

Allowing students to choose when, where, and how they learn may improve not only their academic achievement but also their motivation, engagement, agency, and expectations of success.<sup>1</sup>

**Legacy High School – Bismarck Public Schools, North Dakota**



To personalize education, Legacy High School implements a schedule allowing students to choose how they spend a portion of the school day, called “flex-time,” outside of their regularly scheduled classes.

REL Central partnered with Legacy High School to examine how students chose to use their flex-time during the 2018/19 school year.



## Legacy High School students chose to use **19%** of their flex-time on academic activities.



High school educators and administrators can use these results to identify ways to encourage students to use more of their flexible time to seek out academic support and explore personalized educational pursuits. For more details about the study findings, as well as possible ways educators and administrators might use the findings, please read the full report:

<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4615>

<sup>1</sup> Bernacki, M. L., & Walkington, C. (2018). The role of situational interest in personalized learning. *Journal of Educational Psychology*, 110(6), 864–881. <https://eric.ed.gov/?id=EJ1187647>