



Evidence of Impact

October 2019



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Introduction

“ At Learner-Centered Collaborative we envision education ecosystems that empower all learners to know who they are, thrive in community, and actively engage in the world as their best selves. When we say all, we truly mean each educator and student in every school across the country. All of us deserve every opportunity to feel successful, in whatever way we have individually defined that to be. We embrace diversity and learner variation in all forms. Furthermore, as individuals, we all have unique potential. In order to achieve our vision, Learner-Centered Collaborative partners with educators to define whole-learner outcomes, design meaningful learning experiences, and create the enabling conditions for their unique journey to inclusive and equitable learner-centered education. On this journey, we are committed to being learner-centered, collaborative, and impact-driven.

As we shift to learner-centered education, we will need to also expand our view of success to include new measures of success. As a result, we have developed a Framework that emphasizes critical learner outcomes of Agency, Collaboration, and Real-World Problem Solving. Over time, we will be providing updates on these measures to evaluate and inform our efforts.



With this desired future in mind, this brief includes highlights of evidence we have seen to date, which give us confidence we are on the right path. While there is much work yet to be done, we are hopeful that this information can help us fuel a collective movement to improve learning experiences for all.

Thanks for your partnership on the journey. We are better together.

~ *Devin Vodicka, EdD* Chief Executive Officer

Our Evidence of Impact

In the following document, we have highlighted a selection of schools, across a variety of environments, all of which have shown early indicators of success with implementation of learner-centered initiatives, supported by Learner-Centered Collaborative's professional learning services and the Altitude Learning technology platform. While the results are still early, they are promising, and demonstrate an upward trend toward efficacy.





Elementary School

AltSchool Lab Schools*

*Now operated by Higher Ground Education



Overview

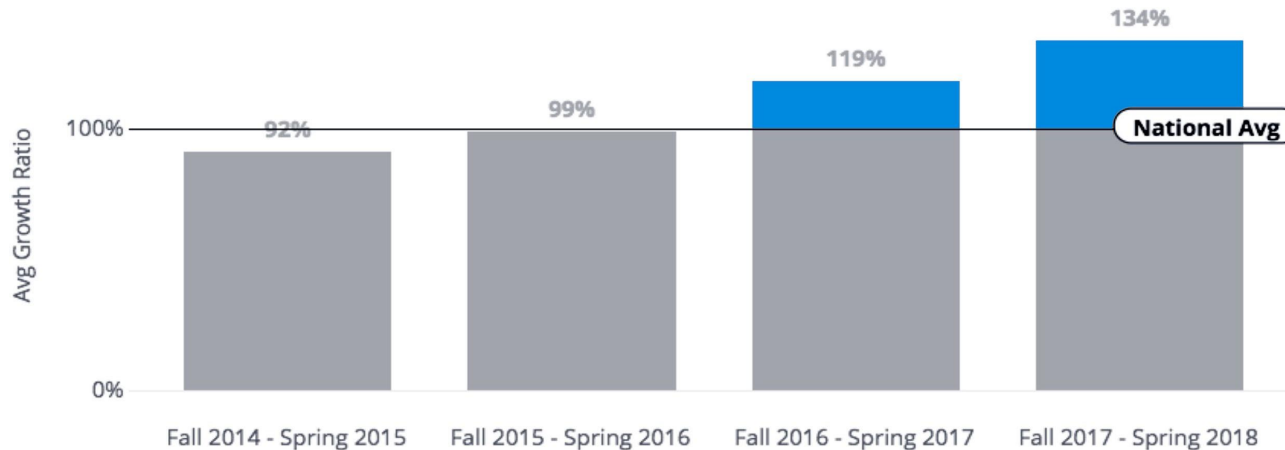
Over the course of five years, educators, researchers, and engineers worked together in AltSchool's Lab Schools to provide **an exceptional learner-centered education** for students from K-8. The Lab Schools were independent schools located in San Francisco and New York City. As the schools navigated this path together, they engaged in a process of progress monitoring, resulting in data that was used to refine their work and guide next steps.



Realizing early on that there was a need to move away from traditional methods of measuring success, the schools experimented with various metrics, such as the tracking of academic mastery, results of social and emotional student questionnaires, and outcomes of parent and educator surveys, to provide holistic portraits of their students and inform future practice.

Continuous Improvement

Year-over-year improvement on the MAP results indicate an orientation to continuous improvement. **With 134% growth rate** from fall to spring in 2017-18, this means that improvement on the MAP RIT scores was 1.34x greater than the statistical average for students whose fall scores were in the same range.



Evidence Highlights



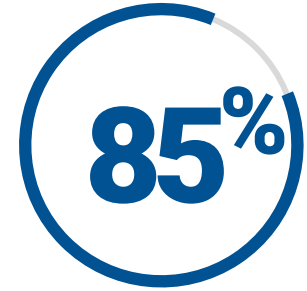
MAP Growth

One of the metrics the AltSchool Lab Schools used to measure student progress was MAP (Measure of Academic Progress). Mean MAP score growth during the 2017-2018 school year was 134%, the highest in AltSchool's history, and well above the national average (100%). Language use saw the highest growth (161%), followed by Reading (128%), and Math (115%).

92nd
percentile

Growth Mindset

In a Panorama survey with national benchmarking, students responded favorably when asked whether they felt they had the potential to change factors central to school performance, such as putting forth a lot of effort, how easily they give up, and using strategies to manage their own learning.



Parent Satisfaction

Families were an integral part of AltSchool, with more than 200 parents each year. Overall satisfaction was high, with parents reporting that they increasingly understood their child's progress and felt strongly connected to the AltSchool community.

Parental Engagement Results



**of families
reported
favorably**

100% of families reported favorably on student led conferences.



**of families
use Stream**

Used the Stream feature in the platform, allowing them to engage regularly in their child's learning.

Learner-centered approach

In the Lab Schools, the learner-centered approach, including a focus on growth mindset, student-led conferences, and family engagement, together with significant growth of MAP testing scores, resulted in very high levels of parent satisfaction.

These Lab School results provide both evidence and great promise that a whole-child, personalized learning model can empower all learners to achieve their full potential.





“Within the first six months at AltSchool, our kids just blossomed. Their self-direction was amazing, which makes parenting so much easier. They have this zest and this passion that all of my friends notice. They’re confident—they’re going to say something if they have an opinion. And that is what I think will carry these kids, this generation, through the next formative years of their life and into whatever the future is.”

- Sandhya, parent of AltSchool elementary and middle school students



Middle School

Arcadia Lab School

Arcadia Overview

Arcadia Unified School District is a public school district in Los Angeles County, CA.

Here a diverse group of 7th graders from across the district opted into the Rancho Lab School, which was designed to create high-quality learning experiences that would meet the needs of the whole child. Through our partnership, educators focused on how to create the optimal conditions, design meaningful learning experiences, and leverage technology to provide students more voice, choice, and autonomy in their learning.

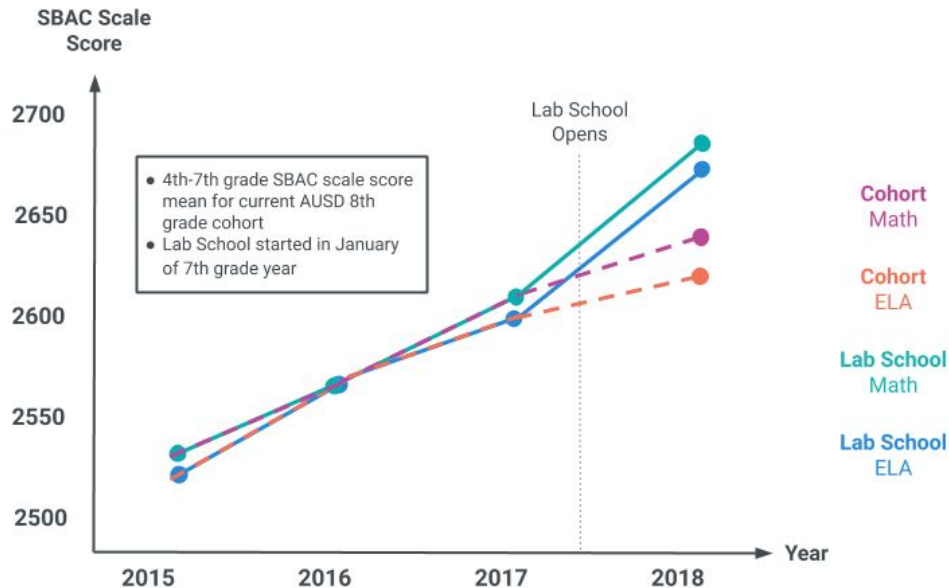


Breaking down barriers



The Rancho Lab School opened in January 2018 with 28 students in 7th grade, who were selected via random lottery among just shy of 70 applicants. All but one student decided to continue in the Fall of 2018 for 8th grade. The 2018 focus was to provide every student with a **personalized learning experience** in a non-traditional classroom setting, and the focus for 2018-2019 was “breaking down barriers” with schedules, grade specific content, and learner agency. In the current year, 6th graders began attending the Lab School. Teachers are continuing the work of personalized pathways, with a strong focus on **social emotional learning** through Universal Design for Learning, The Leader in Me character development program, and Restorative Practices.

Arcadia Lab School Shows Gains



Even though the program opened midway through the year, students in the Arcadia Rancho Lab School showed **significant gains** relative to their peers as measured by SBAC. The graph indicates that the cohort of students showed similar achievement in 2015, 2016, and 2017. Then in 2018, when the Lab School opened, those participants showed **growth rates that far exceeded their peers** who did not participate in the program.

In fact, scaled score growth for students in the Lab School was roughly **10 percentile** rankings greater than the students who were not in the Lab School. These impressive results are a testament to the collective potential of empowered students and dedicated educators who have technology to catalyze the shift to learner centered practices. In addition, it illustrates how partnership between students, teachers, administrators, and families can accelerate positive growth and expand opportunities for learners.



High School

Odyssey STEM Academy

Odyssey Overview

Odyssey STEM Academy is a public school in the Paramount Unified School District (Los Angeles County, CA). Odyssey STEM Academy opened its doors in 2018 with a vision for open walled, relevant learning serving 144 high school students. Utilizing an advisory model and creating internship opportunities for all students has brought this vision to life. The Odyssey team began the year by developing Learning Goals for their school that included areas like Communication, Collaboration, Social Reasoning, Empirical Reasoning, and Qualitative Reasoning. Odyssey STEM scholars then added evidence towards these learning goals across domains. Odyssey has created a collaborative and unified approach where students feel heard, supported, and learning is born out of student interests.





Progress Report

Odyssey uses a competency-based approach to document, reflect, and share learning. The following is an example of how this works with respect to one dimension of their learning profile (Communication and Collaboration). By utilizing this approach, Odyssey ensures that expectations related to academics, habits, and skills are clearly outlined such that the learner can set his or her own goals and drive his or her own learning.

Odyssey's Competency-based Approach

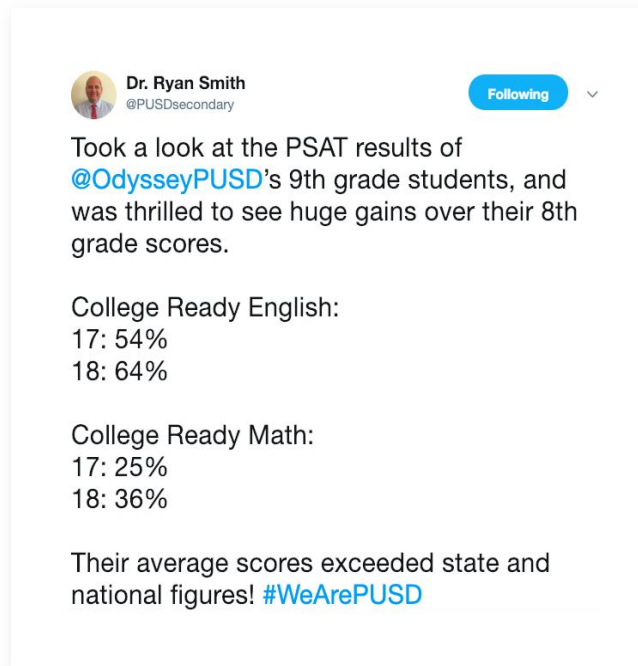
Odyssey Academic Milestones: To earn an A, B or C letter grade on your coursework, you must demonstrate Advanced or Meeting on all milestones by the end of the year.

-	Emerging	Practicing	Meeting	Advanced
Not assessed.	The learner is progressing toward partial understanding of the learning expectation.	The learner shows partial understanding of the learning expectation.	The learner demonstrates proficiency of the learning expectation.	The learner exceeds proficiency and demonstrates a deeper application of the learning.

Communication and Collaboration				
Scholars are confident, respectful communicators. They initiate conversations and participate effectively in a range of collaborative discussions with peers and adults to build understanding of concepts and ideas and complete authentic tasks and projects.				
Milestones		Trimester 1	Trimester 2	Trimester 3
Collaboration	I participate in collaborative discussions with others to deepen my understanding, expand my perspective, and solve problems.	Practicing	Practicing	Meeting
Understanding	I construct my understanding about topics through the analysis of multiple, varied, and complex sources.	Practicing	Meeting	Meeting
Expression & Representation	I creatively express myself while adapting to the purpose and audience.	Practicing	Practicing	Meeting
Evaluation & Research	I conduct academic research through the careful analysis of sources using ethical methods.	Emerging	Emerging	Practicing

Odyssey Results

All students in Paramount Unified School District take the PSAT (Preliminary SAT) in grades eight and nine. The PSAT results show the percentage of students who are “college ready” and these results indicate significant growth for the students at Odyssey STEM Academy. Furthermore, the overall percentages outperform state and national averages, which is a significant achievement.



Dr. Ryan Smith
@PUSDsecondary

Following

Took a look at the PSAT results of @OdysseyPUSD's 9th grade students, and was thrilled to see huge gains over their 8th grade scores.

College Ready English:
17: 54%
18: 64%

College Ready Math:
17: 25%
18: 36%

Their average scores exceeded state and national figures! #WeArePUSD

Odyssey Results

In addition to the PSAT results, Paramount Unified tracks the percentage of 9th grade students who are “on track” to meet the California A-G requirements. Students who graduate from high school and meet the A-G requirements are eligible to apply directly to a University of California or California State University school. In other words, meeting the A-G requirements is an indicator that the graduate is college and career ready.

In Paramount Unified, the district average for 9th grade, with respect to being “on track” to meet A-G requirements, was 58.5%. At Odyssey STEM Academy, that figure was nearly 80%.

These impressive results from Odyssey STEM Academy show great promise at the high school level with a learner-centered approach.



Dr. Ryan Smith

@PUSDsecondary Follows you

Following

Assistant Superintendent of Secondary Ed Services. Proud to be part of an amazing team that does great work for students! Opinions are my own.
[#WeArePUSD](#)

1/4: Nearly 80% of [@OdysseyPUSD](#)'s 9th grade scholars (inaugural class) are on track for completing the A-G requirements! This is an incredible figure considering the rigorous accelerated curriculum that they ALL take. ★
[#WeArePUSD](#)

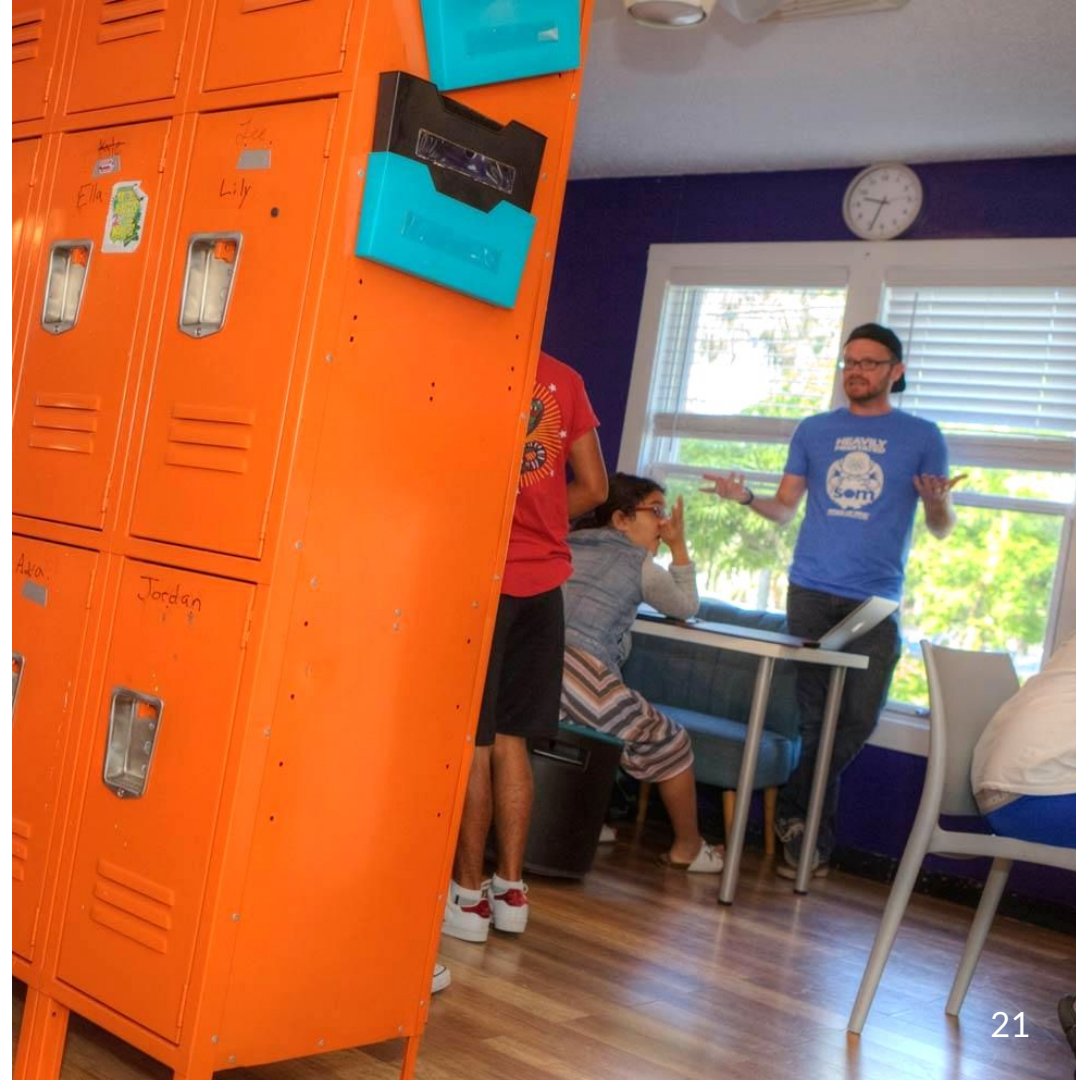
2/4: This figure will climb as some scholars are continuing to work to demonstrate competency in certain courses. Learning at Odyssey is not time-bound the way it is in traditional high schools. Our partners at [@AltitudeLearn](#) make this approach easier.



Space of Mind

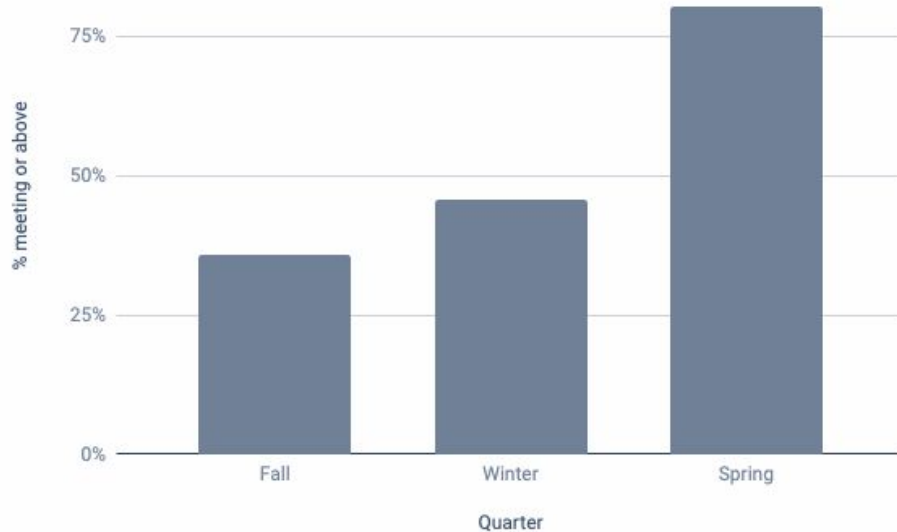
Space of Mind Overview

Space of Mind, an independent school serving 100 learners in Delray Beach, FL, offers K-12 students an experiential learning experience designed for our modern, social world. Their staff of educators, called “coaches,” provide a creative, flexible, and personalized educational environment that fosters social, emotional, and academic growth for all learners. Elevating their theme-centered and project-based approach to learning, the Altitude Learning platform enables SOM students and coaches to capture all forms of learning and track individual progress toward standards, competencies, and individualized goals.



Progress Tracking

During the 2018-2019 school year, Altitude Learning helped Space of Mind coaches track student mastery of academic and social-emotional learning objectives.



Learners progressed in all areas

Throughout the 2018-2019 school year



Thank you

Connect with us:



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@LC_Collab



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