

Double the
growth of
traditional
instruction!



HYBRID
LEARNING INSTITUTE

Personalized Learning Gets Results!

IMPACT REPORT FOR ACADEMIC YEAR 2015-16



Prepared by Dellicker Strategies, LLC

WWW.HYBRIDLEARNINGINSTITUTE.ORG | WWW.DELICKER.COM | EMAIL: INFO@DELICKER.COM

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2015-16 Impact Report



Since 2011, Dellicker Strategies and the Hybrid Learning Institute (HLI) have helped 110 schools adopt blended (hybrid) instructional strategies that personalize learning to improve academic achievement. As the largest and most successful organization of its kind, HLI has helped 75,000 students experience a more effective and engaging classroom experience to help them succeed at school.

For the 2015-16 academic year, HLI analyzed data from 13,500 students, 408 teachers and 58 schools to prepare a comprehensive report of 161 different hybrid programs for personalized learning. The results:

Personalized Learning is Effective

For the 4th year in a row, students in personalized learning environments outperformed students in traditional classrooms in student academic achievement.

- Personalized learners passed state exams at a rate 20% higher than traditional learners.
- Hybrid classrooms outperformed in elementary (+15%), middle (+31%) and high school (+20%).
- Personalized learners excelled in STEM, beating traditional students in science (+10%) and math (+38%) and scoring “advanced” on state math exams at a rate 52% higher.

Personalized learners experienced significantly better growth.

- 80% of teachers said personalization is better for growth.
- Personalized learners had 98% greater academic growth.

*Double the growth of
traditional instruction¹*

Personalized Learning is Engaging

Students, parents and teachers prefer personalized learning compared to traditional learning.

- Four out of five students said they enjoy the personalized learning environment.
- Four out of five parents thought their child had greater success with personalized learning.
- Four out of five teachers said personalized learning was better for class participation.

Personalized learning is better for college and career readiness. With personalization:

- Four out of five teachers and parents said students are better able to work by themselves
- Four out of five teachers and parents said students work better as members of a team
- Four out of five teachers and parents said students develop better higher order thinking skills

Personalized Learning is Economical

Personalized learning puts existing technology investments to more productive use at school.

- HLI schools saved \$2 million from consortium discounts on personalization components.

Personalization is an effective, engaging and economical strategy for improving academic achievement.

Visit: www.hybridlearninginstitute.org | Personalized Learning in a Blended Environment

¹ During the 2015-2016 school year, students in personalized learning classrooms experienced 98% better growth on state-aligned benchmarks than students in comparable, traditional classrooms taking the same tests.

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About Dellicker Strategies

Dellicker Strategies is a change management company specializing in broadband infrastructure, information applications and personalized learning. We help educational institutions, non-profits and businesses combine new technology tools with proven methods to achieve impactful results.

Dellicker Strategies is a leader in helping organizations define, measure, analyze and report specific outcomes related to their technology investments. We help people answer the fundamental question, “Why do we have technology?” Since 2005, Dellicker Strategies has:

- Overseen 64 major telecommunications upgrades worth \$195 million
- Launched or improved a dozen cyber-services initiatives for K-12 and higher education
- Provided transformational blended learning services to more than 110 schools
- Benefited more than 2,600 schools and 1.4 million students

Dellicker Strategies is committed to providing outstanding service with the utmost integrity.

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Scope of Report

In 2011, Dellicker Strategies created the Hybrid Learning Institute (HLI) to help mainstream schools personalize instruction. The idea was not to displace traditional K-12 institutions, but to improve them. By combining new technology tools with proven teaching methods, the founding members of HLI believed that schools could motivate students to succeed. This would lead to increased academic performance, better student engagement and more effectively managed schools. HLI was right!

Since 2012, HLI has helped 110 schools plan and deliver personalized instruction to almost 75,000 students in all different grade levels, subject areas and ability groups. HLI has written 250 plans, trained 1,400 teachers and advised 60 different school districts in three states. HLI has become the largest organization of its kind in the United States and Dellicker Strategies has emerged as the leading independent personalized learning company in the mid-Atlantic region. For more information about HLI and Dellicker Strategies, please refer to Appendix A.

This document presents the results of HLI programming for academic year 2015-16. Methodology is explained in Appendix B. As new information about student achievement and growth is released from state educational agencies, HLI may update this report. In the meantime, this report evaluates:

30 districts
58 schools
408 teachers
13,495 students
161 student cohorts²

Schools implementing personalized learning with HLI during academic year 2015-16:

Anderson Alternative School	Milton Area School District
Antietam School District	Mount Carmel Area School District
Bethlehem Area School District	Educational Services Commission of New Jersey
Bloomsburg Area School District	Norristown Area School District
Columbia Borough School District	Parkland School District
Conrad Weiser Area School District	School District of Lancaster
Ellwood City Area School District	Selinsgrove Area School District
Gettysburg Area School District	South Eastern School District
Girard School District	Southeast Delco School District
Hazleton Area School District	Spring-Ford Area School District
Lebanon School District	Tunkhannock Area School District
Manheim Township School District	Upper Darby School District
Midd-West School District	Warrior Run School District
Mifflinburg Area School District	Washington School District
Millville Area School District	West York Area School District

² A “cohort” is a group of students of the same grade, subject and building taking the same state assessment.

The Path to Personalization

After decades of educational technology in our schools, educators still do not quite know what to call the type of instructional strategies being employed by HLI. About ten years ago, the consensus term was “blended.” A few years later, it was “hybrid.” Today, people use “personalized,” “individualized,” “competency-based,” “performance-based,” “mass-customized” or simply “differentiation.” When all the jargon is removed, HLI simply is about better teaching and learning. But, for the sake of clarity, here is a straightforward description of what HLI does, how it works and why it is successful.

Definitions

Although different factions may protest, HLI generally uses the terms blended, hybrid and personalized synonymously. Where distinctions are required, the following guidance applies:

- Blended refers to a combination of online and traditional instruction systematically applied.
- Hybrid is a subset of blended learning used to improve instruction in mainstream schools.
- Personalization occurs when blended and hybrid models work as intended to create a more student-centric learning environment, eventually leading to true individualized education.

In 2016, few mainstream schools can claim to be truly personalized. However, HLI aspires to help schools move towards personalization more efficiently and effectively by using various blended models. To that end, personalized learning is an instructional strategy that combines new digital resources with proven teaching methods to increase student engagement and improve academic performance. Putting it all together, HLI uses hybrid strategies to personalize learning in a blended environment.

How it Works

HLI creates a process for achieving success with hybrid strategies and an infrastructure to provide support. The process is the step-by-step method for designing, deploying and delivering quality personalized instruction. The infrastructure includes a consortium of practitioners, providers, experts and communications tools to help educators share best practices and work together to solve problems. Within this framework, HLI helps schools with the three mainstays of effective personalized learning: preparing effective plans, delivering focused training and practicing continuous improvement.

Why it Works

HLI is based on good pedagogy. Schools employ many different hybrid models, from station-rotation, to flipped classrooms to flexible combinations. Regardless of the model employed, each implementation strives to achieve the six defining characteristic of good personalized learning. They are:

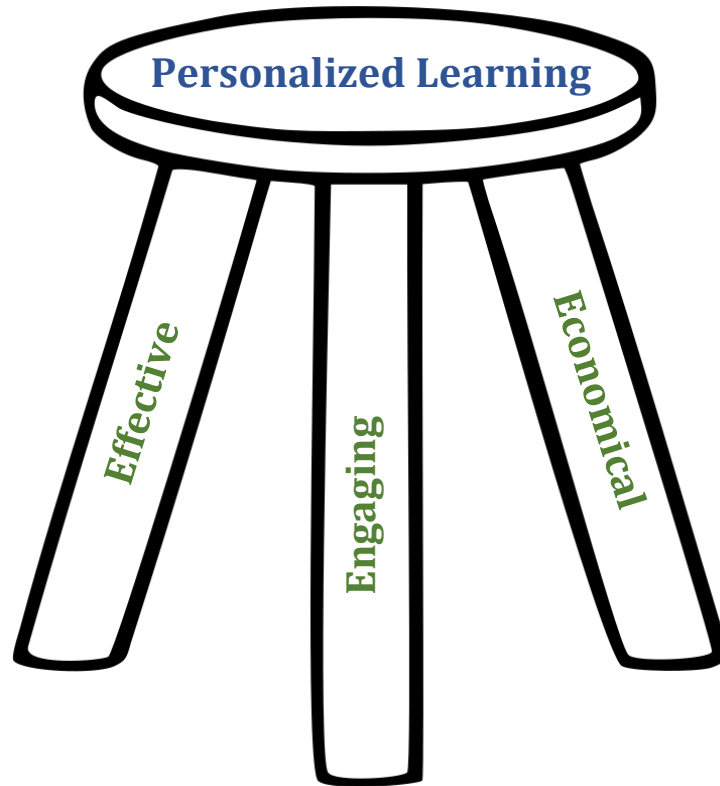
1. Systematic use of blended techniques
2. Delivery of lessons in small groups
3. Use of data-differentiated instruction
4. Encouragement of individually-paced learning
5. Application of multiple methodologies
6. Personal accountability of students at school

*HLI simply is about better
teaching and learning*

When applied with fidelity, personalized learning almost always succeeds in creating a more student-centric educational experience, increasing student engagement and motivating children to succeed.

Program Results

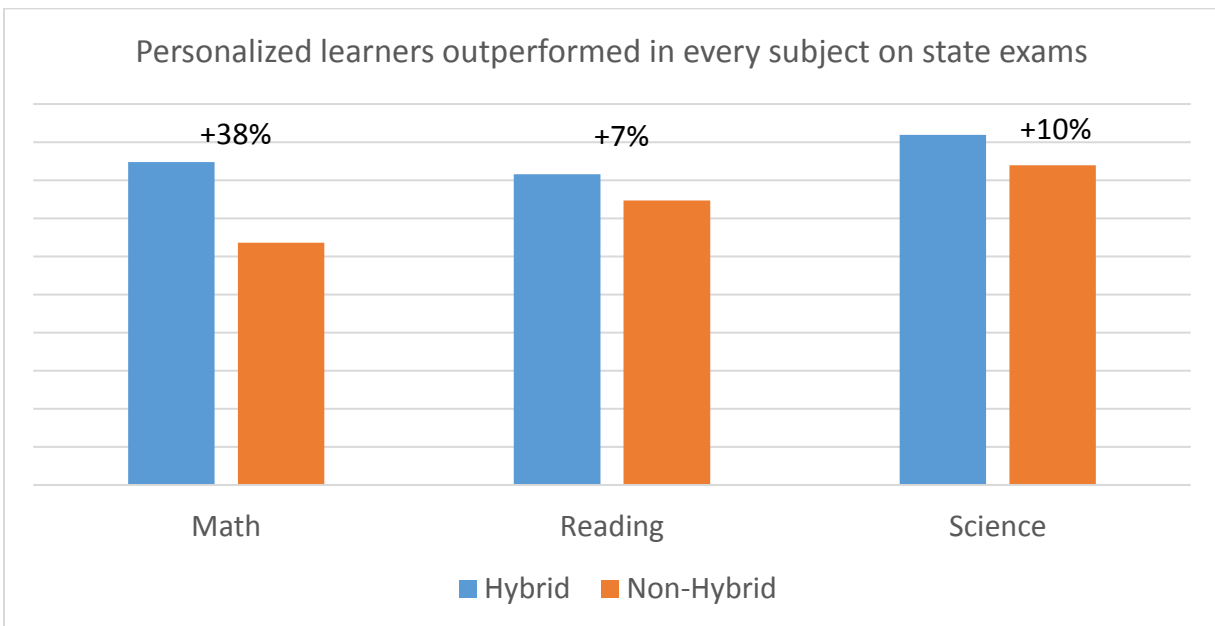
The overall goal of any HLI personalized learning program is to be effective, engaging and economical. The results from academic year 2015-16 indicate high levels of success in each of these three areas.



Personalized Learning is Effective

- For the 4th year in a row, personalized learners outperformed traditional learners in student academic achievement.
 - Four out of five teachers said the hybrid environment was more effective for improving student academic achievement compared to traditional classrooms.
 - Personalized learners passed state exams at a rate 20% higher than traditional learners.
 - Personalized learners scored “advanced” on state assessments at a rate 42% higher than traditional students (advanced is the highest scale score).
 - Last year, HLI help 1,023 students progress from failing to passing their state exams.

- Personalized learners outperformed traditional learners in all levels of school:
 - Elementary School +15%
 - Hybrid students scored “advanced” on state assessments at a rate 24% higher than traditional students. (Advanced is the highest score.)
 - Middle School +31%
 - Hybrid students scored “advanced” on state assessments at a rate 59% higher than traditional students.
 - High School +20%
 - Hybrid students scored “advanced” on state assessments at a rate 76% higher than traditional students.
- Personalized learners excelled in STEM subjects (especially math).
- Personalized learners passed state math exams at a rate 38% higher than traditional learners.
 - Hybrid students scored “advanced” on state math exams at a rate 52% higher.
- Hybrid students outperformed traditional students in science subjects by 10%.



- Personalized learners outperformed in English and Language Arts.
 - Personalized learners passed state reading exams at a rate 7% higher than traditional learners.

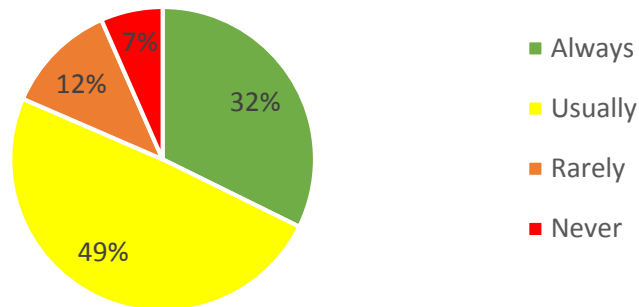
- 30% more hybrid students scored “advanced” on state reading exams.
- **Personalized learners experienced significantly better growth.**
 - Four out of five teachers said personalized learning is more effective for improving student academic growth.
 - Personalized learners experienced 98% greater growth compared to non-hybrid learners on state-aligned diagnostic tests- elementary school (+82%) middle school (+100%) high school (+212%).
- **Almost all schools that implemented personalized learning with fidelity improved student performance.**
 - Since 2012-13 (among HLI schools reporting results for achievement and growth):
 - 93% of HLI schools experienced better academic achievement on state exams.
 - 97% of HLI schools achieved higher academic growth on state exams and/or state aligned benchmark assessments.



Personalized Learning is Engaging

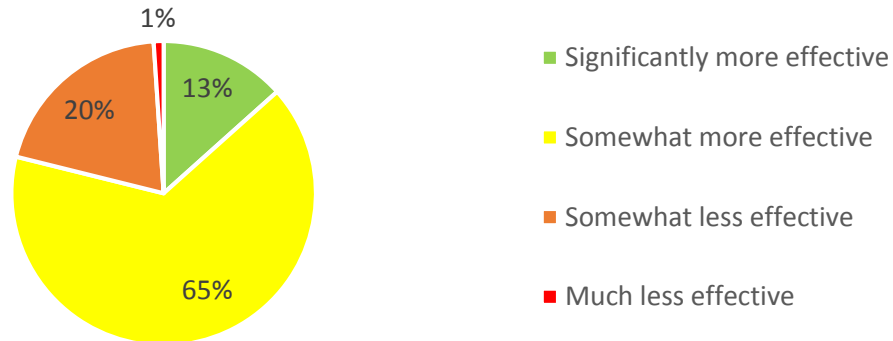
- **Students, parents and teachers all said personalized learning is more fair and enjoyable than the traditional school environment.**
- Eight out of ten students said they enjoyed learning in their hybrid classes.
 - Nine out of ten teachers said they enjoyed teaching in their hybrid classes.
 - Nine out of ten parents said their children enjoyed their hybrid classes.
- Four out of five teachers said hybrid classrooms are more fair and enjoyable than traditional classrooms.
- Four out five parents said their child is having a more successful and enjoyable experience in the personalized learning environment compared to a traditional setting.

Parents: Do you feel your child is having a more successful and enjoyable experience in the hybrid environment compared to the traditional setting?



- **The personalized environment improved student behavior.**
 - Two out of three teachers said the personalized learning environment reduced the number of classroom discipline incidents.
 - Four out of five said the personalized learning environment increased classroom participation.
- **Personalization helped students with career and college readiness.**
 - Two out of three teachers said technical competencies among students were better in hybrid classrooms.
 - Nine out of ten parents agreed.
 - Four out of five teachers said students in hybrid classrooms are better able to work by themselves.
 - Four out of five parents agreed.
 - Four out of five teachers said students in hybrid classrooms work better as a member of a team.
 - Four out of five parents agreed.
 - Four out of five teachers said personalized learning is more effective at developing higher order thinking skills among students compared to traditional classes.
 - Four out of five parents agreed.

Teachers: Do you notice a difference in the development of higher order thinking skills among students using hybrid learning compared to more traditional classes?



Personalized Learning is Economical

- Personalized learning puts technology resources to good use.
- Personalization does not require one-to-one computing, expensive content or complicated systems.
 - Most HLI schools used existing technology and free resources to get started.
- When schools did need to purchase technology or services, HLI helped negotiate consortium discounts that saved schools \$2 million on personalization components.

Bottom Line

Personalized learning gets results. Designing a good plan, implementing with fidelity and practicing continuous improvement allows schools to fulfill the promise of blended learning and help students succeed. Personalized learning is an effective, engaging and economical strategy for every school.



We Get Results.

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Appendix A- The Hybrid Learning Institute



The Hybrid Learning Institute (HLI) is an organized group of educators, consultants and companies working to advance new concepts of blended instruction in mainstream schools. HLI helps schools prepare, deploy and implement hybrid learning by focusing on three things:

1. Results-focused planning
 - HLI starts by identifying the problems hybrid learning can solve and ties every technology investment to an intended outcome
2. Data-driven training
 - HLI works to make sure educators have good training and coaching and tracks program execution to help teachers and administrators succeed
3. Continuous program implementation
 - HLI collects and analyzes data to make ongoing adjustments and communicates the results to teachers and administrators

www.hybridlearninginstitute.org

HLI schools that have implemented personalized learning since academic year 2012-13 are listed below. Schools in **green** implemented during school year 2015-16 and are the primary focus of this report.

District/Organization

Allentown Diocese
 Allentown Diocese
 Antietam School District
 Bethlehem Area School District
 Bethlehem Area School District
 Bethlehem Area School District
 Bethlehem Area School District
 Bethlehem Area School District
 Bethlehem Area School District
 Bloomsburg Area School District
 Columbia Borough School District
 Conrad Weiser School District
 Conrad Weiser School District
 Crestwood School District
 Dallas School District
 Dallas School District
 Dallastown Area School District
 Eastern Lancaster County School District
 Eastern Lancaster County School District
 Eastern Lancaster County School District
 Eastern Lancaster County School District

School Building

1. Allentown Central Catholic High School
 2. Bethlehem Catholic High School
 3. Mount Penn Elementary Center
 4. Broughal Middle School
 5. East Hills Middle School
 6. Freedom High School
 7. Liberty High School
 8. Nitschmann Middle School
 9. Northeast Middle School
 10. Bloomsburg Middle School
 11. Columbia Middle School (Hill Campus)
 12. Conrad Weiser High School
 13. Conrad Weiser Middle School
 14. Crestwood High School
 15. Dallas High School
 16. Dallas Middle School
 17. Dallastown Area Middle School
 18. Garden Spot High School
 19. Garden Spot Middle School
 20. Blue Ball Elementary School
 21. Brecknock Elementary School

Eastern Lancaster County School District

Ellwood City Area School District

Gettysburg Area School District

Gettysburg Area School District

Gettysburg Area School District

Gettysburg Area School District

Girard School District

Girard School District

Girard School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hatboro-Horsham School District

Hazleton Area School District

Hazleton Area School District

Hazleton Area School District

Hazleton Area School District

Indiana Area School District

Indiana Area School District

Lampeter-Strasburg School District

Lampeter-Strasburg School District

Lampeter-Strasburg School District

Lancaster County Intermediate Unit

Lebanon School District

Lebanon School District

Lower Dauphin School District

Lower Dauphin School District

Luzerne Intermediate Unit 18

Manheim Central School District

Manheim Central School District

Manheim Township School District

Manheim Township School District

Mid Valley School District

Midd-West School District

Midd-West School District

Middlesex Regional Ed. Services Commission

Middlesex Regional Ed. Services Commission

Middlesex Regional Ed. Services Commission

Mifflinburg Area School District

Milltown Public Schools

Milltown Public Schools

Millville Area School District

Milton Area School District

Milton Area School District

22. New Holland Elementary

23. North Side Primary School

24. Franklin Township Elementary School

25. James Gettys Elementary School

26. Lincoln Elementary School

27. Gettysburg High School

28. Girard High School

29. Rice Avenue Middle School

30. Elk Valley Elementary School

31. Crooked Billet Elementary School

32. Hallowell Elementary School

33. Keith Valley Middle School

34. Simmons Elementary School

35. Hatboro-Horsham High School

36. Pennypack Elementary School

37. Blair Mill Elementary School

38. Hazleton Area High School

39. Hazleton STEM Academy

40. Arthur Street Elementary

41. Hazle Township Early Learning Center

42. Ben Franklin Elementary School

43. East Pike Elementary School

44. Lampeter-Strasburg High School

45. Martin Meylin Middle School

46. Hans Herr Elementary School

47. Lancaster Co. Alt. Ed Program

48. Lebanon High School

49. Lebanon Middle School

50. Lower Dauphin High School

51. Lower Dauphin Middle School

52. Luzerne Alternative Learning Center

53. Manheim Central Middle School

54. Manheim Central High School

55. Manheim Township Middle School

56. Manheim Township High School

57. Mid Valley Secondary Center

58. Middleburg Elementary

59. West Snyder Elementary

60. NuView Academy

61. Raritan Valley Academy

62. Middlesex County Academy

63. Mifflinburg Intermediate School

64. Joyce Kilmer School

65. Parkview School

66. Millville Elementary School

67. James F Baugher Elementary School

68. Montandon Elementary School

Milton Area School District
 Montgomery County Intermediate Unit
 Montgomery County Intermediate Unit
 Montgomery County Intermediate Unit
 Mount Carmel Area School District
 Mount Gilead School District
 Norristown Area School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Parkland School District
 Pittston Area School District
 Pittston Area School District
 Pittston Area School District
 Pottstown School District
 School District of Lancaster
 School District of Lancaster
 School District of Lancaster
 School District of Lancaster
 Selinsgrove Area School District
 Shanksville-Stonycreek School District
 South Eastern School District
 South Eastern School District
 Southeast Delco School District
 Spring-Ford Area School District
 Spring-Ford Area School District
 Tunkhannock Area School District
 Upper Darby School District
 Warrior Run School District
 Warrior Run School District
 Washington School District
 Washington School District
 West Side Career & Tech. Center
 West York Area School District
 West York Area School District

69. White Deer Elementary School
 70. Anderson Alternative School
 71. Fort Washington Elementary School
 72. Jarrettown Elementary School
 73. Mount Carmel Elementary School
 74. Mount Gilead Middle School
 75. Eisenhower Sci-Tech Academy
 76. Parkland High School
 77. Orefield Middle School
 78. Springhouse Middle School
 79. Cetronia Elementary School
 80. Fogelsville Elementary School
 81. Ironton Elementary School
 82. Jaendl Elementary School
 83. Kernsville Elementary School
 84. Kratzer Elementary School
 85. Parkway Manor Elementary School
 86. Schnecksville Elementary School
 87. Pittston Intermediate Center
 88. Pittston Primary Center
 89. Pittston Middle School
 90. Pottstown High School
 91. Wheatland Middle School
 92. George Washington Elementary School
 93. Martin Luther King Elementary School
 94. Thomas H. Burrowes Elementary
 95. Selinsgrove Area Middle School
 96. Shanksville-Stonycreek High School
 97. South Eastern Intermediate School
 98. South Eastern Middle School
 99. Sharon Hill School
 100. Spring City Elementary School
 101. Royersford Elementary School
 102. Tunkhannock Area Middle School
 103. Upper Darby High School
 104. Turbotville Elementary School
 105. Watsonstown Elementary School
 106. Washington Park Elementary
 107. Washington Junior High School
 108. West Side Career & Tech. Center
 109. West York Area High School
 110. West York Area Middle School

Appendix B- Methodology

This is an evidenced-based report that uses timely data from traditional brick-and-mortar schools about the effectiveness of their personalized learning implementations with HLI. It was not designed to be an academic exercise and does not attempt to answer general questions about the effectiveness of blended learning or personalization. Instead, it evaluates specific outcomes related to particular programs to determine whether they achieved the desired results and how they can improve.

This report contains information from more than 110 HLI school buildings. It focuses on 58 schools in 30 districts and educational organizations that worked with HLI during academic year 2015-16. Source data is available to researchers with a signed confidentiality agreement to protect district information.

Collection of Data

Data for this analysis is derived from four primary collection vehicles: reports, observations, surveys and interviews.

- Reports present quantitative data in an objective manner. Reports include student report cards, standardized test scores (i.e. Pennsylvania System of School Assessment- PSSAs and Keystone Exams), instructional software benchmark assessment results and school discipline reports.
- Observations were used to track certain methods and outcomes by watching educators in action. Most observations were done by consultants or school administrators in classrooms.
- Surveys usually were distributed via electronic means and completed by individual parents, students and teachers. Surveys collected quantitative and qualitative data about impressions and results. HLI received surveys from 9,166 students, 419 teachers and 449 parents.
- Interviews were used to fill in gaps and gain substantive insights about how parents, students and teachers felt about hybrid learning. Often, interviews were conducted using focus groups.

Wherever feasible, reports, observations, surveys and interviews were used in both hybrid and non-hybrid classes to establish an effective control group for comparison purposes.

Student Cohorts

To evaluate academic performance, HLI compared the results of students in hybrid (personalized) classes to students in non-hybrid (traditional) control groups on state standardized tests. Students in the control groups were carefully selected with district input to create the most accurate “apples-to-apples” comparisons of student demographics and academic aptitudes. The goal was to make the only meaningful difference whether student cohorts learned in a hybrid or non-hybrid environment.

If possible, HLI used a control group from the same district, grade, subject and academic ability level. Otherwise, HLI compared the same students from the previous year (non-hybrid) to the current year (hybrid) adjusted for the difference in the appropriate standardized test. HLI analyzed comparative test data from 161 different cohorts to evaluate academic performance for this report.

Performance versus Effects

Every personalized learning program developed by HLI included specific methods of blended instruction and program management for teachers and administrators to execute, in accordance with the design plan. Specifically, each design plan incorporated five defining characteristics of HLI instruction (1-5) and three defining characteristics of HLI administration (6-8):

1. Systematic use of blended techniques
2. Delivery of lessons in small groups
3. Use of data to differentiate instruction
4. Encouragement of individually paced learning
5. Application of multiple educational methods
6. Encouragement of entrepreneurial activities
7. Alignment of operational infrastructure
8. Optimized resources for personalization

Educators were trained in these methods and their performance was tracked on a regular basis. After reviewing implementation data, HLI grouped cohorts into one of three categories based on their performance: hybrid, approaching hybrid or not hybrid.

- “Hybrid” cohorts had to meet all the defining characteristics of HLI instruction, demonstrate proficiency in at least 50% of the methods described in their design plan and make significant progress towards completing 95%. They implemented with high fidelity.
- “Approaching hybrid” cohorts achieved most of the defining characteristics of HLI instruction, demonstrated proficiency in at least 25% of planned instructional methods and made significant progress on 75%. Approaching hybrid cohorts generally are working hard to improve the fidelity of their implementations.
- “Not hybrid” cohorts did not even attempt to implement personalized instruction. Generally, non-hybrid cohorts are used as benchmarks to represent traditional instruction.

Sixteen cohorts were deemed “affiliates” and were not evaluated. These were cohorts in schools that implemented personalization without HLI oversight and did not provide complete data for the report.

For Academic Year 2015-16, HLI scored 91 cohorts as “hybrid” and 54 cohorts as “approaching hybrid.” None of the cohorts in HLI were designated “not hybrid,” since all implemented some degree of hybrid instruction. Schools earning “hybrid” status for 2015-16 are listed in the table below:

The Anderson School (Montgomery County IU)	Arthur Street Elementary (Hazleton Area SD)	Bloomsburg MS (Bloomsburg Area SD)	Broughal Middle School (Bethlehem Area SD)
Conrad Weiser HS (Conrad Weiser Area SD)	Conrad Weiser MS (Conrad Weiser Area SD)	East Hills Middle School (Bethlehem Area SD)	Eisenhower Sci-Tech Acad. (Norristown ASD)
George Washington Elem. (SD of Lancaster)	Hazle Township ELC (Hazleton Area SD)	James F. Baugher Elementary (Milton ASD)	James Gettys Elementary (Gettysburg Area SD)
Liberty High School (Bethlehem Area SD)	Lincoln Elementary (Gettysburg Area SD)	Manheim Township MS (Manheim Township SD)	Martin Luther King Elem. (SD of Lancaster)
Middleburg Elementary School (Midd-West SD)	Mifflinburg Intermediate (Mifflinburg ASD)	Millville Elementary (Millville Area SD)	Mt. Carmel Elementary (Mt. Carmel ASD)
Nitschmann Middle School (Bethlehem ASD)	Northeast Middle School (Bethlehem ASD)	NuView Academy (ESCNJ)	Parkland High School (Parkland School District)
Royersford Elementary (Spring-Ford Area SD)	Selinsgrove Middle School (Selinsgrove ASD)	South Eastern Int. School (South Eastern SD)	Spring City Elementary (Spring-Ford Area SD)
Springhouse Middle School (Parkland SD)	Thomas H. Burrowes Elem. (SD of Lancaster)	Tunkhannock Area MS (Tunkhannock Area SD)	Turbotville Elementary (Warrior Run Area SD)
Washington Park Elem. (Washington SD)	West Snyder Elementary (Midd-West SD)	West York High School (West York Area SD)	