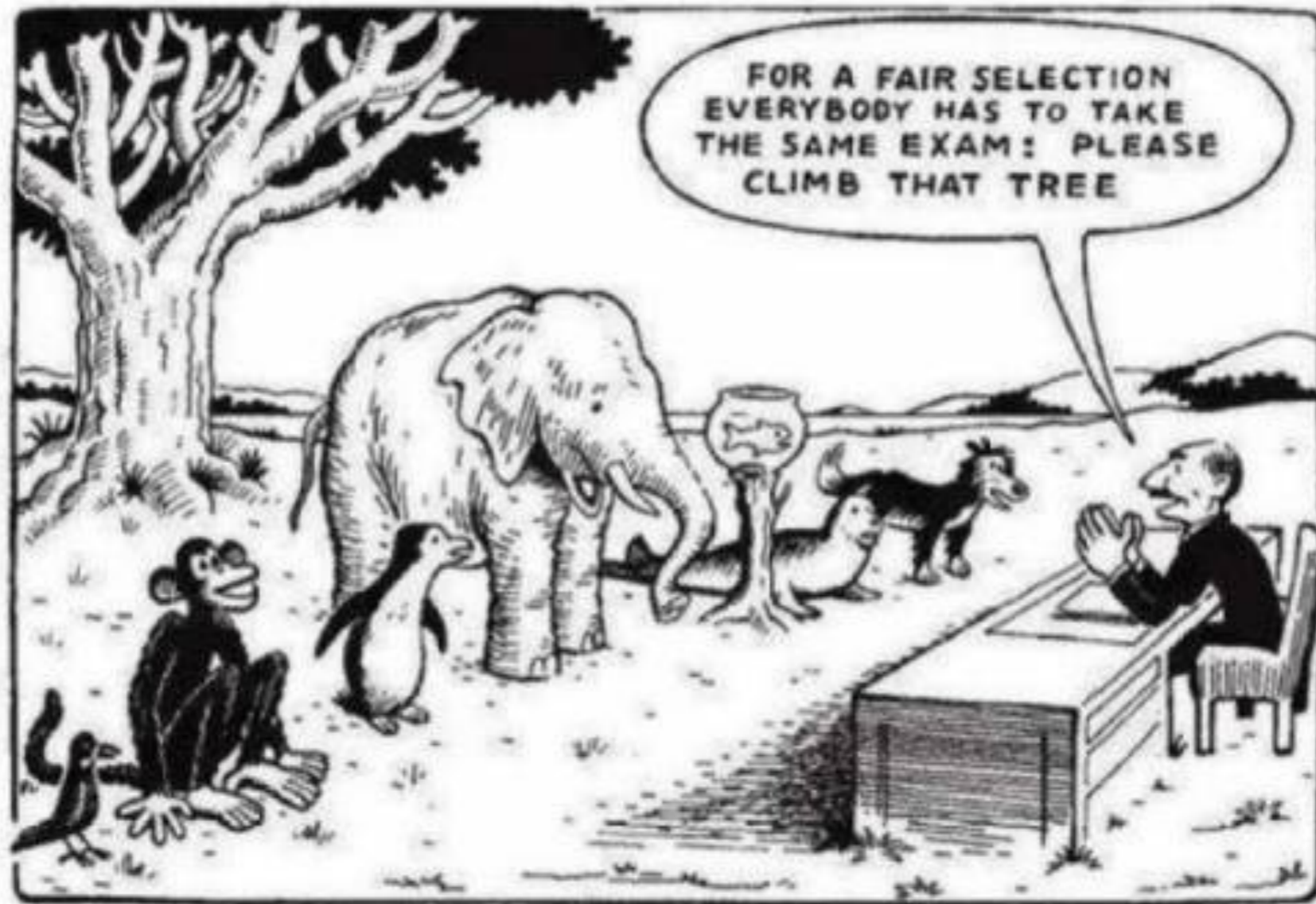


MIDDLETOWN
PERSONALIZES
LEARNING TO
NARROW
ACHIEVEMENT
GAPS

*By Doug Mesecar
December 2015*

 Lexington
Institute





Our Education System

“If we are serious about college and career readiness, we must be committed to doing whatever it takes to support each student.”

– Superintendent Ken Eastwood

M Enlarged City School District of Middletown

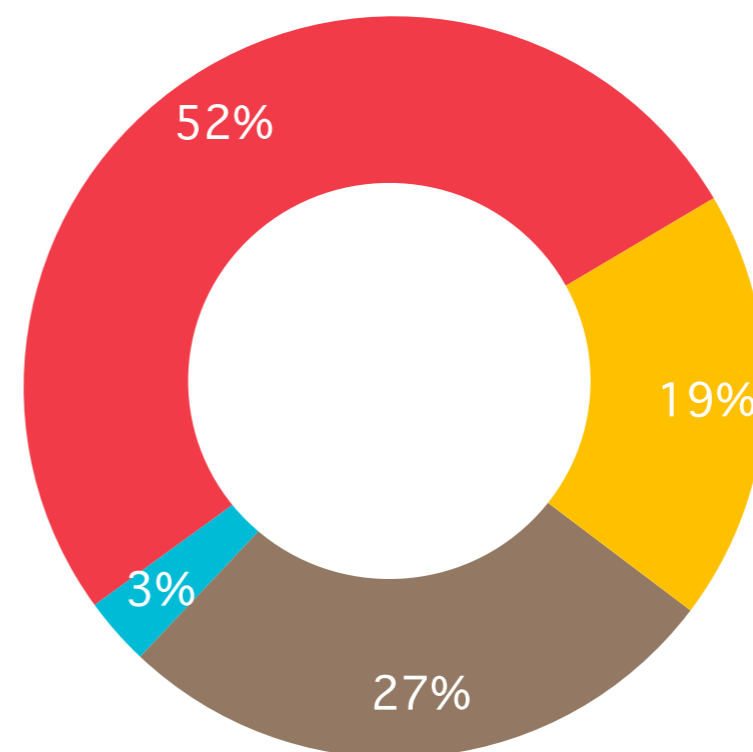
High expectations are meaningless without rich opportunities

Middletown is nestled 65 miles northwest of New York City. It is one of 16 districts to win a federal Race to the Top grant in 2012 to fund comprehensive technology-integrated personalized learning & innovative professional development using virtual simulation to prepare new & aspiring teachers.



Individuals have belief systems. So do school districts. It's important to implement edtech initiatives in a way that fits your district's beliefs and educational culture.

Superintendent Ken Eastwood



District Diversity

● Hispanic ● White ● Black ● Asian



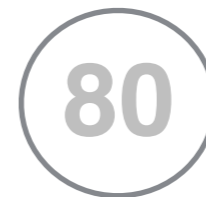
Student Population

Middletown has about 7,396 students in grades K-12



% Low Income Students

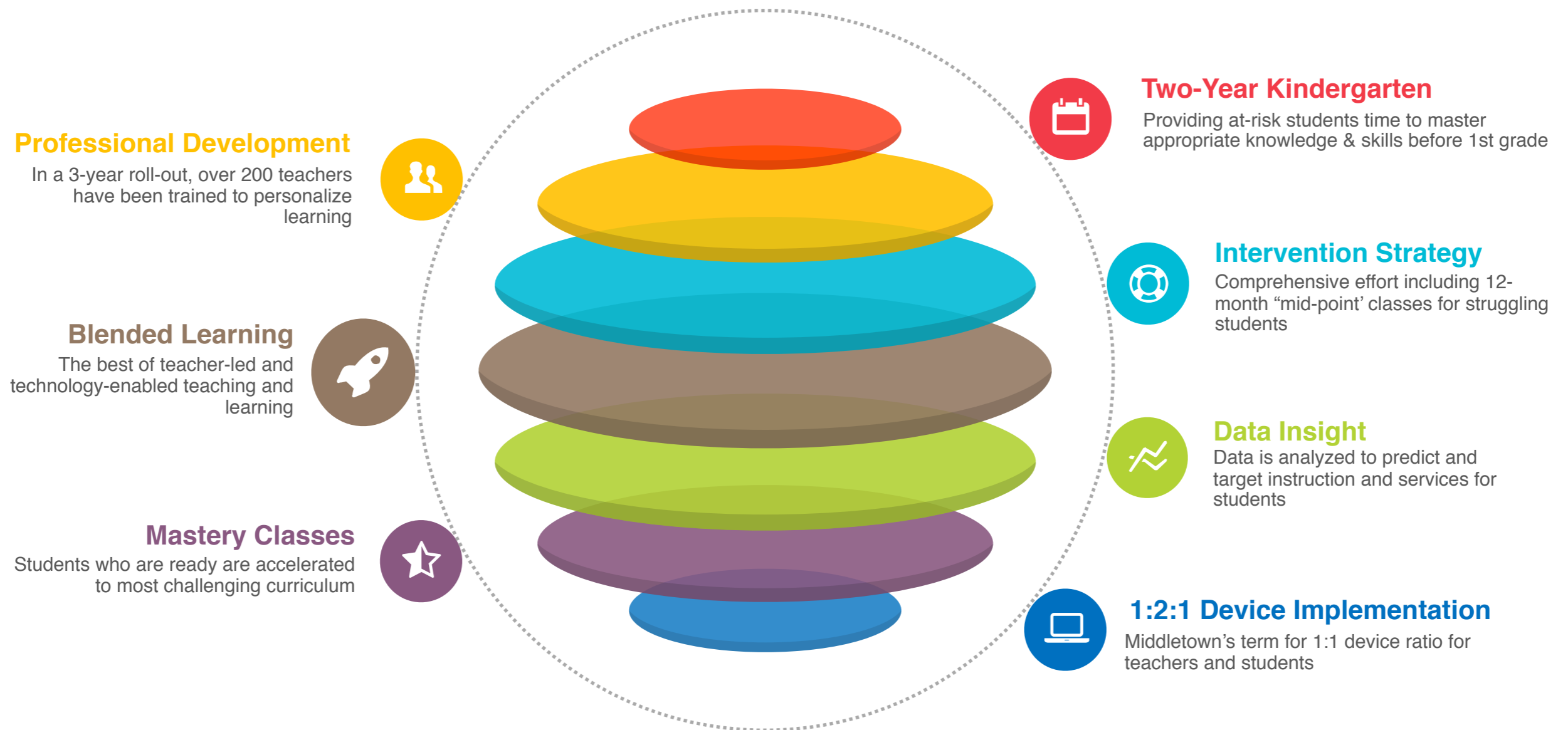
16% special education students and 15% English language learners



Graduation %

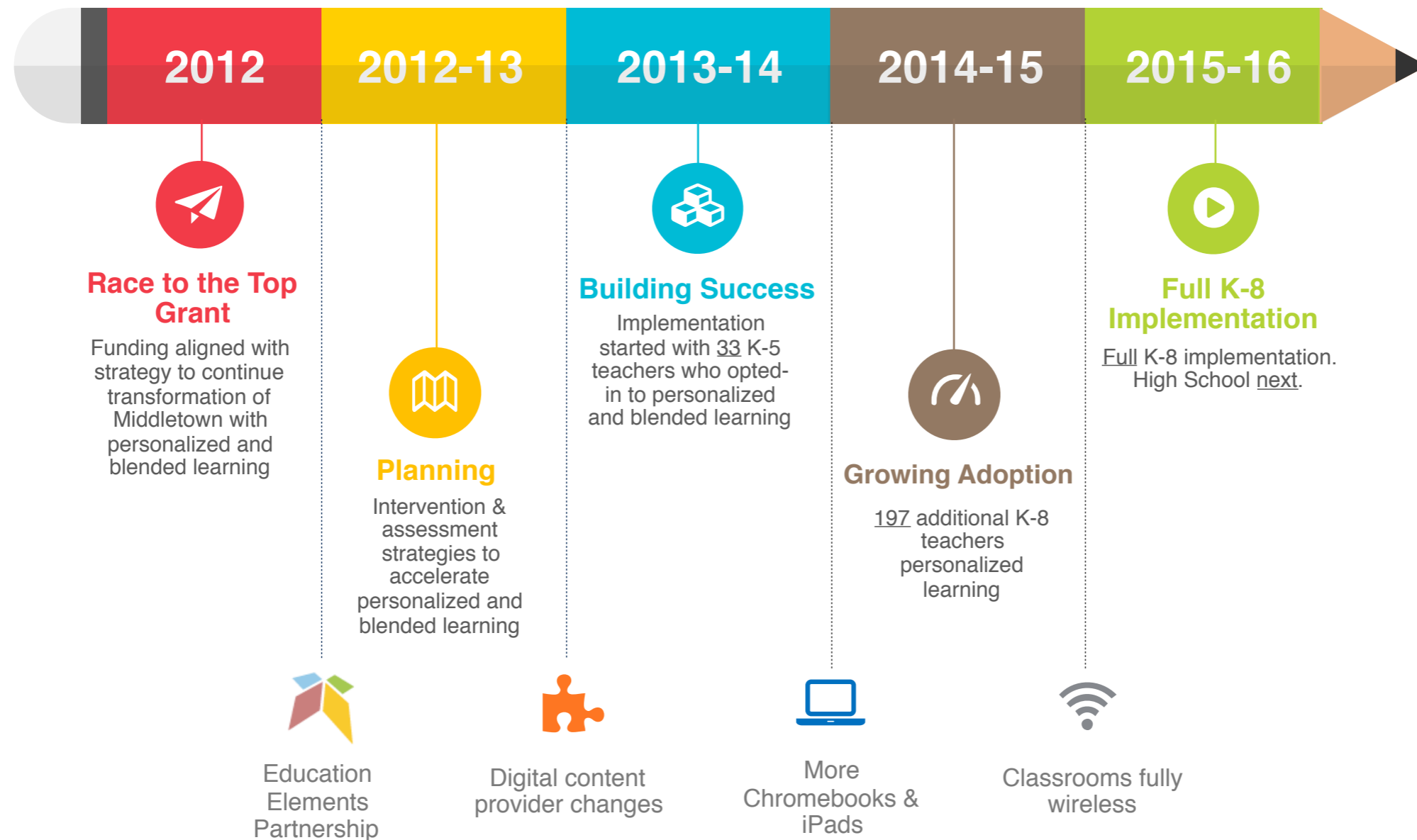
In 2014-15, 80% of students graduated in 4 yrs; 85% over 5-6 yrs

Middletown's Personalized Learning Strategy



Personalized & Blended Learning Strategy Timeline

From Race to the Top Grant Award to Full Implementation in Grades K-8



Major Components of Personalized & Blended Learning Model



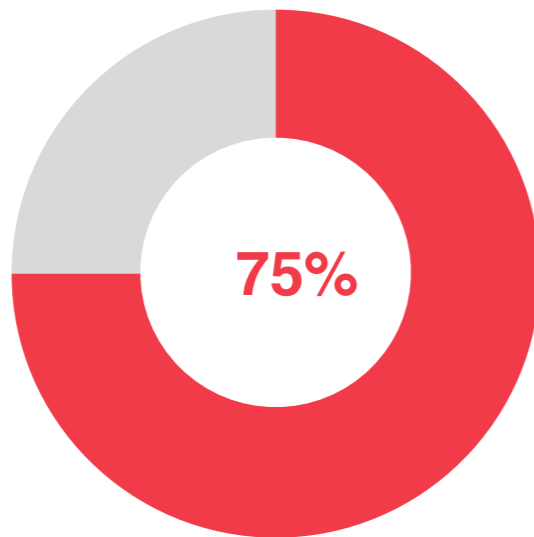
Middletown Results

**136% Increase
Reading
Achievement**

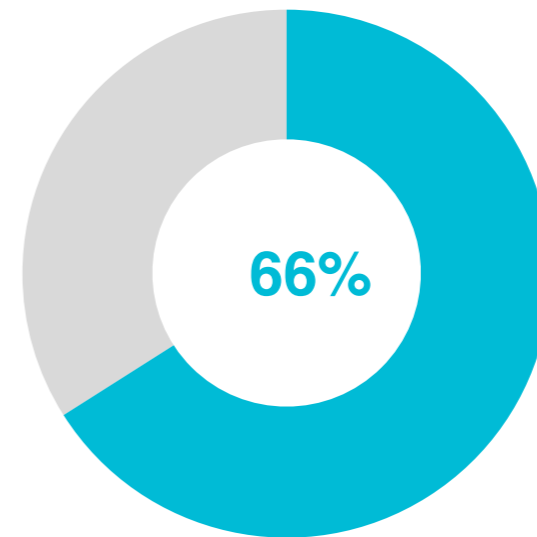


**118% Increase
Math
Achievement**

Compared to 2015 growth
targets on NWEA MAP
Assessment



In Math, 3/4 of students in blending learning classrooms do better than their non-blended peers. District reported data.



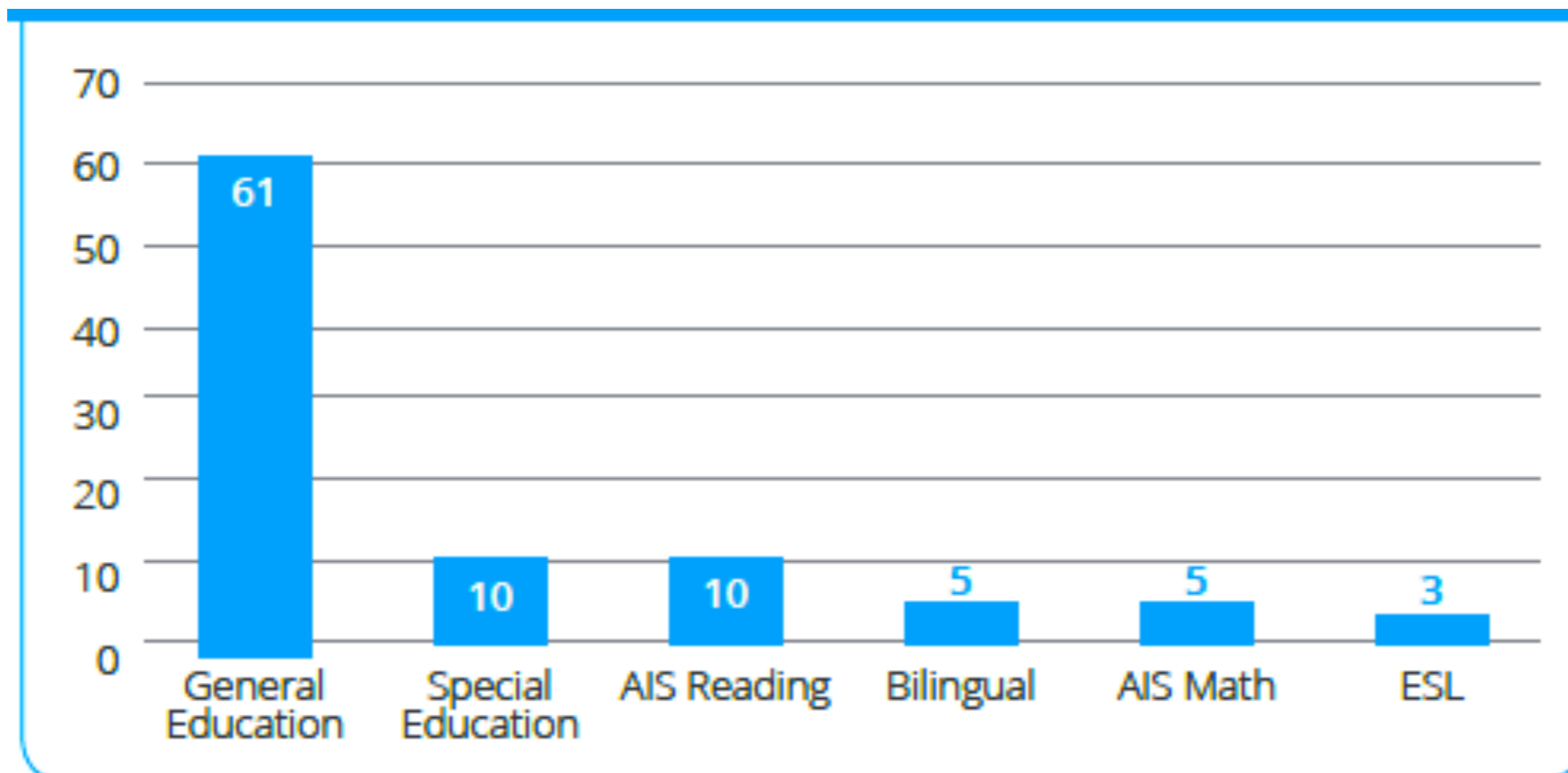
In Reading, 2/3 of students in blending learning classrooms do better than their non-blended peers. District reported data.

“We were strategic in our thinking - we brought teachers into all phases of the design and implementation process.”

– Principal Amy Creeden

Blended Learning Teacher Survey Results

Teacher Cohort	Survey Responses	Possible	Response Rate
Elementary Phase 1, launched Fall 2013	23	28	82%
Elementary Phase 2, launched Fall 2014	59	88	67%
Middle School Phase 1, launched Fall 2014	12	18	67%
Total	94	134	70%



Blended Learning Teacher Survey Results



Middletown and Education Elements surveyed teachers on their views and practices related to personalizing and blending learning in May 2015.

93%

of teachers believe that small group instruction is valuable or very valuable when using digital content providers.

85%

of teachers practiced small group instruction using digital content providers in the last week. 29% of teachers reported practicing small group instruction every day.

Middletown's blended learning teacher survey found that 74% of teachers believe the majority of students can articulate why they are working on specific digital content.

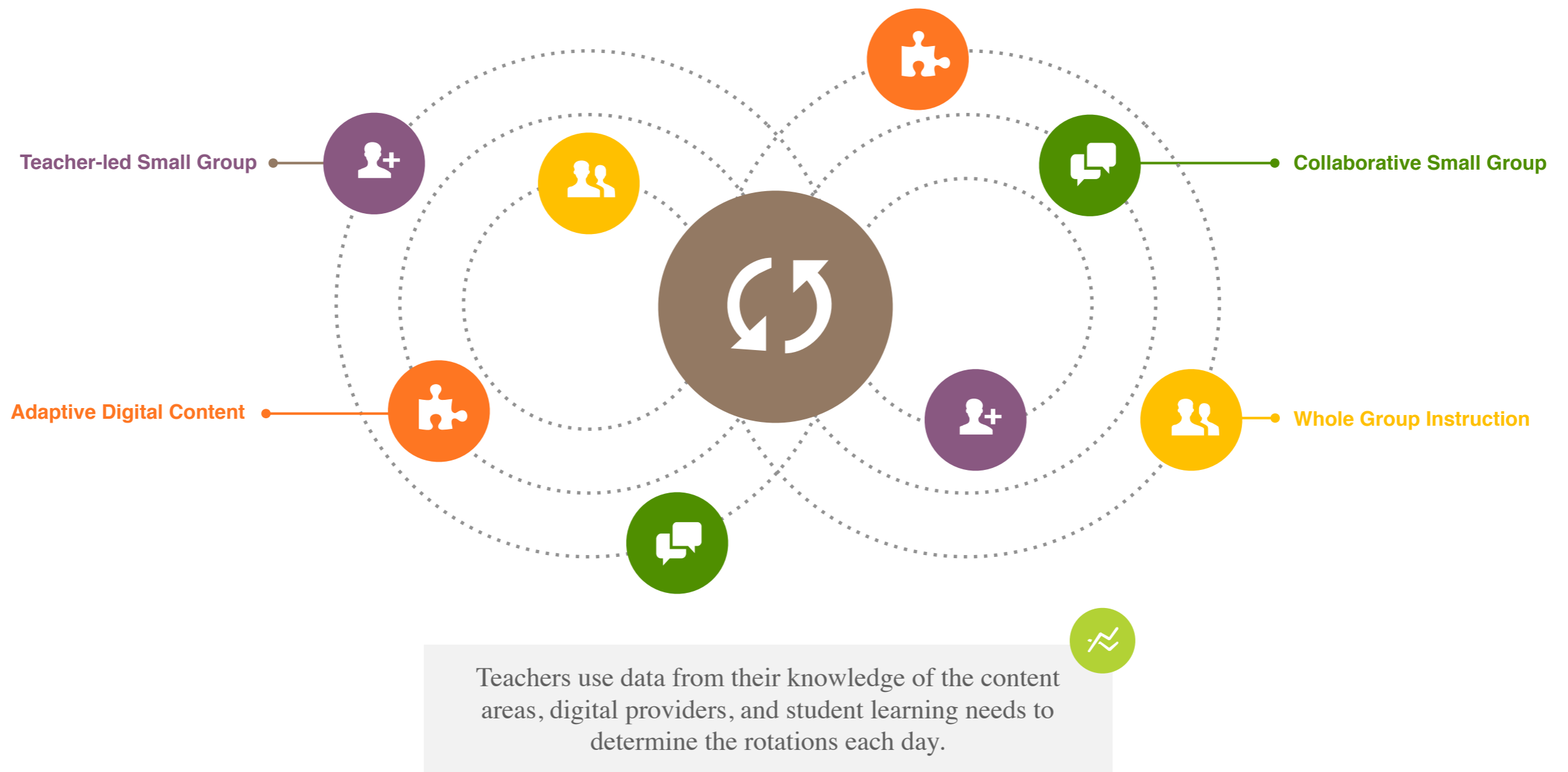
93%

of teachers reported that it is valuable or very valuable for their students to track their progress using the digital content providers.

91%

of teachers reported that it is valuable or very valuable for their students to reflect on their learning as they use digital content providers.

'Classroom Flex Rotation' Blended Model



Q & A



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