

# Hybrid Learning Program Results

## SUMMARY REPORT FOR ACADEMIC YEAR 2013-2014



**HYBRID**  
LEARNING INSTITUTE

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Prepared by Dellicker Strategies, LLC.  
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## 2013-14 Program Results

The Hybrid Learning Institute (HLI) is a group of teachers, administrators and subject-matter experts that started in Pennsylvania and has expanded to other states. It helps educators use personalized learning tools and techniques to improve academic performance, measured by solid qualitative and quantitative data. This document summarizes the results of 31 hybrid learning programs for academic year 2013-14, implemented with the help of the HLI and Dellicker Strategies blended learning program consultants.

### EXECUTIVE SUMMARY

The most significant finding from last year’s data relates to student performance on standardized tests. **In all districts reporting assessment results, students in hybrid classrooms outperformed their peers in non-hybrid settings.** In fact, over the past two years, 94% of districts reported higher academic performance on standardized tests in their hybrid classrooms compared to traditional classrooms in the same district or statewide benchmarks. This report also documents high success rates in using hybrid learning to improve digital age competencies, increase classroom engagement and boost school productivity.

### REPORT METHODOLOGY

A rigorous accountability system is central to the HLI. Each month, program analysts track the fidelity of program implementation and help identify areas that require more training or resources. Periodically, program managers review the intended outcomes with key teachers and administrators to make adjustments. The idea is to improve the program while it is still going on, not just after it is over.

The schools that implement with the highest fidelity are considered “hybrid” for the purposes of evaluation. Those that put forth good effort but still have work to do are considered “approaching hybrid.” **Among the HLI schools in 2012-13, 18 schools in 10 districts achieved “hybrid” status.**

Results are tracked using quantitative and qualitative measures with inputs from observations, interviews, reports and surveys. This year’s program review included information from 19 school districts and local educational agencies, 31 school buildings, 211 teachers and 8,010 students kindergarten through twelfth grade. Each school is provided individual data about its own implementation and the summary results are compiled and presented in this year-end report.

### HLI “Hybrid” Schools

Eastern Lancaster County School District (ELANCO)- High School and Middle School

Lebanon School District- High School

Manheim Central School District- High School and Middle School

Spring-Ford Area School District- Spring City Elementary School

Hatboro-Horsham School District- High School, Middle School, Three Elem. Schools

Indiana Area School District- Two Elem. Schools

Manheim Township School District- Middle School

Mid Valley School District- Middle School/High School

Pittston Area School District- Primary School and Intermediate School

Shanksville-Stonycreek School District- Middle School/High School

## PROGRAM RESULTS

Hybrid learning is an innovative approach to instruction that combines new digital resources with proven teaching methods to increase student engagement and motivate children to succeed. It makes use of blended lessons and small classroom groupings and multiple teaching methods to enable individually-paced learning and differentiated instruction. When applied effectively, hybrid learning can improve academic performance and develop digital age aptitudes in students of all ages. The HLI accountability system tracks whether these overall program objectives are being achieved.

### ACADEMIC PERFORMANCE

One of the most important outcomes of hybrid learning is to improve student academic performance. Schools seek to improve academic achievement, as measured by standardized tests and other summative assessments, and academic growth, which tracks academic improvements over time. Depending on grade level and subject area, many of those students took the Pennsylvania System of School Assessment (PSSA) tests or Keystone Exams to measure academic achievement.

Seven districts representing 14 HLI schools were able to compare standardized test results between students in hybrid classrooms and those in non-hybrid (traditional) classrooms. Compared to students in non-hybrid settings, **students in hybrid classrooms outperformed their peers in all grades and subjects.**

- Students at **Spring City Hybrid Elementary School** scored proficient or advanced on PSSA tests at a rate **23 percent higher** than the previous year with **gains in all subjects** attributable to their building-wide hybrid learning program: reading (+20%), math (+24%) and science (+27%).
- Hybrid learning math students at **Hatboro-Horsham School District** passed the PSSA tests and Keystone Exams at a rate **seven percentage points higher** than non-hybrid peers in five schools: third grade math (+5%); fourth grade math (+1%); eighth grade math (+10%); algebra I (+8%).
- Third grade math students in the hybrid learning program at **Indiana Area School District** outperformed students in traditional classes by **10 percentage points** on the PSSA exams.
- Hybrid learning third and fourth grade students at **Pittston Area School District** achieved **improved PSSA results in all subjects** compared to the prior year. Hybrid learning kindergarten students had **twice the expected rate of academic growth** according to school benchmarks.
- High school students in **Lebanon School District** passed the Keystone Exams in math, language arts and literature at rates **four times higher** in hybrid classes compared to non-hybrid settings.
- Among hybrid learning middle school students at Eastern Lancaster County School District, **59 percent scored higher** in language arts and **58 percent scored better** in math on the PSSA exams compared to the previous year. Overall, 80 percent achieved scores of proficient or advanced.

Overall, among HLI districts reporting standardized test results since 2012, **94 percent of schools achieved higher academic performance in their hybrid classes compared to traditional classes** in the same district or statewide benchmarks.

Based on surveys, 75 percent of students in hybrid learning classrooms felt like they were making progress at school. This is a primary goal of hybrid learning- to help students feel successful.

### DIGITAL AGE COMPETENCIES

Hybrid learning is about more than achieving good standardized test scores. One of the most important outcomes is preparing students for the next phase of their education or career. Since students in hybrid classrooms use technology, work in teams and learn independently every day, developing useful skills for the 21<sup>st</sup> century is expected. The HLI surveyed parents, teachers and students to determine whether hybrid schools were succeeding in this objective. Among students in hybrid learning programs:

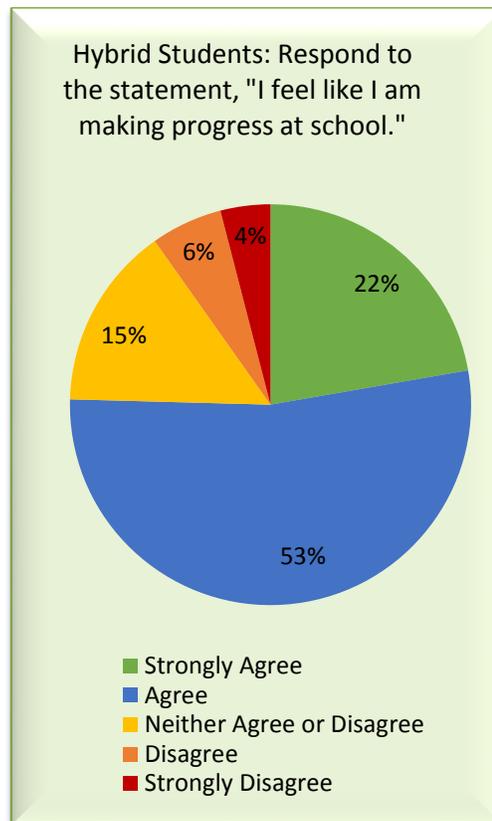
- 73% said they were practicing information, media and technology skills (10% disagreed)
  - 84% of teachers agreed (4% disagreed)
- 64% said they were improving their ability to communicate & work with others (15% disagreed)
  - 63% of teachers agreed (14% disagreed)
- 52% said hybrid learning helped them take more responsibility for their learning (22% disagreed)
  - 54% of teachers agreed (23% disagreed)

Hybrid learning is a strategy that is well-suited to develop “soft” skills and other aptitudes and attitudes not easily measured in benchmark assessments. In the HLI, schools are achieving the desired results.

### CLASSROOM ENGAGEMENT

Another outcome that is difficult to measure but critically important to every students’ success at school is their level of classroom engagement. Highly-engaging classrooms make learning more interesting, more effective and more enjoyable. Hybrid learning is designed to create dynamic, safe and fair environments that are pleasant and fun. According to surveys and reports from hybrid classrooms:

- 72% of students agreed that their teachers made them feel their schoolwork was important (10% disagreed)
- 60% of students agreed that they are having a positive learning experience (16% disagreed)
- 58% of students said they feel successful in the hybrid classroom (21% disagreed)
- 48% of students are interested in continuing to learn in a hybrid environment (30% are not)
- 43% of students reported being recognized or praised for their accomplishments in class within the past week (31% did not)
- 65% of teachers reported a high level of class participation (18% disagreed)
- 41% of teachers agreed that discipline incidents were lower in hybrid classrooms compared to traditional classrooms (18% disagreed)





Increasing the level of classroom engagement is a proven method for motivating students, and creating an enjoyable school environment is a prerequisite to success. Although hybrid classrooms are generating high marks for making learning feel important and creating a positive learning experience, the HLI would like to increase the proportion of students who are interested in continuing to learn in a hybrid environment.

#### PARENT SATISFACTION

Parents are among the biggest supporters of hybrid instruction among the HLI schools. Teachers and administrators in hybrid learning programs are given tools to communicate goals and objectives of hybrid learning to parents and community stakeholders. Many parents are actively involved in providing feedback to hybrid learning programs and some have been involved in actual program design. According to surveys of parents in PA HLI hybrid classrooms:

- 71% agreed that their child was interested in school (14% disagreed)
- 70% said their child was achieving success in the hybrid model (21% disagreed)
- 69% said their child’s school offers an environment that is conducive to learning.
- 67% agreed that their children were learning the right things at school (12% disagreed)
- 63% agreed that their child’s school was preparing him/her for the next phase of their education/life (17% disagreed)
- 57% agreed that their child received enough individual attention at school (22% disagreed)

Getting buy-in from parents on their child’s education is a vital task for teachers and administrators. Hybrid learning is shaping up to be a highly effective way to gain the confidence of parents.

#### TEACHER CONFIDENCE

One of the most difficult tasks for teachers is providing differentiated instruction to students in large class sizes. Moreover, the pressure to teach for standardized tests makes it extremely difficult to provide the degree of personalization that every teacher aspires to deliver. In fact, according to the [“Survey of the American Teacher”](#) by MetLife in 2013, 78% of teachers nationwide said addressing the individual needs of diverse learners is a challenge.

Hybrid learning is designed to meet this challenge by using data to group and regroup students for differentiated instruction. By using automated tools and digital resources, teachers can analyze the data quickly and effectively without being overwhelmed. According to PA HLI teachers in hybrid classrooms:

- 73% agreed that hybrid learning allows them to provide adequate levels of differentiated instruction for students
- 67% agreed that the hybrid model of instruction is effective (10% disagreed)
- 66% said they enjoy teaching in the hybrid environment (11% disagreed)

- 86% agreed that they have the skills needed to teach in a hybrid environment (5% disagreed)

During the past year, the HLI provided multiple venues for teachers to refine their craft with other professional educators. This is important to educators because according to a 2013 survey by [Scholastic and the Gates Foundation](#), 51% of teachers nationwide reported not having enough time to collaborate with their colleagues. The HLI helped teachers to meet in-person at several conferences occurring throughout the year and currently has 523 educators enrolled in the HLI teacher collaborative. The HLI is making strides to ensure hybrid teaching is enjoyable and rewarding.

### SCHOOL PRODUCTIVITY

The HLI purchases instructional content and digital tools as a group so schools can save money. Last year, the HLI negotiated average discounts on consortium purchases of 55% off the list price. For all the schools in the program, this represented \$725,000 in savings.

In the previous academic year, 12 school districts sustained existing programs or expanded in year two. Districts spend an average of \$18,000 for hybrid learning employment and \$25,000 for professional development and coaching. The average total cost per student was \$220 for all HLI programs, not counting computers or tablets. Most schools budget for a three year transition- pilot to growth to a stable program of instruction by the fourth program year.

### CONCLUSIONS

The HLI now has two years of data from 33 schools on the effectiveness of hybrid learning. Soon, the amount of information will be large enough to make definitive conclusions about its effectiveness. For now, the HLI can say with confidence that hybrid learning exceeded expectations for its second straight year and is producing promising results. With another 7,000 students and 300 teachers implementing new programs in 2014-15, the HLI should continue to lead the way in hybrid instruction.

### ABOUT THE HYBRID LEARNING INSTITUTE AND DELICKER STRATEGIES

Dellicker Strategies ([www.dellicker.com](http://www.dellicker.com)) is the lead consultant to the HLI and provides planning support, project management and program evaluation services. The HLI also includes Pennsylvania Intermediate Units that provide professional development, instructional coaching and curriculum expertise to schools. During the current academic year, the HLI supports 15,000 students and 500 teachers statewide.

The HLI was launched in 2011 to create an inter-district support infrastructure to help schools plan and deliver new methods of hybrid instruction. With Dellicker Strategies, the HLI institutes a continuous improvement process that tracks progress, analyzes data and makes program adjustments as the instruction is being delivered. For more information visit: [www.hybridlearninginstitute.com](http://www.hybridlearninginstitute.com).

