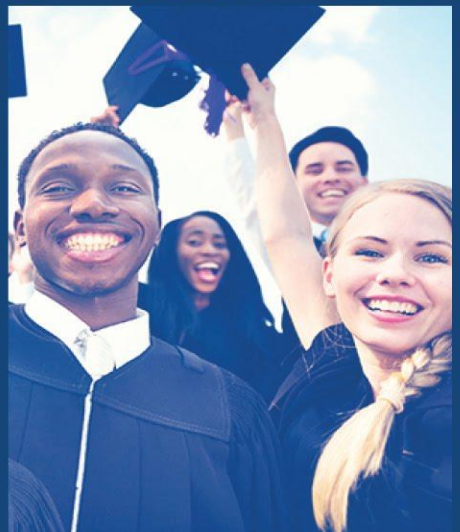
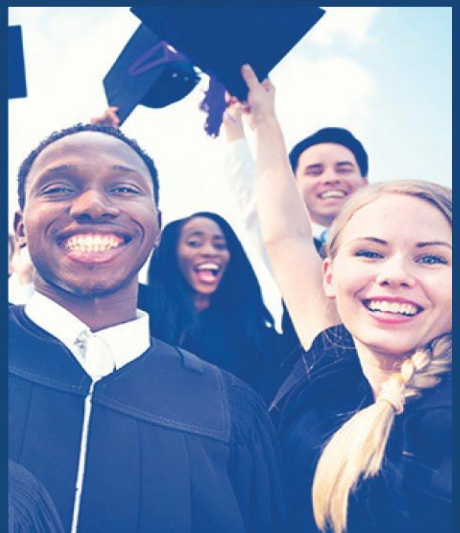
KENOSHA UNIFIED
SCHOOL DISTRICT



Virtually Blended: How to Use Blended Learning Within a School District

Provide excellent, challenging learning opportunities and experiences that prepare each student for success



Julie Housaman
Daniel Tenuta
Chad Dahlk
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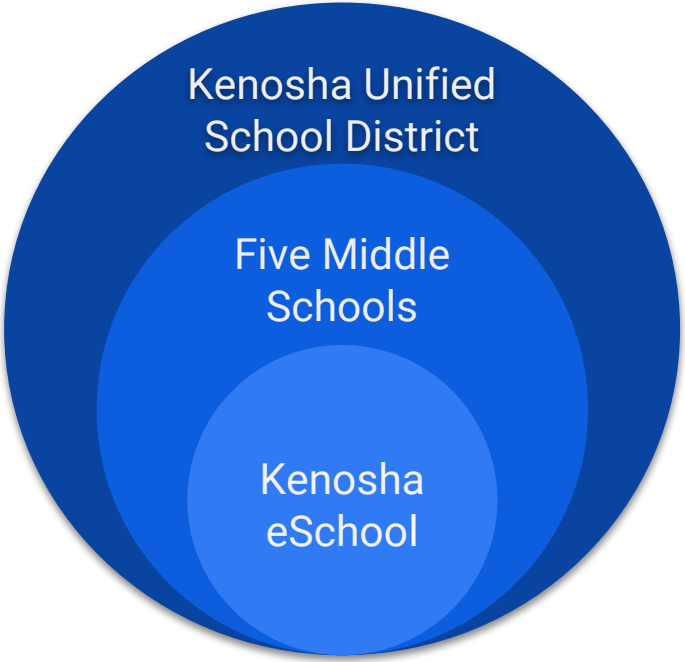
Learning Objectives

At the end of this session, participants will be able to:

- Summarize challenges and benefits of using blended learning to address a problem with no current solution (non-consumption problem).
- Understand the design process to pilot a blended model.
- Identify best practices and critical steps in integrating blended learning and programming choices.

Background



- KUSD 3rd largest school district in Wisconsin.
- Kenosha eSchool is a K-12 virtual charter school
- Part of Wisconsin eSchool Network which is in partnership with the Wisconsin Digital Learning Collaborative.

Identifying Non-consumption Problem

- The Kenosha Unified School District had identified an issue with the scope and sequence of programing for our Gifted and Talented students.

- Kenosha Unified offered a Gifted and Talented program for students in grades 2 – 5 at one of our elementary schools. However, the English Language Arts and math honors program for students at the middle school level did not begin until grade seven.

- Historically, 6th grade students had only had limited access to advanced learning opportunities in math. Unfortunately, this option often left gaps in the math sequence for students.

Comparison of Program Costs

Year 4 and Beyond Cost	Site-Based Bus for Elementary and Middle School	Site-Based No Bus	Home School Elementary Bus	Home School No Bus
Total Cost	$917,439.00	$540,000.00	$306,000.00	$0
Per Pupil Cost	$ 3276.57	$ 1928.57	$ 3060.00	$0

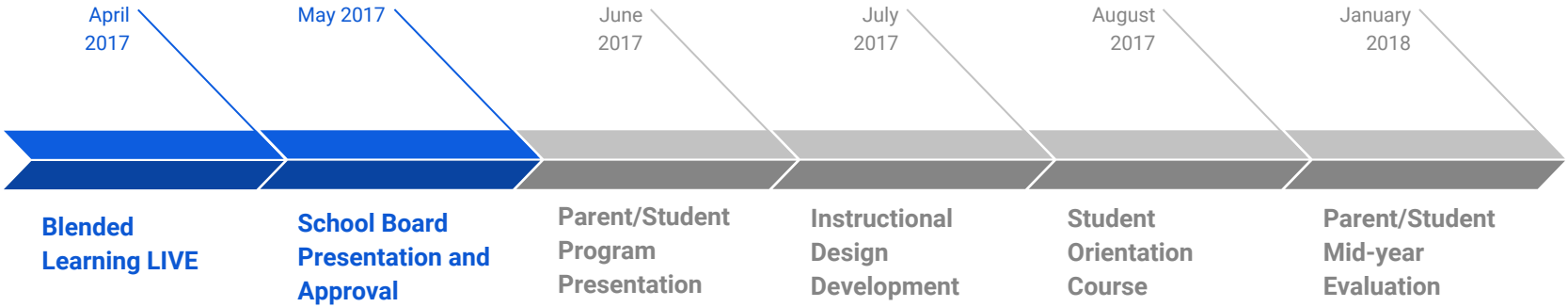
Why Blended Learning?

Identify a programming model for gifted and talented students (advanced learners).

- 5th grade students enrolled in eSchool 6th grade math have demonstrated success
- Provides access to high-quality advanced courses
- 2017-2018 completion rate for AP/Honors courses in math, English, Science and Social Studies

School	eSchool	All Other Kenosha Unified School District High Schools
Total Number of Courses	173	10,903
Total Number of Students Completing Courses	161	9983
Successful Completion Rate	93%	91%
Students earning 90% (A) or higher	50%	38%

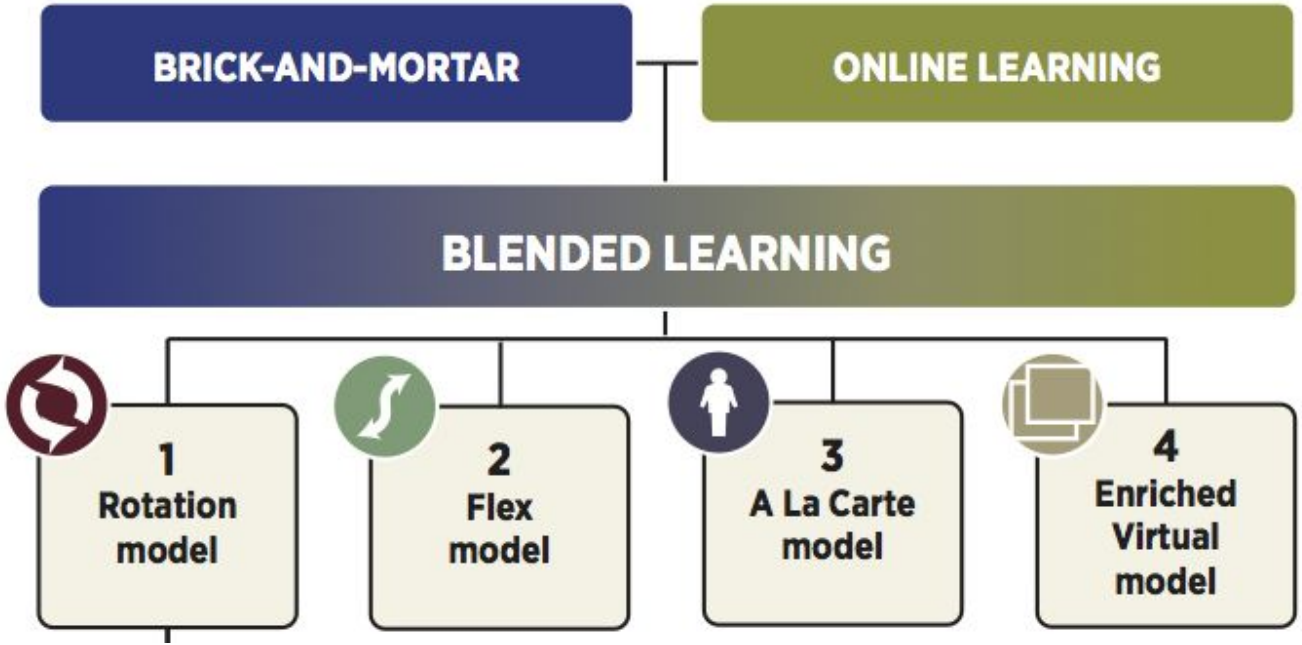
Roadmap to Blended Program Pilot



Design Process to Pilot

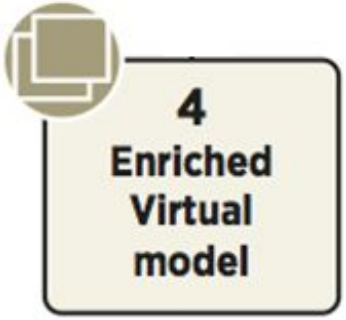
Problems and Goals	Team	Student & Teacher Experience	Physical and Virtual Environment	Blended Learning Model
Identify programming model for gifted and talented (advanced learners)and a screener to identify the students	eSchool Teachers Blended Learning Facilitators Central Office Administrators eSchool and Middle School Principals	Student meets face-to-face with teacher one day per week. Ability to accelerate through online English and Math Curriculum Teacher visits each of the 5 middle schools 1 day per week.	5 Middle School labs each with a lab assistant Content consists of eSchool online courses on Agilix BUZZ LMS	Enriched Virtual

Blended Learning Models



https://www.christenseninstitute.org/wp-content/uploads/2013/04/blended-learning-taxonomy1.jpg

Enriched Virtual Model



- Online learning is the backbone of student learning--students complete the coursework online

- Required, weekly face-to-face learning sessions with teacher

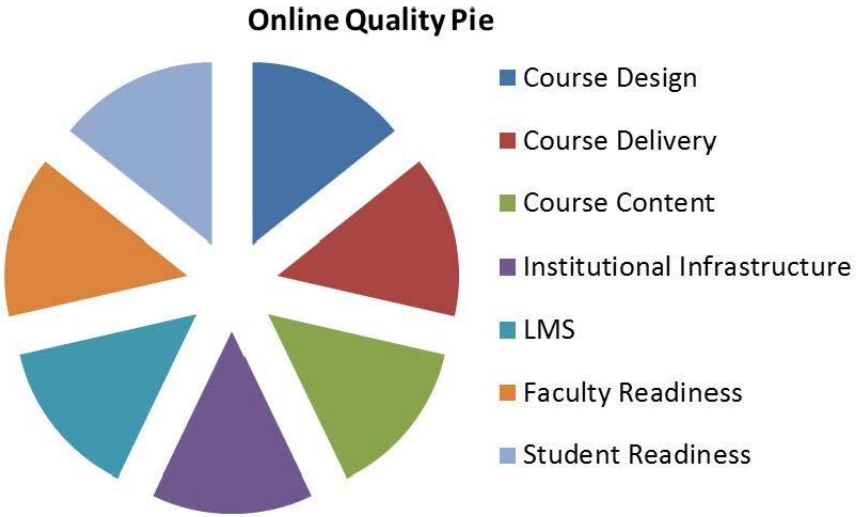
- The online teacher is the teacher of record and the face-to-face teacher for weekly sessions

https://www.christenseninstitute.org/blended-learning-definitions-and-models/

Quality Matters

QUALITY MATTERS QM

Factors Affecting Course Quality



Middle School Enrichment Program Goals

Goal 1 – Increase the number of identified gifted and talented students achieving an advanced score on the ACT in grade level (a score higher than 28).

Goal 2 – Increase the number of identified gifted and talented students completing four years of honors, AP or Youth Options with a grade of "B" or higher.

Goal 3 – Increase the number of identified gifted and talented students participating in AP Calculus in 11th grade.

Goal 4 – Increase the number of identified gifted and talented students achieving an advanced score on the Wisconsin Forward Exam in Grade 6 English and Math.

Middle School Blended Enrichment Program

- In order to fill the honors gap between 5th and 7th grade, the district approved the creation of a 6th grade blended learning program.
- Our 6th grade blended learning program was established to provide a personalized, self-paced enrichment program for students in advanced math and English.
- This model allows students to progress through 6th and 7th grade math at their own pace.
- The English course would provide enrichment for students, allowing a deeper dive into concepts, but it would not accelerated students through the curriculum.

6th Grade Middle School Blended Learning Enrichment Program

Grade Level	Math (Hyper-accelerated Program)	English (Honors Program)
6th grade	**eSchool (blended)** • 6th Grade MS Math Course 1 Honors (1st Semester) • Accelerated MS Math Course - *(Pre-Algebra)* (2nd Semester) • Blended – eSchool teacher instruction one day each week	**eSchool (blended)** • 6th grade English Language Arts Honors • Blended – eSchool teacher instruction one day each week

7th Grade Middle School Enrichment Program

Grade Level	Math (Hyper-accelerated Program)	English (Honors Program)
7th grade	**Boundary School** 8th Grade Honors Math – Algebra OR **eSchool (not blended)** Accelerated Algebra I Course	**Boundary School** 7th Grade Honors English OR **eSchool (not blended)** 7th Grade English Language Arts Honors

8th Grade Middle School Enrichment Model

Grade Level	Math (Hyper-accelerated Program)	English (Honors Program)
8th grade	**eSchool (not blended)** Honors Geometry Course	**Boundary School** 8th Grade Honors English OR **eSchool (not blended)** 8th Grade English Language Arts Honors

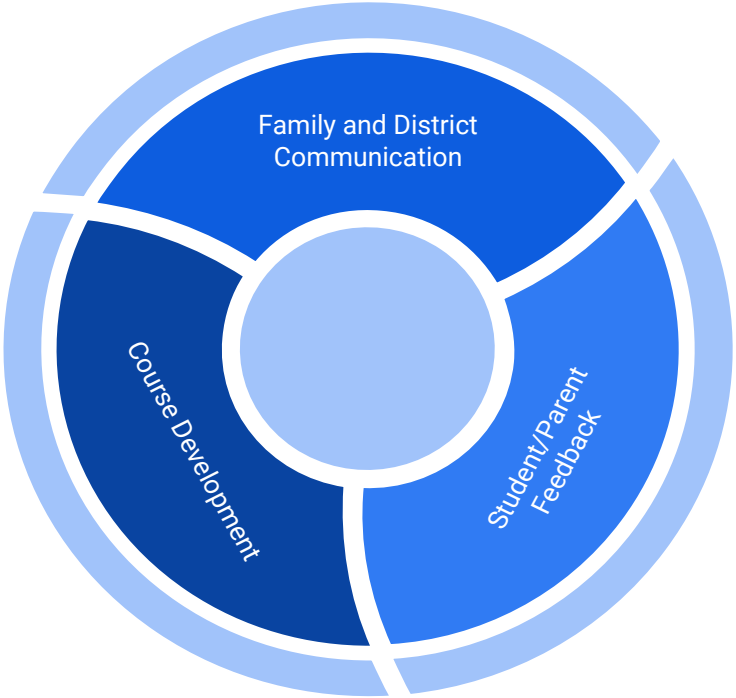
High School Math Options

Grade Level	Advance Courses Available
9th Grade	Algebra II Honors
10th Grade	Pre-Calculus Honors
11th Grade	AP Calculus
12th Grade	AP Statistics or Youth Options Course

High School English Options

Grade Level	Advance Course Available	Other Options
9th Grade	Survey of Literature/Composition Honors	N/A
10th Grade	World Literature/Composition Honors	N/A
11th Grade	American Literature/Composition Honors	• AP English Literature and Composition • AP English Language and Composition
12th Grade	Diverse Perspectives in Literature and Composition Honors	

Best Practices



Course Development - Quality Matters

General Standard 1: Course Introduction and Outline

The overall design of the course is made clear to the student at the beginning of the course. The course overview and introduction set the tone for the course, let students know what to expect, and provide guidance to ensure they get off to a good start.

6th Grade Blended English Language Arts Honors

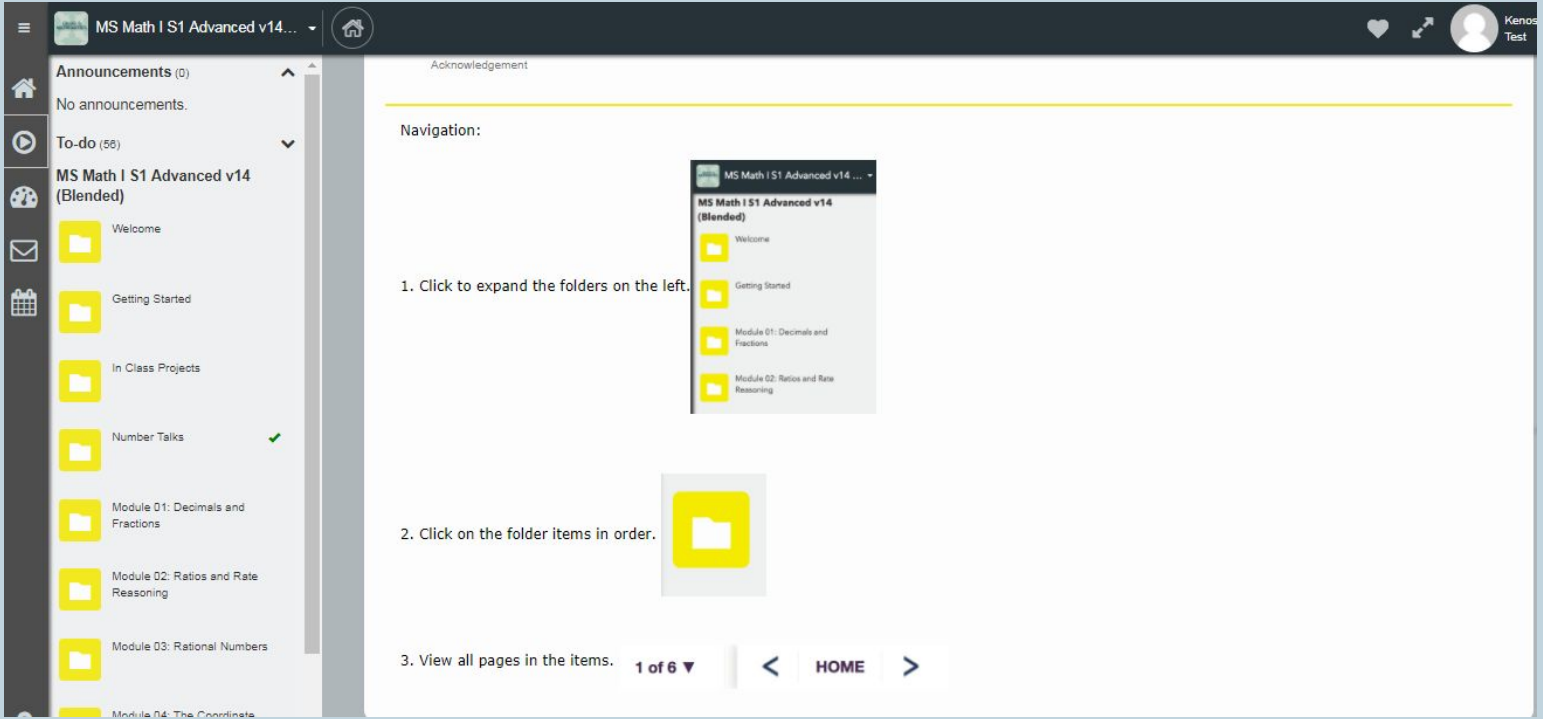
6th Grade Blended Math Honors

QM General Standard 1 Blended 6th Grade Math Honors

1.1

Instructions make clear to students how to get started and where to find various course components (3)

Course Landing Page and Getting Started Folder

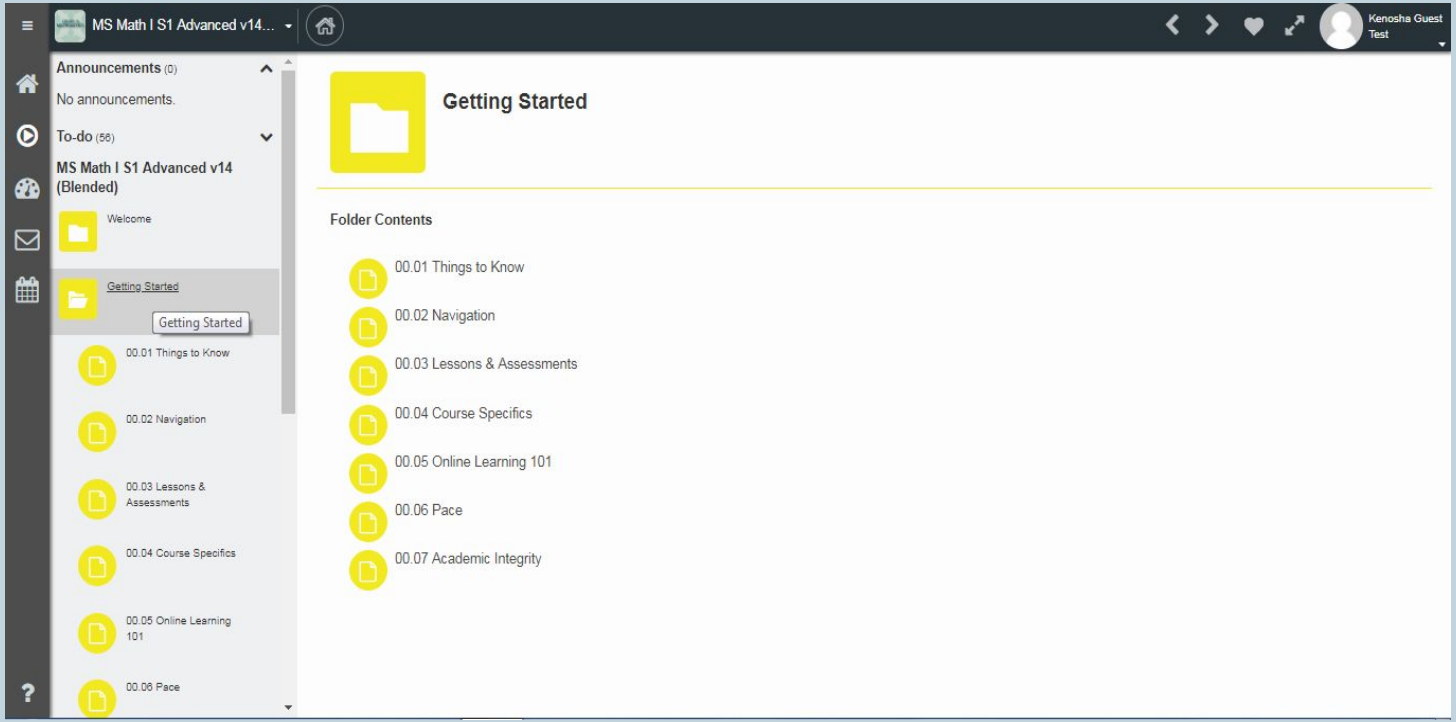


QM General Standard 1 Blended 6th Grade Math Honors

1.2

Learners are introduced to the purpose and structure of the course (3)

Getting Started Folder: Navigation and Course Specifics

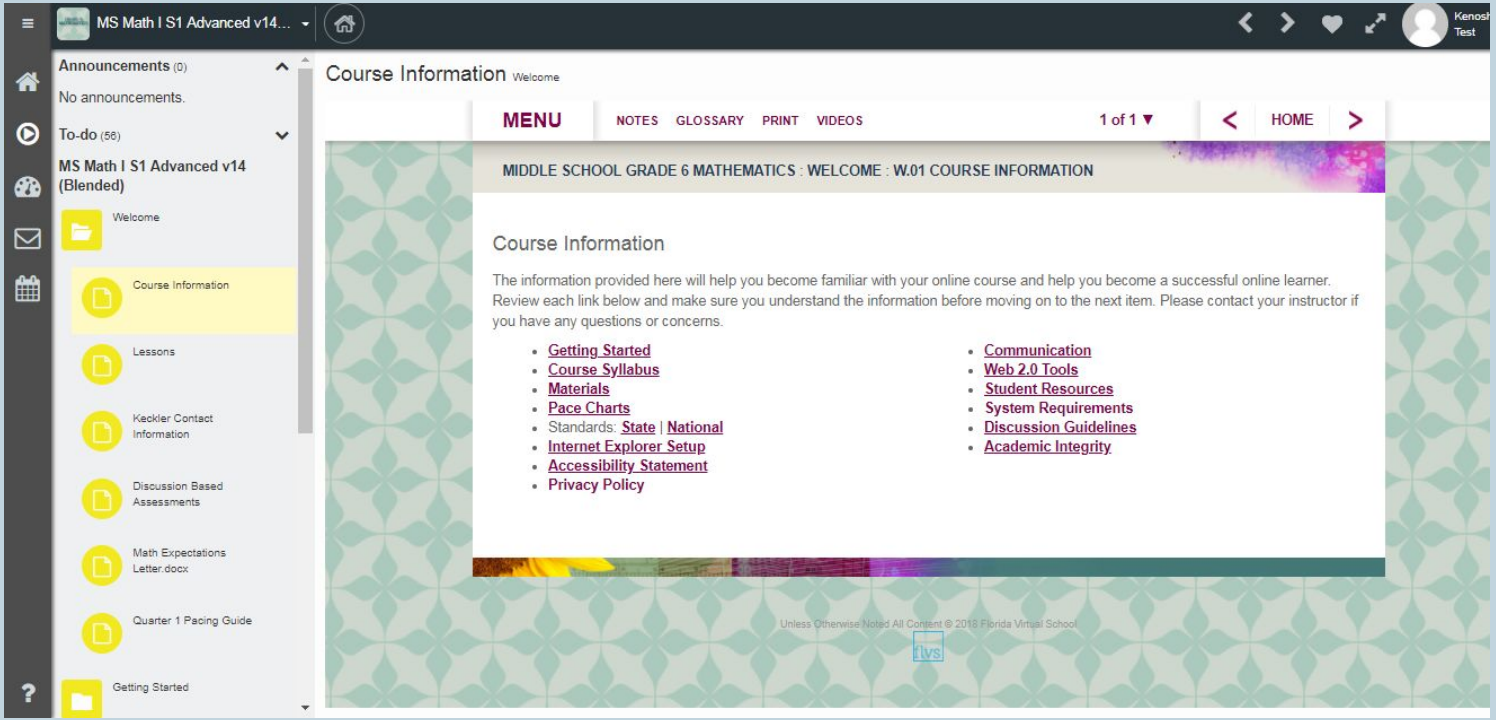


QM General Standard 1 Blended 6th Grade Math Honors

1.3

Minimum technical skills expected of the student are stated clearly.(2)

Welcome Folder: Course Information: System Requirements

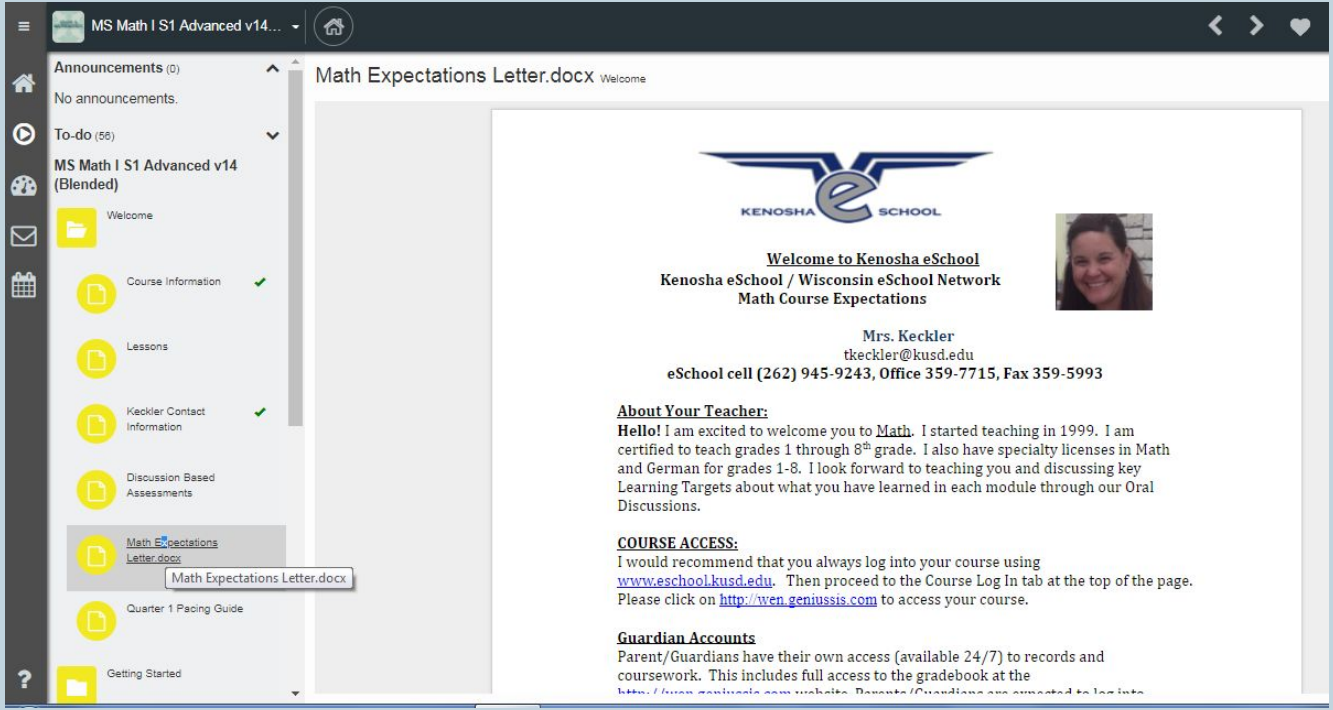


QM General Standard 1 Blended 6th Grade Math Honors

1.6

The self-introduction by the instructor is appropriate and is clearly available in the course. (1)

Welcome Folder



QM General Standard 1 Blended 6th Grade Math Honors

1.4	**Etiquette Expectations for online discussions, email and other forms of communication are clearly stated. (2)**	Welcome Folder: Course Information and Math Expectations
1.5	**Standards of academic integrity are clearly stated. (2)**	Welcome Folder: Course Information
1.7	**Prerequisite knowledge in the discipline and/or required competencies are clearly stated. (1)**	Welcome Folder: Course Information - Syllabus

Student Survey Result Sample

Blended Learning Enrichment Program Results for English and Math		
Statements	English (Percent that strongly agree or agree)	Math (Percent that strongly agree or agree)
I feel that I am successful in my blended learning course.	91.6%	89.7%
The blended learning course fits my academic needs.	95.8%	96.5%
I enjoy the blended learning course.	86.9%	93.1%
The classroom lessons during my face-to-face sessions are motivating and engaging.	75%	93.1%

Parent Survey Result Sample

Blended Learning Enrichment Program Results for English and Math		
Statements	English (Percent that strongly agree or agree)	Math (Percent that strongly agree or agree)
My child feels successful in his or her blended learning course.	85.7%	94.1%
Given my child's academic background, I feel that the blended learning course fits his or her needs.	85.7%	88.2%
My child enjoys the blended learning course.	78.6%	88.3%
The classroom lessons during my child's face-to-face sessions are motivating and engaging.	78.5%	70.6%

Student Feedback

How will we evaluate our program?

QM training

Systematic evaluation

Description of faculty evaluation of QM Standard 1

Questions

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