

BLACKSTONE VALLEY PREP MAYORAL ACADEMY BVP HIGH SCHOOL

PERSONALIZATION THROUGH TECHNOLOGY THAT FREES TEACHERS TO FOCUS ON DEEPER LEARNING

“Differentiation has never been easy, but this model can prove that personalization is possible for all scholars, regardless of background or current academic level. Given the diversity of BVP’s scholar population, the blended BVP High School has the opportunity to serve as a proof point for any school, anywhere.”

JONATHAN SANTOS SILVA, HEAD OF SCHOOL, BVP HIGH SCHOOL

KEY FEATURES:

- ✓ New School
- ✓ Station Rotation, Flipped Classroom, Flex Blended Model
- ✓ Community Partnerships
- ✓ College Readiness & Success
- ✓ Project-Based and Experiential Learning

AT A GLANCE:

Start Date: Fall 2014

Grades Served: 9-12

Location: Cumberland, RI

Operator: Blackstone Valley Prep Mayoral Academy

Operator Type: Charter

Setting: Suburban and Urban

Students at Start: 80

Students at Capacity: 600

MODEL TOOLBOX:

Learning Management System:

Aspen, Google Apps for Education

Student Information System:

Aspen

Gradebook: Aspen

Assessment Tools and Approaches:

Standards-based Grading, Capstone Projects

Digital Content Providers:

Study Island, Aventa Learning, eDynamic, Newsela, Khan Academy, IXL, Sophia.org

Hardware: Chromebooks

The Vision: The mission of Blackstone Valley Prep Mayoral Academy is to prepare scholars for entry and success in the colleges and careers of their choice. BVP High’s founders believe that blended learning offers scholars from all backgrounds and learning styles the ability to reach this end goal at a personalized pace. Serving an intentionally diverse population from two urban and two suburban Rhode Island communities, the charter organization launched BVP High as a proof-point of two interdependent principles:

1. Deep personalization through blended learning can meet any scholar’s needs, regardless of race, class, or current ability
2. This success can therefore be implemented by any school, public or private, anywhere

The Academic Model: BVP’s blended learning model helps scholars function in a complex world where global and personal connectedness is just as important as being able to navigate technology. The model is tailored by grade level: expanded learning opportunities for all students in all grades; blended rotations and a flex environment in ninth grade; more fluid schedules and experiential learning opportunities in the upper grades. It makes possible what is perhaps the most challenging and critical need in education: differentiation.

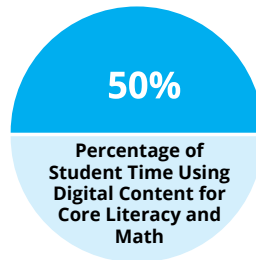
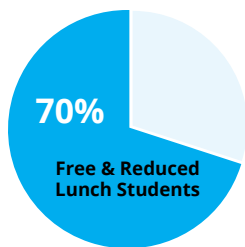
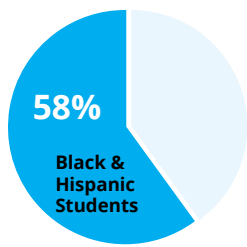
A student-centered school: A personalized learning plan identifies each scholar’s academic and career goals. Personalized learning objectives guide teachers’ instruction, online content, and the selection of internships, elective courses, and expanded learning opportunities.

“Learning labs” help bridge gaps and enrich scholar learning. In ninth grade, the lab extends math and English/language arts by 45 minutes every other day, pushing scholars beyond grade-level standards to engage in deeper learning. In 11th and 12th grade, learning lab opportunities include college-level courses.

Deeper learning in a community: The bulk of in-person class time involves meaningful group discussions and higher-order thinking tasks using structures such as Socratic seminars, peer collaboration, and giving peer feedback to fellow scholars. Teachers facilitate small group instruction, supervise project-based learning, and provide rich feedback to scholars.

But learning is not restricted to the classroom. Scholars have 24/7 access to online content through a 1:1 device program and a comprehensive learning management system. Scholars engage in expanded learning opportunities (ELOs) to earn elective credits. Personalized, standards-aligned and competency-based, ELOs provide social connection where scholars engage with local colleges, com-

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BLENDED SUBJECTS:
All

BY THE NUMBERS:

Year 1 public revenue per pupil: \$13,484

Year 1 expenses per pupil: \$18,468

Year 4 revenue per pupil: \$14,420

Year 4 expenses per pupil: \$13,906

Years to sustainability: 4

community organizations, museums, and employers and learn how to excel in the workplace.

Assessment within a community: Every high school student in the state of Rhode Island is required to complete at least two performance assessments. At BVP High, this involves a 10th grade capstone project, either a research project or an internship with a writing and presentation component. Additionally, all scholars are required to create a portfolio in order to graduate.

The Organizational Model: BVP aims to be incredibly effective with similar student-teacher ratios and resource allocations as traditional-model schools.

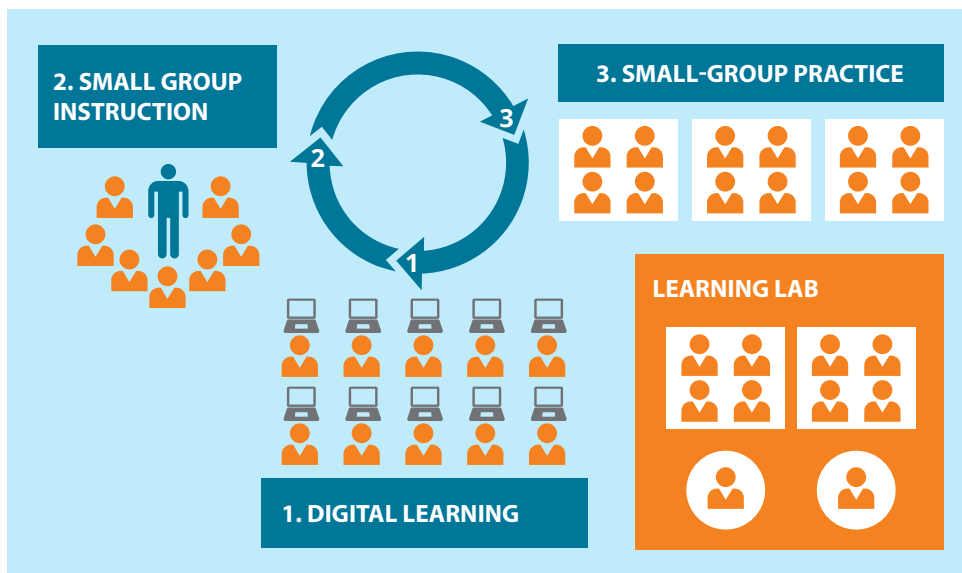
Brown University has been involved in the high school model's design, implementation, and analysis of outcomes since BVP's founders began planning it. The goal of the partnership effort is to create a framework for scalability and sustainability that can be utilized in the state and nationally.

To provide intense support for teachers and develop individual strengths, professional development is differentiated through mentoring and coaching. With professional learning communities and data dives, teachers analyze classroom practice and assessment results with their colleagues. Teachers also drive the research, design, and implemen-

tation of technology—a dynamic process responsive to the ever-changing needs of both scholars and teachers.

The Operator: BVP leaders often note that they are making a large impact in a small state. As a network of public charter schools in Rhode Island started in 2009, BVP serves grades K-8 in two elementary schools and a middle school along with BVP High. It will grow to seven schools by 2018 serving more than 2,000 scholars in K-12, nearly 20% of the sending districts' enrollment.

THREE-STATION TIME-TECHNOLOGY SWAP



Using a three-station rotation and a math and ELA learning lab, BVP High increases personalization with the same teacher-student classroom ratio as a traditional class. And the faculty-scholar ratio during small group instruction can be as low as 1:5, 1:3, even 1:1.

Scholars rotate between three stations:

1. Self-paced digital learning: writing, editing, digital content, research
2. Small group instruction, with or without laptops: lecture, writing workshop, discussion, debate, Socratic seminar, etc.
3. Cooperative small-group practice: project-based learning, tutoring/peer teaching, simple lab experiments, etc.

Scholars also engage in group and individual work in the math and ELA learning lab.

FOR MORE INFORMATION:

School URL: <http://www.blackstonevalleyprep.org/our-schools/high-school>

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