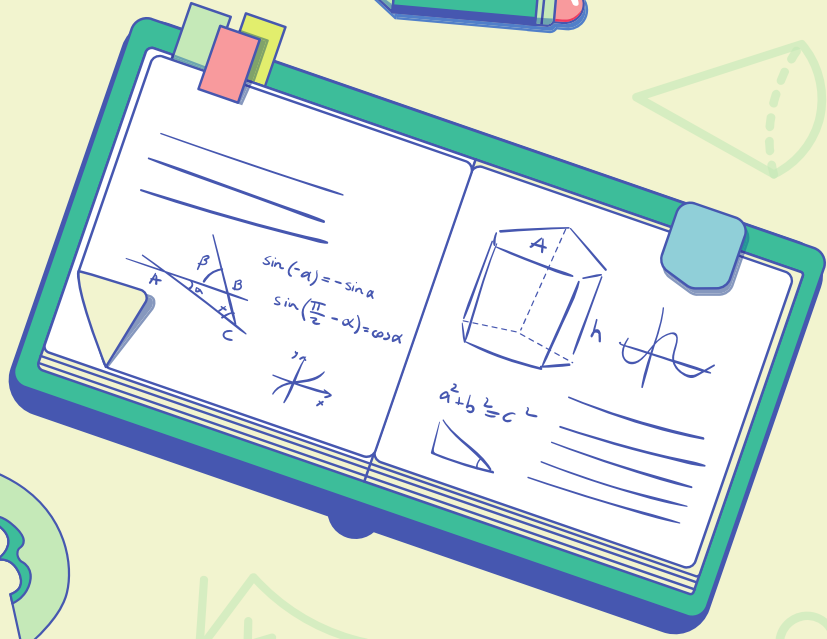
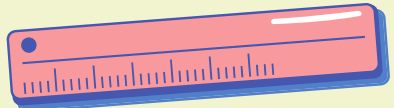
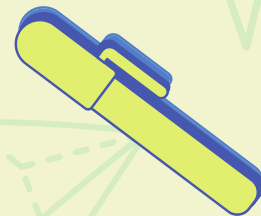


RAISING BLENDED LEARNERS DISD PILOT

9th Grade Algebra I

$$\frac{a \times b}{x}$$

$$\sqrt{x-y}$$



$$(x-y)^2$$

$$\sqrt{x-y}$$

DISD RBL TEAM



GraceAnne McKay

Secondary Mathematics
Coordinator



Gina Anderson

Professional
Development Specialist
- Secondary
Mathematics



Ross Garison

Director of Digital
Learning





Patrick S. O'Neil

Emerging Technologies
and Pathways
Coordinator



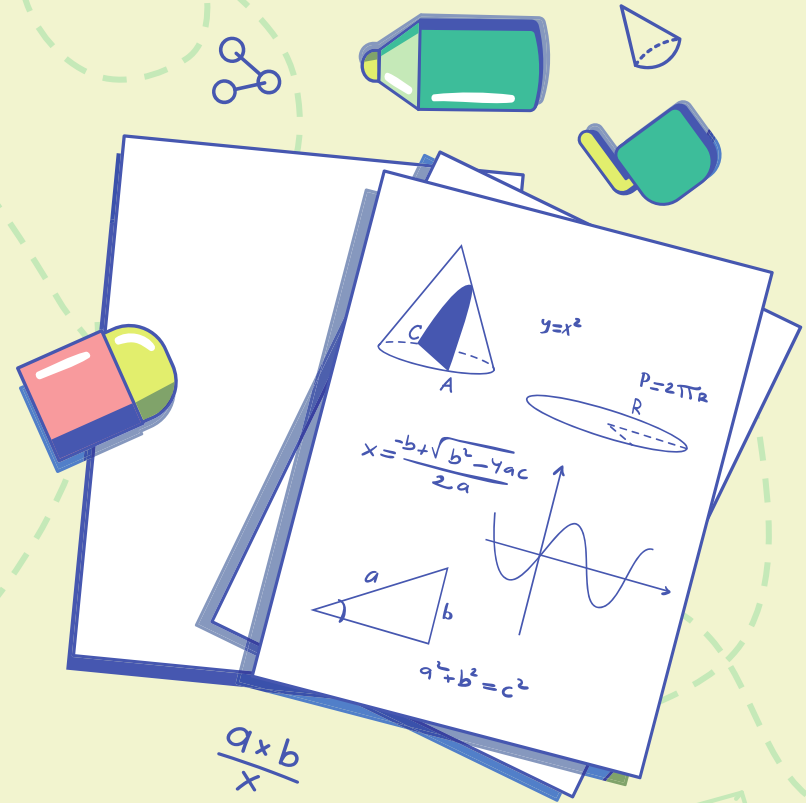
**IF WE TEACH TODAY'S STUDENTS
AS WE TAUGHT YESTERDAY'S,
WE ROB THEM OF TOMORROW.**



*John Dewey,
philosopher,
psychologist and
education reformer.*

WHAT IS BLENDED LEARNING?

It's not just "internet learning."



WHAT IS RAISING BLENDED LEARNERS?

“Raising Blended Learners is a four-year demonstration initiative showcasing strategies for using blended learning to improve student achievement across diverse student demographics and geographic regions in the state, particularly among schools and districts with persistent achievement gaps.”

WHY RAISING BLENDED LEARNERS?

Denton ISD has a learning gap between continuously enrolled and non-continuously enrolled Algebra I students.

How does RBL help address the gap?

- Student data
- Student grouping
- Voice and choice

DISD applied for and **won a grant** in 2019 from RYHT who provides us with support and expertise on blended learning.

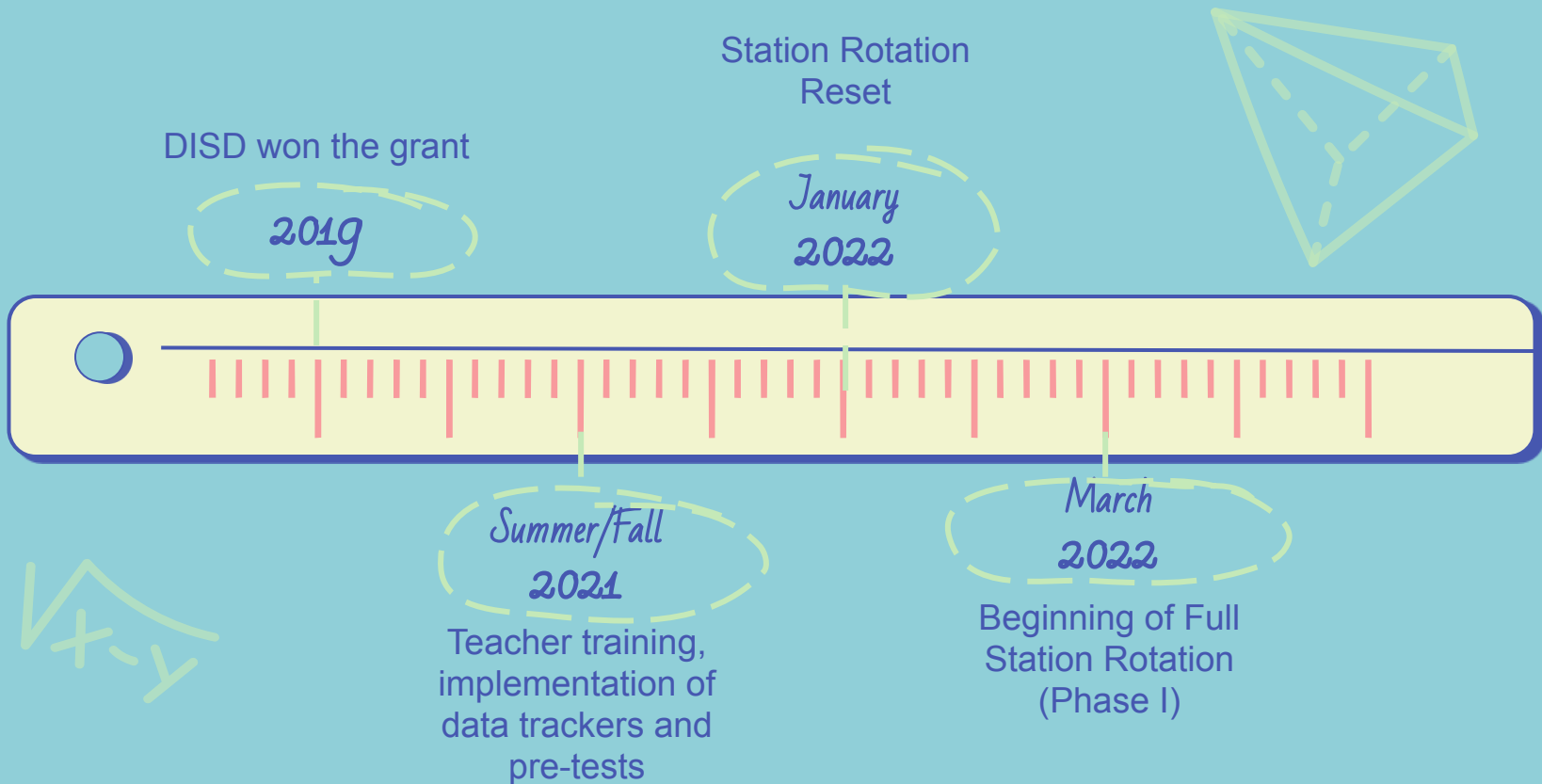




WAIT - 2019?

The **Raising Blended Learners Pilot** was intended to begin with teacher training in the fall of 2020, and implementation in the spring of 2021. But COVID pushed us back to a fall 2021 start.

CURRENT RBL PROGRESS



STATION ROTATION PROTOTYPE EXAMPLE

PHASE III

9th Grade non continuously Enrolled Math Pilot



whole group mini-lesson

2 whole group lessons (mini-lessons) per week with new content - Max 20-30 min (every time you see students)

Use green sheets to review with students prior to giving the pre-assessment



pre-test with real time feedback

Create pre-assessments, use unit reviews as a starting point

Note - A/B Schedule - meet with students every other day for 90 minutes/day

1.1	1.2	1.3
1.4	1.5	1.6
1.7	1.8	1.9

student facing data tracker

Data Sources: IXL reports, Unit Assessments, Minor Assessments, Pre-test



1:1 check-in (every 2nd week)

Weekly 1:1 check-ins
- 1) student data tracker, 2) set goals for individual practice 3) check-in on life

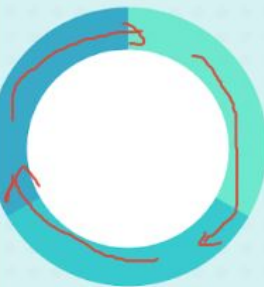
student mentoring- to on-board new students

Pulling students based on pre-test assessment data for the current unit, once we move to other units, start remediating (Tier II) the previous units

Can ALSO be extension, want students to be pulled once per week (in the rotation)



small group instruction



digital content (adaptive, teacher assigned)

IXL - select based off of data tracker or from IXL diagnostic



playlist (includes online and hands face activities)

Work toward this, for the current unit and then throughout the year, moving toward remedial playlists



independent practice (workbooks, activities, reading)



peer collaboration



TEKS bins (standards aligned activities with manipulatives)

Start with the whole group mini lesson from today

Could be built into the playlist

Could be built into the playlist

Unit post-test



post-test with real time feedback

STATION ROTATION PROTOTYPE EXAMPLE

9th Grade non
continuously
Enrolled Math
Pilot

PHASE
I



whole group
mini-lesson

2 whole group
lessons
(mini-lessons) per
week with new
content - Max 20-30
min (every time you
see students)

Have
pre-test
for Unit 1



pre-test with real
time feedback

Note - A/B Schedule
- meet with
students every
other day for 90
minutes/day

DATA

1.1	1.2	1.3
1.4	1.5	1.6

student facing data
tracker

Data Sources: IXL
reports, Unit
Assessments, Minor
Assessments,
Pre-test



1:1 check-in
(inexis goal setting)

Once per
week, one
whole group
mini lesson to
review Data
Trackers

Pull groups based
on pre-assessment
data for Unit 1



small group
instruction



digital content
(adaptive, teacher assigned)

IXL - select
based off of
data tracker
or from IXL
diagnostic



independent
practice
(worksheets, 2018iXL, reading)

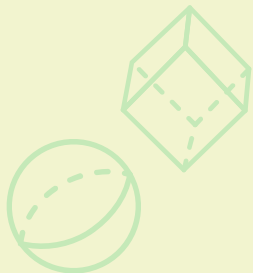
Start with the
whole group
mini lesson
from today
(could be with
a partner)

Unit
post-test



post-test with real
time feedback





RBL GOAL

Initial Gap

2019: continuously enrolled students scored 1.53 times better on EOC than non-continuously enrolled students

In other words...

There was a 16.11% gap in 2019

Post-COVID gap

June 2021: continuously enrolled students scored 1.59 times better on end of course exams than non-continuously enrolled students


Our goal:

By June of 2024 (after 3 years of implementation) the gap will have closed to be within 9%

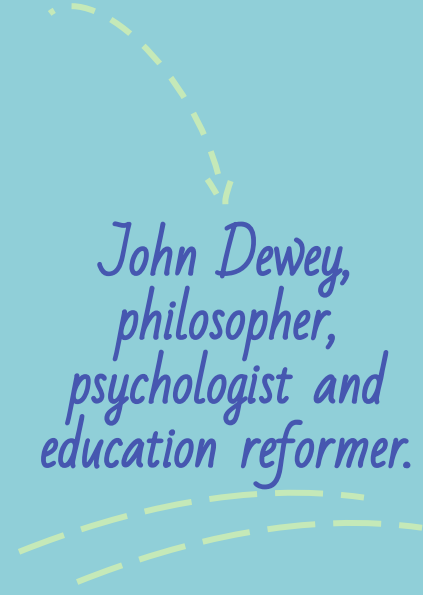




**IF WE TEACH TODAY'S STUDENTS
AS WE TAUGHT YESTERDAY'S,
WE ROB THEM OF TOMORROW**



*John Dewey,
philosopher,
psychologist and
education reformer.*



Thanks!



Please keep this slide for attribution.

CREDITS: This presentation template was created by **Slidesgo**, including icons by **Flaticon**, and infographics & images by **Freepik**.

