

Compelling Data

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Findings from Research

FINDINGS FROM RESEARCH

Students who reported having a clear sense of learning targets showed more positive changes in some learning capacities over time than students who did not report having clear learning targets in their courses.

FINDINGS FROM RESEARCH

The option of extra time to finish a topic or unit and the opportunity to retake an exam or redo a final project in mathematics were associated with favorable changes in students' self-efficacy in mathematics.

FINDINGS FROM RESEARCH

In a study of a Colorado district implementing competency-based education, 43-47% of students who were behind their traditional grade levels completed their performance levels in three or fewer quarters, less time than it would take in a traditional education system.

FINDINGS FROM RESEARCH

A study in Maine showed students with greater exposure to proficiency-based practices tended to demonstrate higher levels of engagement.

FINDINGS FROM RESEARCH

A study of Next Generation Learning Challenges personalized schools showed modest gains of three percentile points in math over peers in traditional schools, with both high and low-performing students seeing gains.

FINDINGS FROM RESEARCH

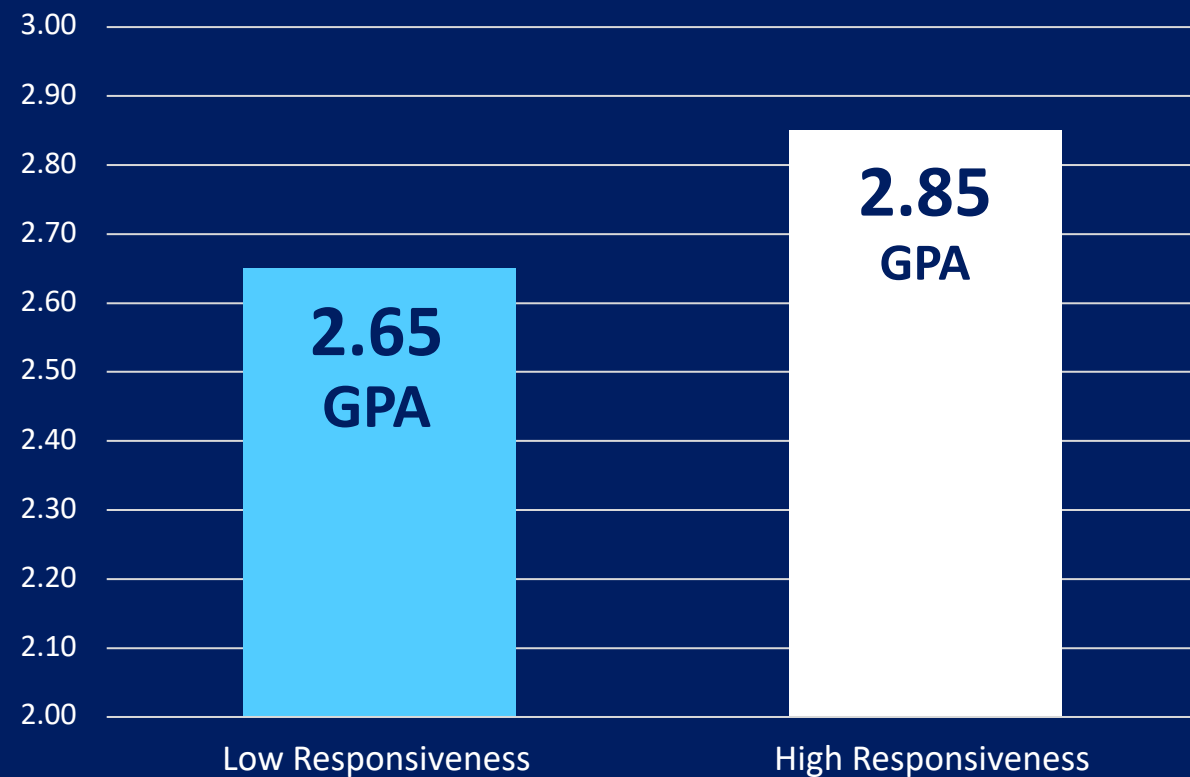
In a study of higher education, student-centered approaches to teaching have been found to correlate with greater teacher satisfaction, less teacher burnout and student-centered instruction leads to positive student outcomes such as improved engagement and higher academic achievement.

FINDINGS FROM RESEARCH

According to data from 12,000 Chicago ninth graders, schools that ranked in the top 10 % for responsiveness to student concerns, had students with higher GPAs: an average of 2.85 compared to 2.65 in schools with the lowest rankings.

FINDINGS FROM RESEARCH

Responsiveness to Student Concerns Leads to Higher GPAs



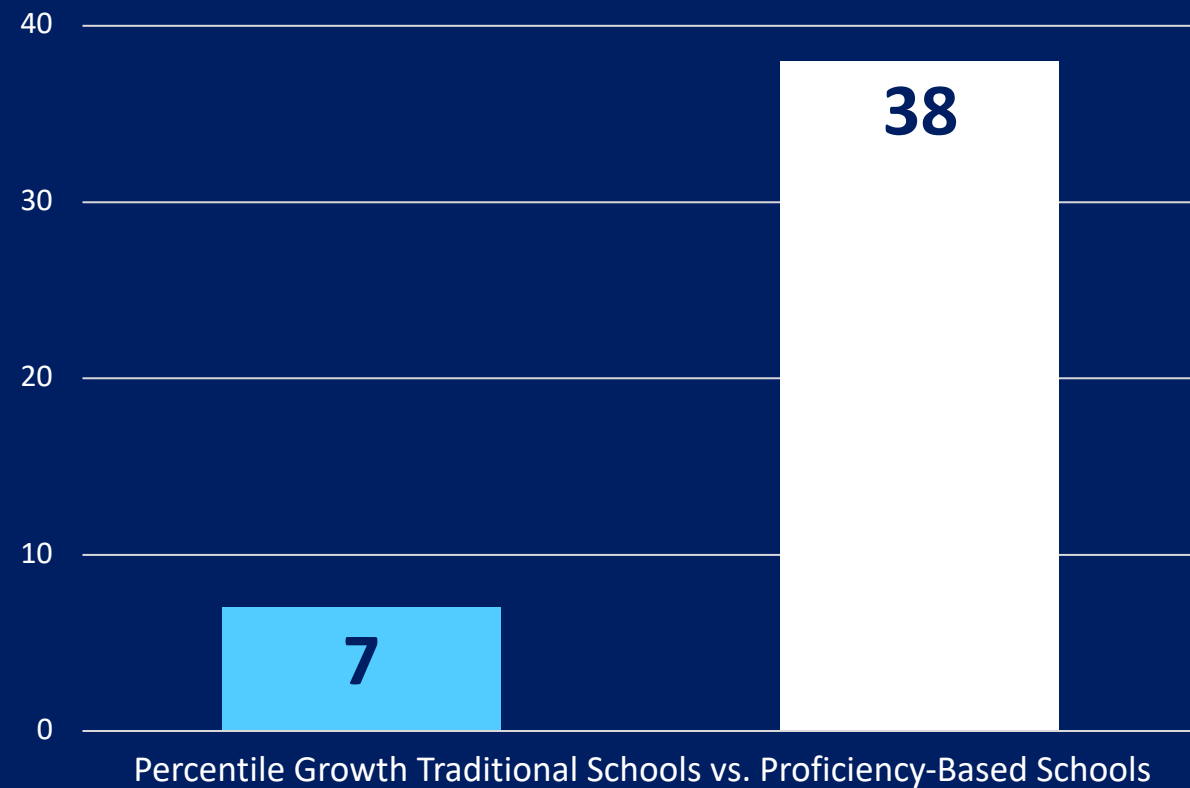
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FINDINGS FROM RESEARCH

In a study of a personalized middle-grades math program, schools that provided proficiency-based (competency) learning grew 38 percentile points on performance assessments, compared to only 7 percentile points in schools that pushed more grade-level instruction to meet state-level proficiencies.

FINDINGS FROM RESEARCH

Proficiency-Based Learning Leads to Greater Percentile Growth for Schools



In a study of a personalized middle-grades math program, schools that provided proficiency-based (competency) learning grew 38 percentile points on performance assessments, compared to only 7 percentile points in schools that pushed more grade-level instruction to meet state-level proficiencies.

FINDINGS FROM RESEARCH

On a national survey, the five factors ranked highest in impact on student engagement were all related to whole child growth. Creativity and self-expression was ranked highest, with 85% indicating a positive impact on engagement. These factors were ranked above academic growth.

Findings from the Field

FINDINGS FROM THE FIELD

On average, students in the Charlotte-Mecklenburg School District in North Carolina made larger gains in math growth after taking a course from a personalized learning teacher than students who did not.

FINDINGS FROM THE FIELD

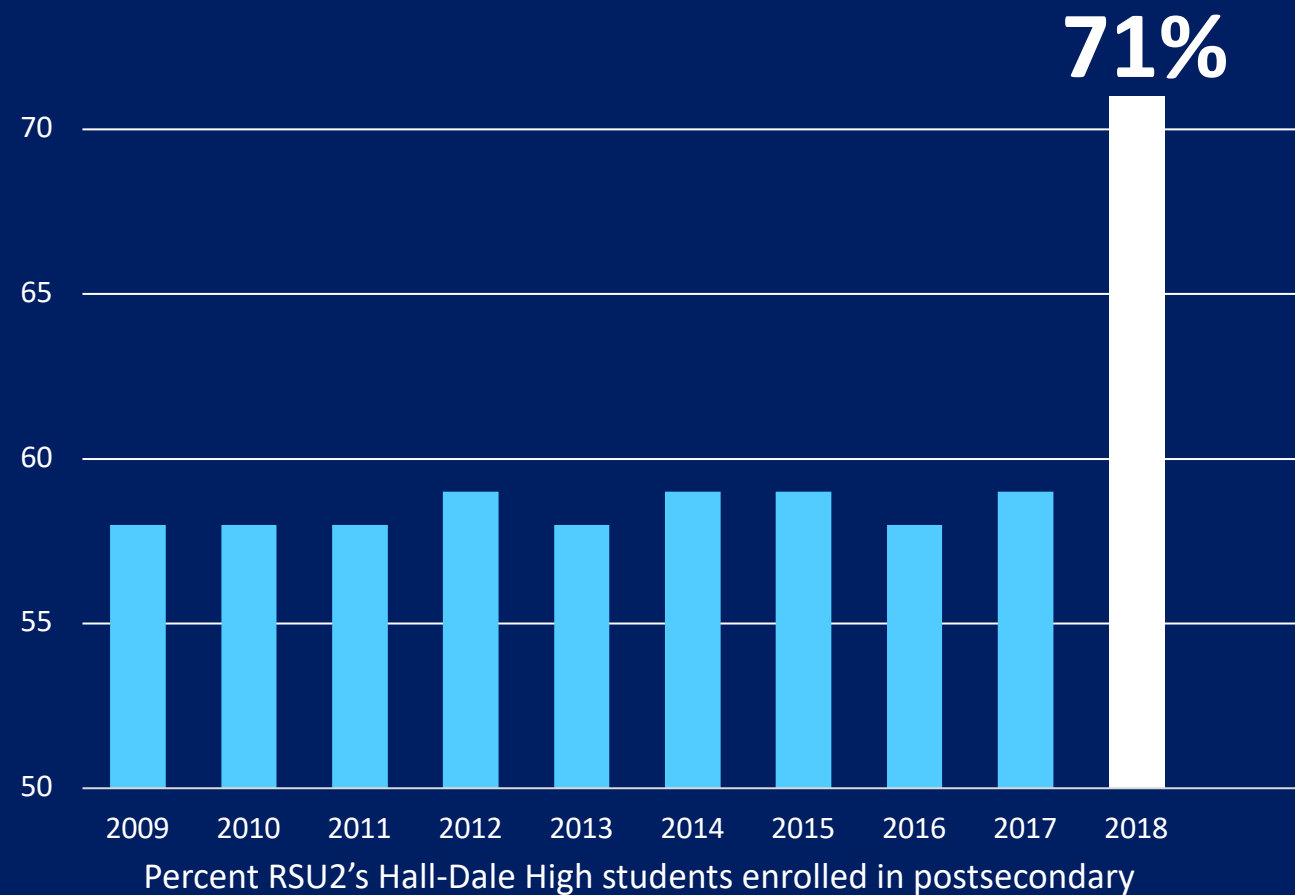
Students at Boston Day and Evening Academy (BDEA), a personalized competency-based school for over-age and under-credited youth, enter at an average age of 17.6 with five or fewer high school credits. Despite previous setbacks, students who attend BDEA at least half of the time, finish an average of five courses per year and graduate in 2.9 years.

FINDINGS FROM THE FIELD

In RSU2, a district in rural Maine, postsecondary enrollment increased to 71% in 2018, up from an average rate of 59% over the previous 10 years prior to the district's shift to personalized, competency-based learning.

FINDINGS FROM THE FIELD

Postsecondary Enrollment Grows After Shift To Personalized, Competency-Based Learning



In RSU2, a district in rural Maine, postsecondary enrollment **increased to 71%** in 2018, up from an average rate of 59% over the previous 10 years prior to the district's shift to personalized, competency-based learning.

FINDINGS FROM THE FIELD

In Kansas, improved social-emotional learning for students and staff was identified as a key need that could be addressed through personalized learning.

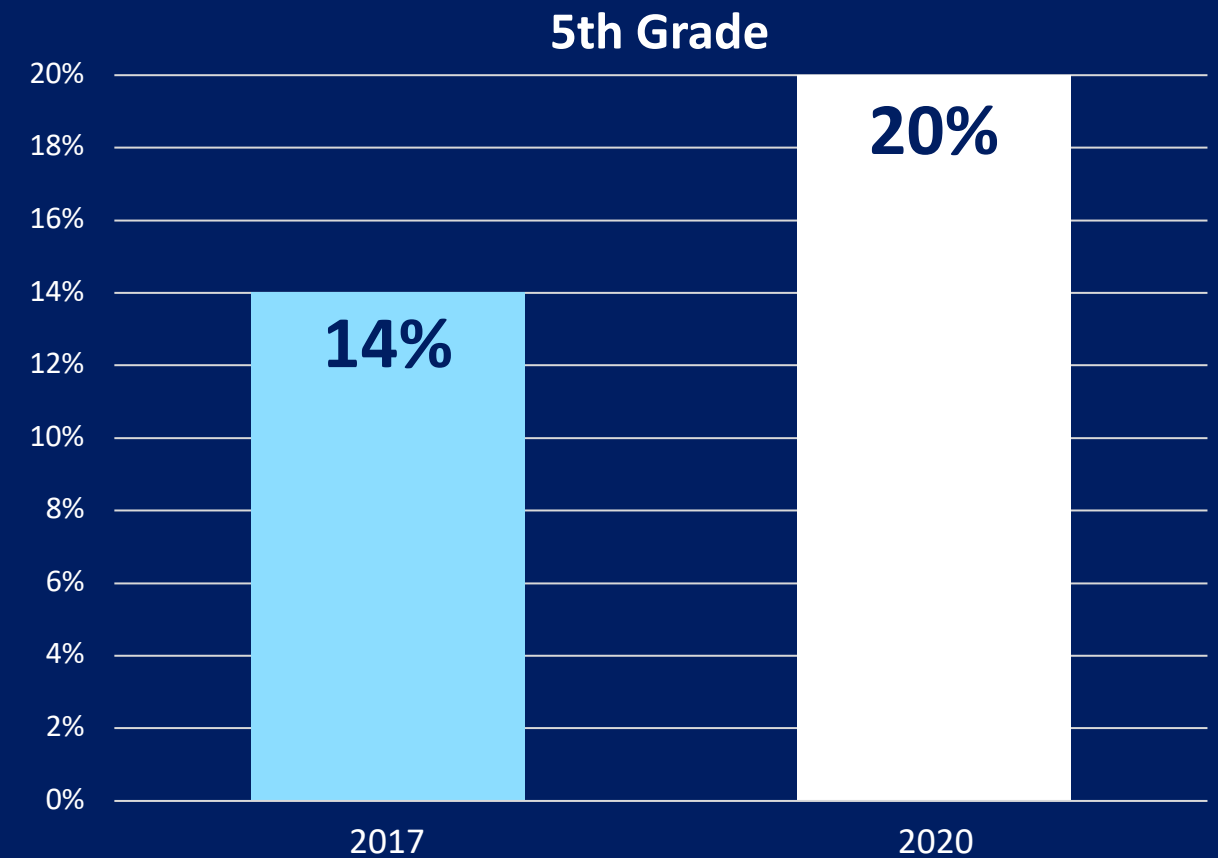
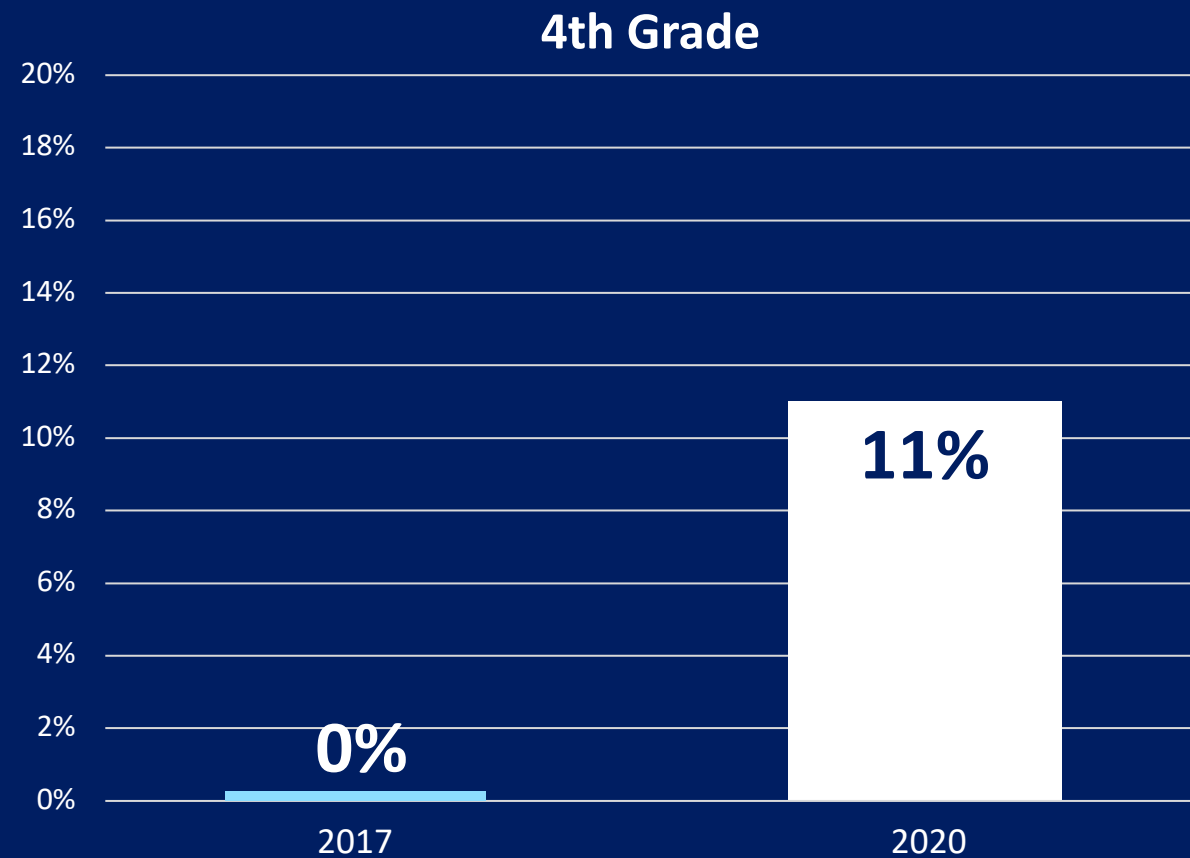
Early results showed improved culture for teachers. Of the nearly 2400 respondents on a 2019 survey, more than 90% agreed their schools encourage and support risk-taking with new instructional strategies and empower teachers to share ownership in their redesign process.

FINDINGS FROM THE FIELD

Dighton District, an early-adopter in a Kansas redesign effort implemented project-based, personalized learning. They saw fourth graders reaching level 4 on math assessments increase from 0% to 11%, and in fifth grade increase from 14% to 20%.

FINDINGS FROM THE FIELD

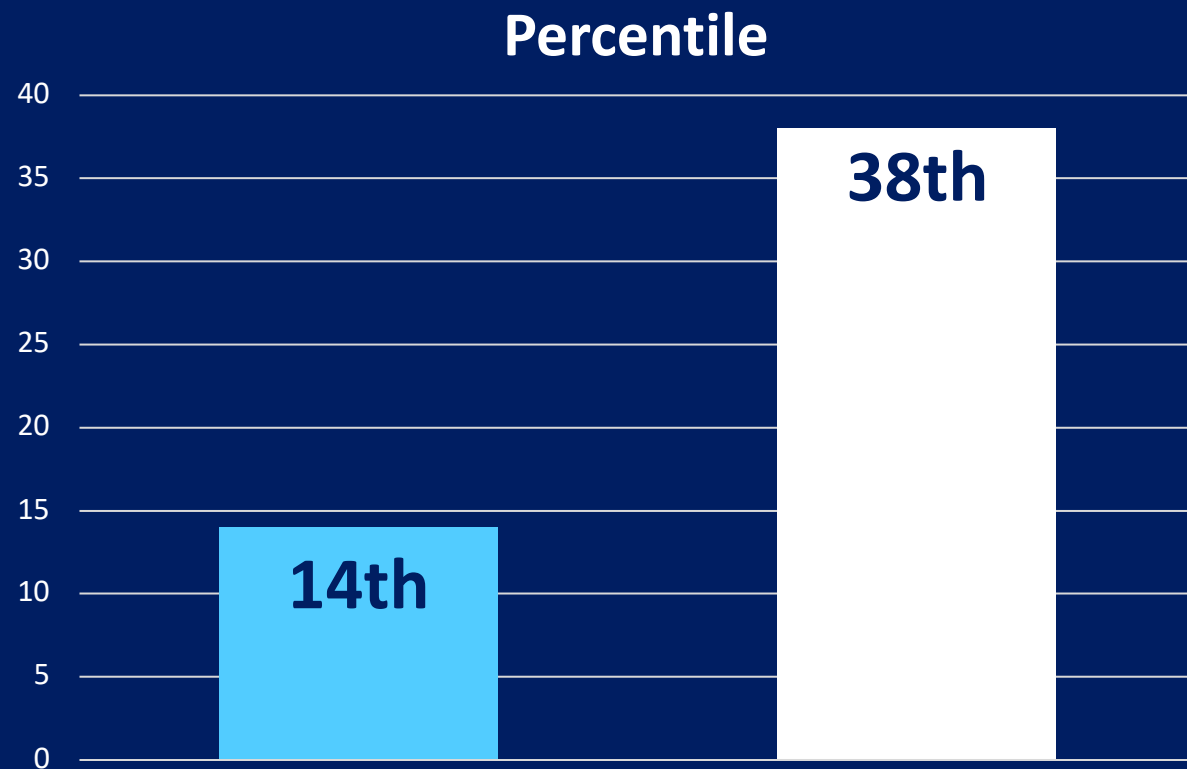
Students Reaching Level 4 in Math in Personalized Kansas District



FINDINGS FROM THE FIELD

At Lindsay Unified, a personalized, competency-based school district in California, students rose from 14th to 38th percentile in the state's math assessment.

Math Assessment



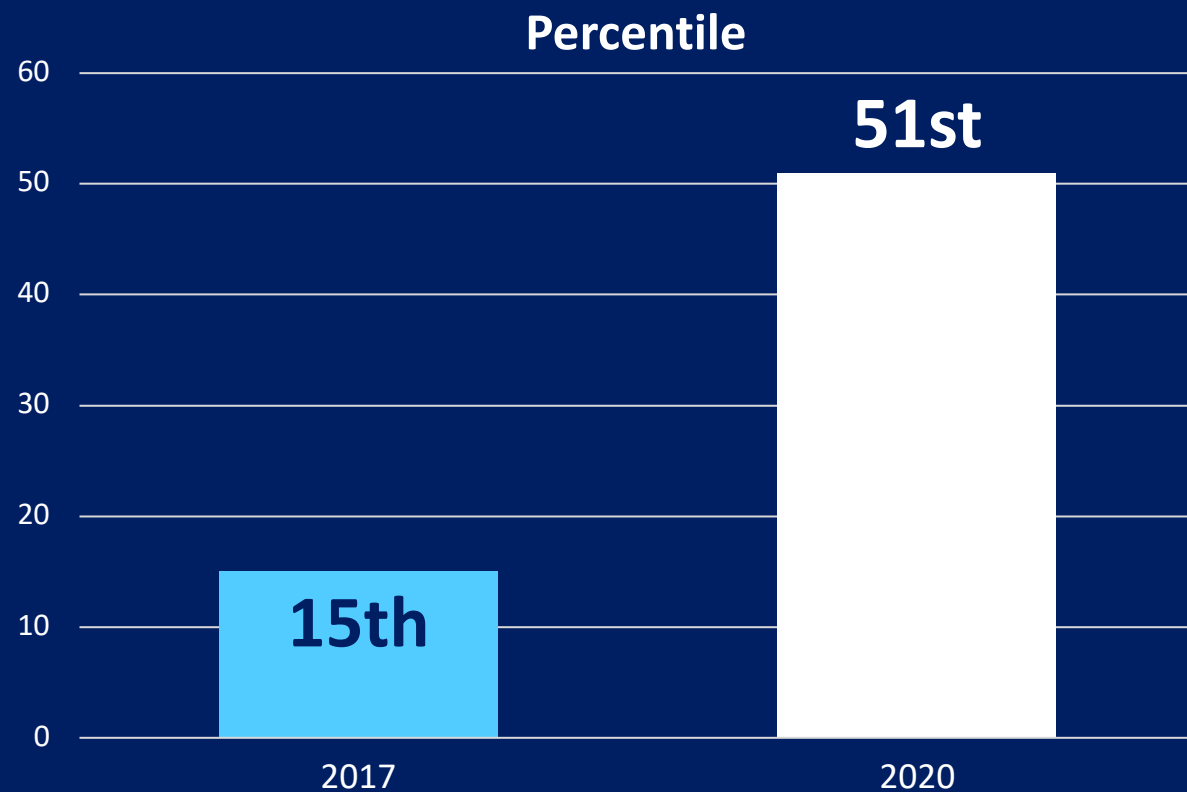
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FINDINGS FROM THE FIELD

At Lindsay Unified, a personalized, competency-based school district in California, students rose from 15th to 51st percentile in the state's English/Language Arts assessment.

FINDINGS FROM THE FIELD

Shift to Personalized, Competency-Based Learning Leads to Increases in ELA Assessments



At Lindsay Unified, a personalized, competency-based school district in California, students rose from 15th to 51st percentile on the state's English/Language Arts assessment.

FINDINGS FROM THE FIELD

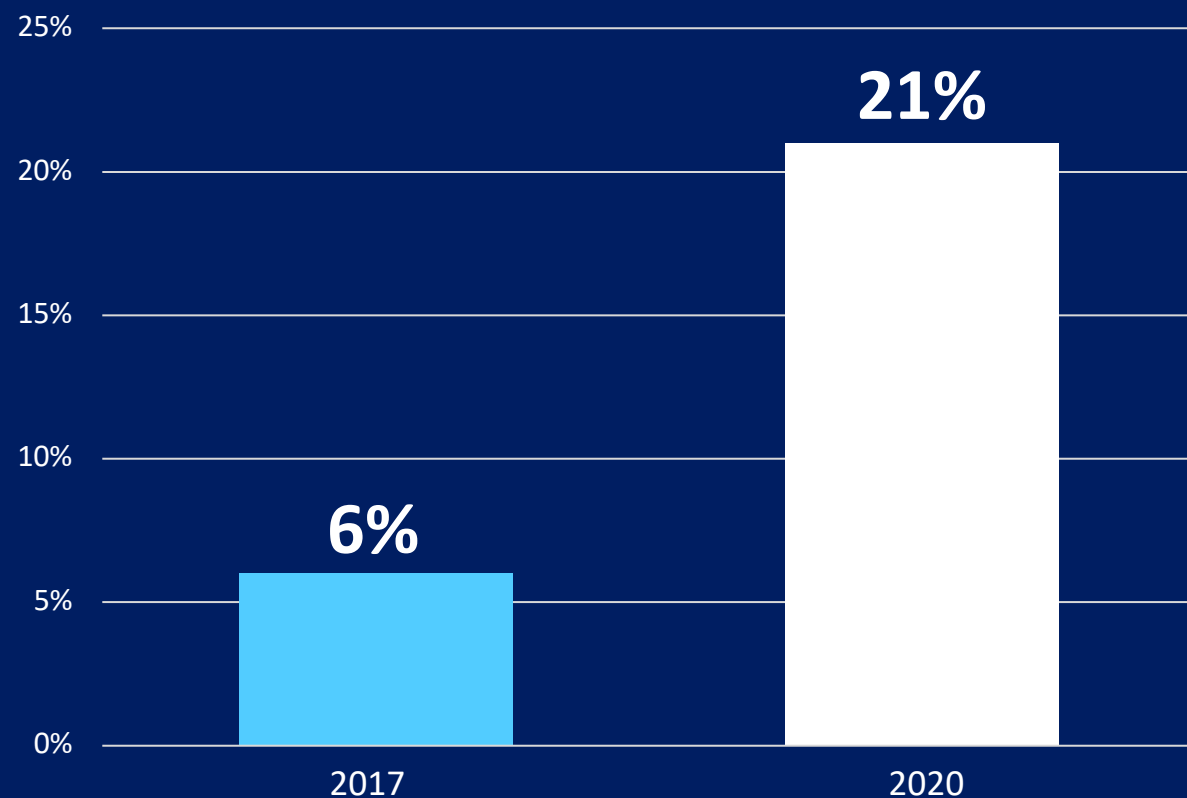
**Compared to 63 similar districts,
Lindsay Unified, a personalized,
competency-based school district
in California, ranked #1 in
English/Language Arts Growth
in the 2019 Smarter Balanced
Assessment Consortium test.**

FINDINGS FROM THE FIELD

Dighton District, an early-adopter in a Kansas redesign effort implemented project-based, personalized learning. They saw third graders reaching level 4 on English language assessments increased from 6% to 21%.

FINDINGS FROM THE FIELD

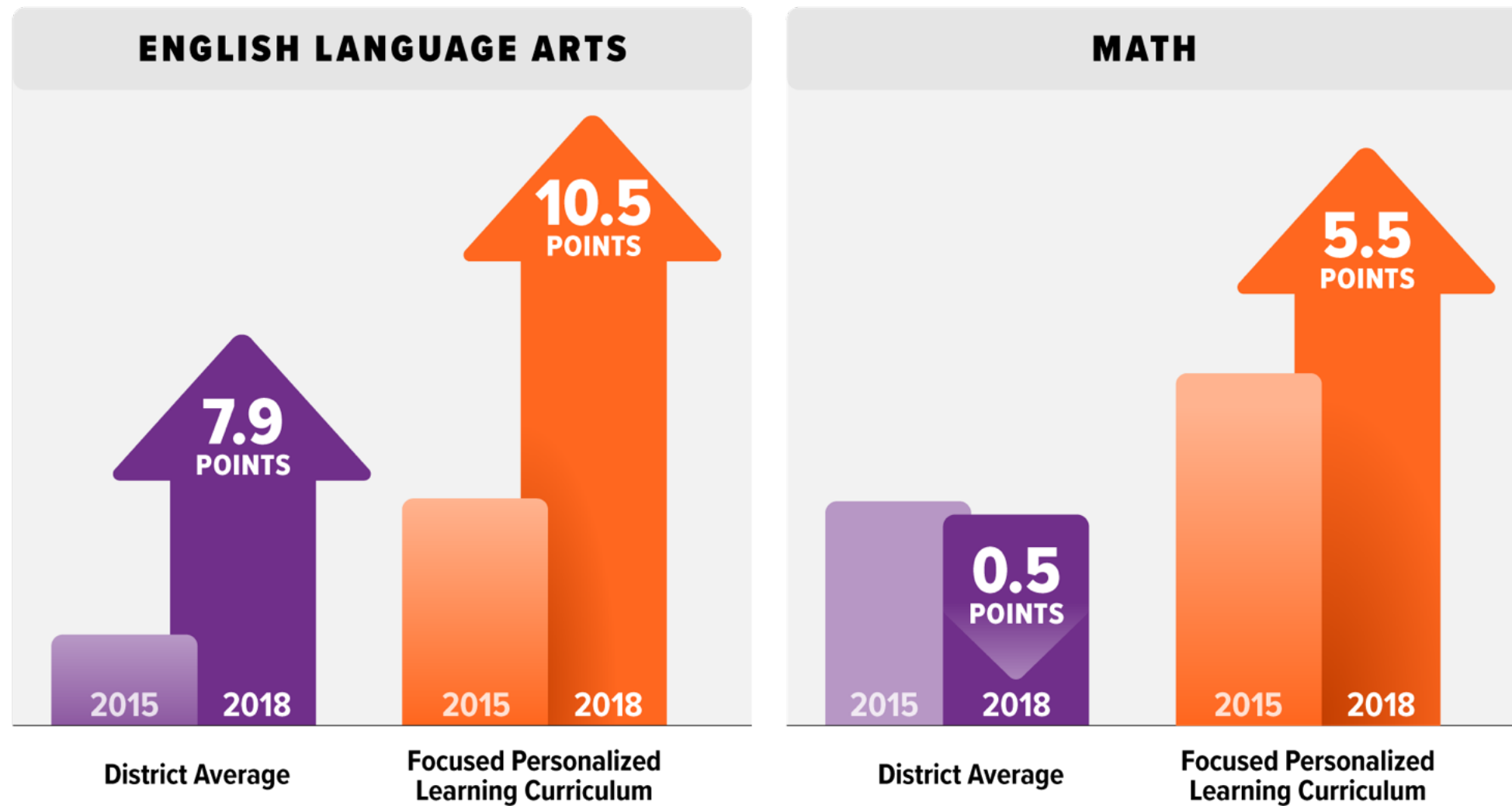
Students Reaching Level 4 in English/Language Arts in Personalized Kansas District



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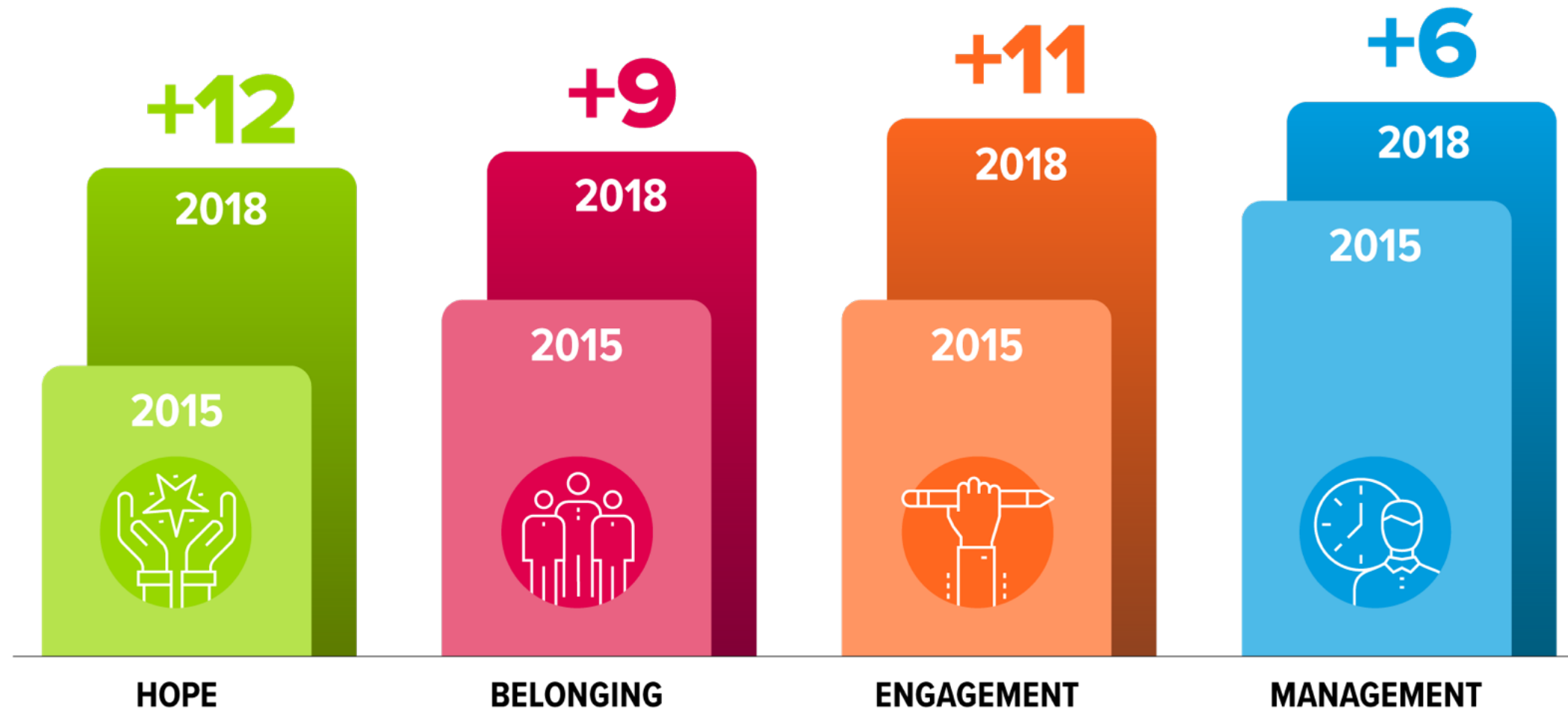
DATA FROM THE FIELD

MARYSVILLE EXEMPTED VILLIAGE SCHOOL DISTRICT ACADEMIC IMPROVEMENT ACROSS ALL GRADE LEVELS



DATA FROM THE FIELD

MARYSVILLE EXEMPTED VILLIAGE SCHOOL DISTRICT
STUDENT EXPERIENCE SURVEY OUTCOMES



FINDINGS FROM THE FIELD

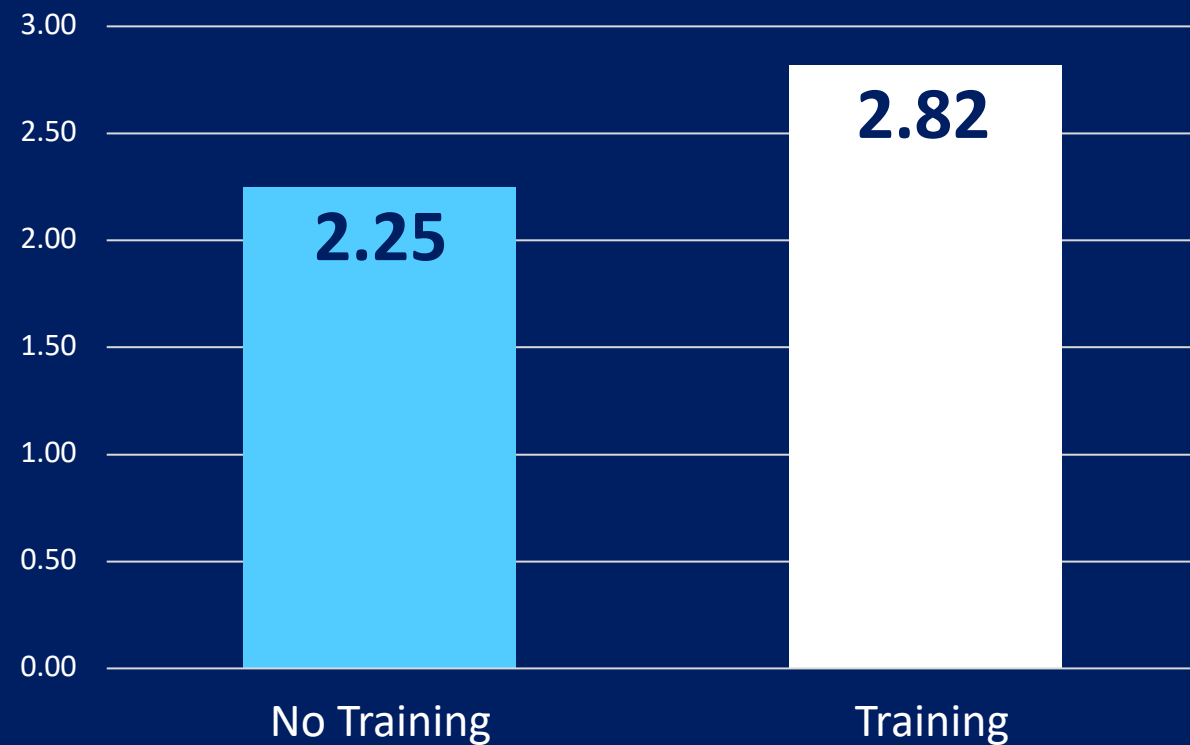
Middle-grades English/Language Arts students in a Texas public school classroom all showed growth after a self-paced, mastery-based unit. Students with individualized education programs, or IEPs, made the largest gains, with an average of 59% pre- and 94% post-test.

FINDINGS FROM THE FIELD

In New Hampshire Performance Assessment for Competency Education (PACE) classrooms, students who are eligible for free and reduced lunch outperformed similar students by 25% compared to classrooms where teachers did not receive the training.

FINDINGS FROM THE FIELD

Low-Income Students in New Hampshire PACE Classrooms Outperform Others



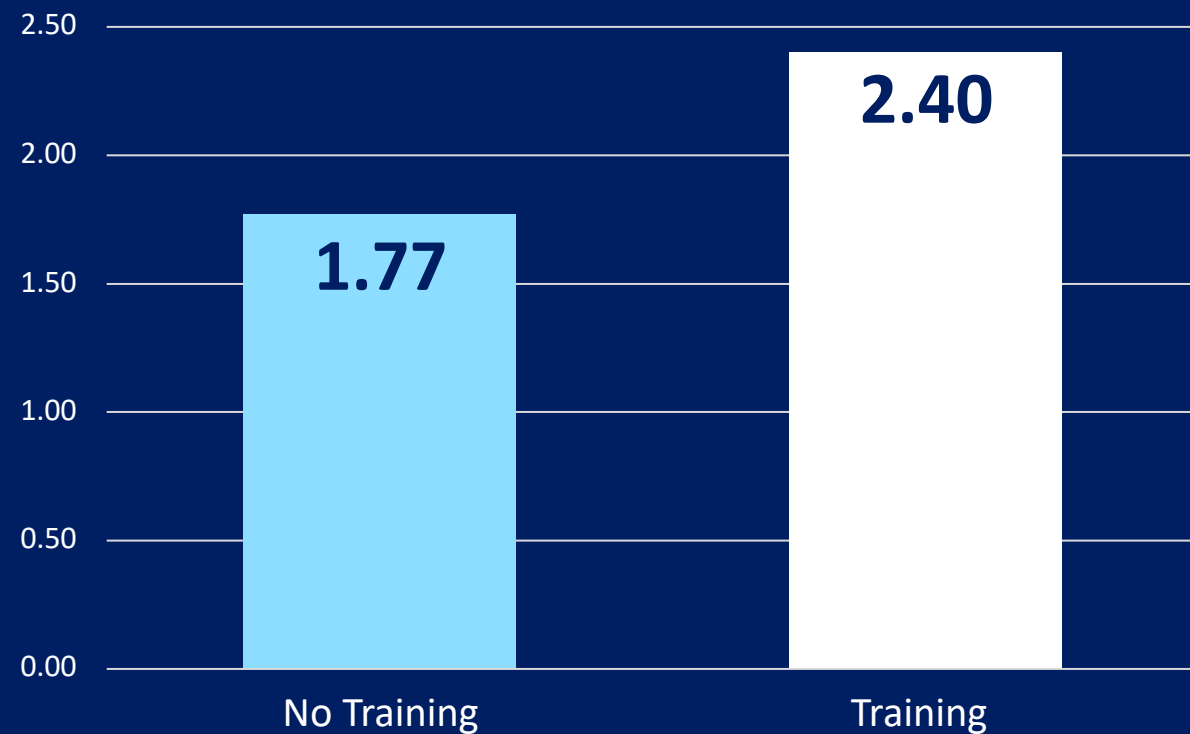
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FINDINGS FROM THE FIELD

In New Hampshire Performance Assessment for Competency Education (PACE) classrooms, special education students outperformed similar students by 36% on mean proficiency scores of academic content, compared to classrooms where teachers did not receive the work study practices training.

FINDINGS FROM THE FIELD

Mean Proficiency Scores Increase With Competency-Based Work Study Practices Training



In New Hampshire Performance Assessment for Competency Education (PACE) classrooms, special education students outperformed similar students by 36% on mean proficiency scores of academic content, compared to classrooms where teachers did not receive the work study practices training.

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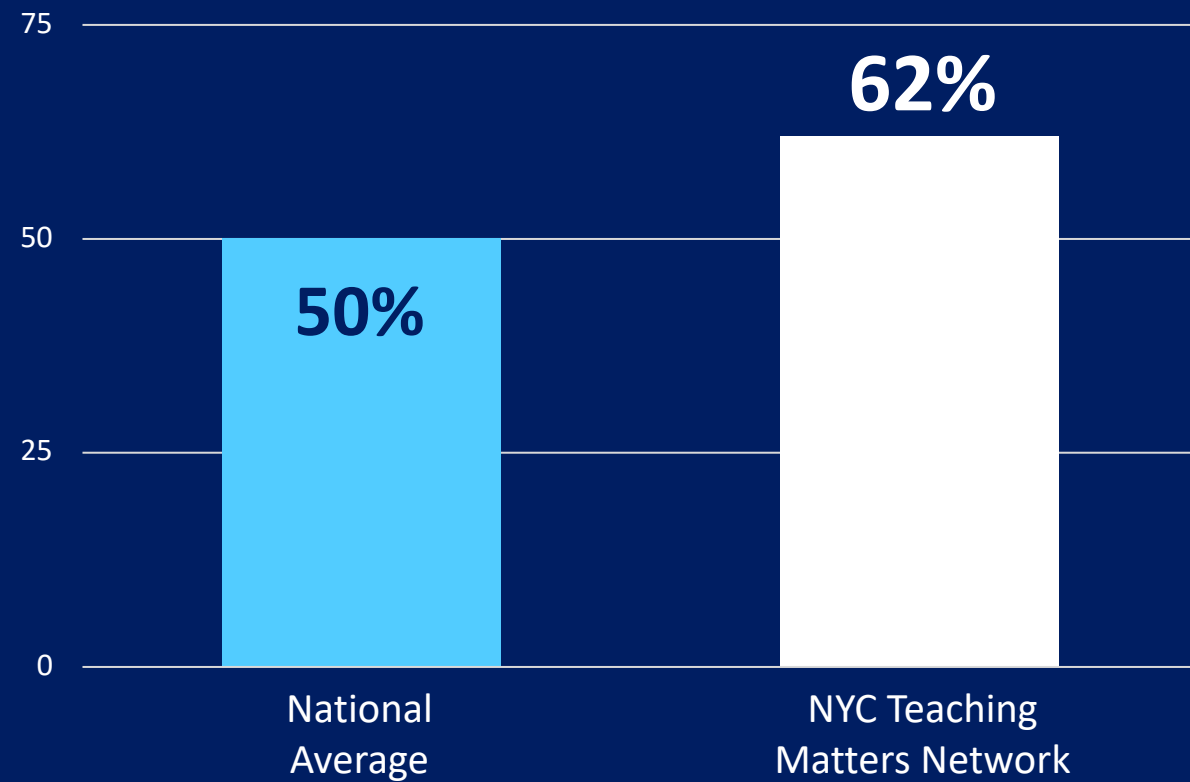
In New Hampshire Performance Assessment for Competency Education (PACE) classrooms, students outperformed similar students by 16% compared to classrooms where teachers did not receive the work study practices training.

FINDINGS FROM THE FIELD

A network of 16 New York City schools supporting Black and Latino youth through culturally responsive literacy practices and youth voice saw 62% of students met growth goals, compared with a 50% national average, on either iReady or NWEA's Map Growth assessment in 2021-22.

FINDINGS FROM THE FIELD

Comparison of iReady/NWEA's Map Growth Assessment, 2021-22



A network of 16 New York City schools supporting Black and Latino youth through culturally responsive literacy practices and youth voice saw 62% of students met growth goals, compared with a 50% national average, on either iReady or NWEA's Map Growth assessment in 2021-22.

FINDINGS FROM THE FIELD

When a public charter in Austin moved to personalized, competency-based learning, the school earned 96 points for student achievement and 100 for closing achievement gaps (each out of possible 100) on the 2018-2019 Texas state report card.