

Online Learning Advisory Committee

February 11, 2011

**FALL 2010 APPROVAL CYCLE:
APPLICATIONS AND RESULTS**

Fall 2010 Applications

- 18 Applications
- 16 Reviews
- 2 Applications aligned to program providers

Results

- 16 Reviews
- 13 Approvals (3 on original review)
 - 8 school programs
 - 3 online course/school program providers
 - 2 approvals of school programs aligned to program providers

SPRING APPROVAL CYCLE

Changes to Approval Criteria

- Changes, as discussed at last OLAC meeting, to 11 of 54 total criteria
- Changes written to improve clarity for reviewers and applicant providers
- Mark-up and change impetus covered in reviewer training prior to start of the spring review cycle

Technical Assistance

- Applicant webinars
- Multiple meetings with some applicants
- No meetings with many applicants

Applications

- 13 Applications
- 12 Reviews
- 1 Application aligned to approved program provider
- Reviews are under way now
- Protocol discussions to be held later in February, into early March

Reviews

- Reviews are under way now
- Protocol discussions to be held later in February, into early March

**POTENTIAL CHANGES FOR FALL
2011**

Challenges in Sustaining Current Review Team Model

- Availability of reviewers (scheduling)
- Sensitivity to conflicts of interest
- High time commitment for volunteers
- Assurances that OSPI will have enough reviewers for the process

Option A

- Continuing with current volunteer review team model
- Pros: direct management & selection of reviewing body, low cost (depending on training)
- Cons: ongoing need to sustain an identified, available and trained body of reviewers while maintaining protections against conflicts of interest

Option B

- Contract to hire a team of third party reviewers
 - DLD to retain the role of managing the review process (technical assistance with applicants, technical review of applications, facilitating protocol discussions, provider communications)
 - DLD would be responsible for training of third-party reviewers
- Pros: ongoing reliability/readiness of reviewers via contractual relationship
- Cons: cost(?); finding a reputable, non-biased source

SCHOOL DISTRICT POLICY AND PROCEDURES

Background

- [RCW 28A.250.050](#) requires school district boards of directors to adopt a policy and procedures regarding online courses and online learning programs
- Due from all districts – Sept. 15, 2010
- DLD reviewed procedures
- Report on compliance and content – Dec. 2010

District Submissions

- 243 (82%) districts submitted policy and/or procedure.
- 20 (7%) submitted policy only

Results

- 203 districts (91% of reporting districts) have policies offering some form of online learning
- Of the 223 reporting districts:
 - 197 (88%) districts stated that individual online courses were available to students.
 - 160 (72%) districts have policies allowing them to offer online school programs.

Grade Ranges

- Of the 203 districts offering online learning, 177 (88%) included a grade range. Of those:
 - 52 (29%) indicated they served elementary students (grades K-5).
 - 104 (59%) indicated they served middle school students (grades 6-8).
 - 165 (93%) indicated they served high school students (grades 9-12).

Online Course Content

- Of the 197 districts offering online courses:
 - 116 (59%) districts indicated that they are creating their own course content.
 - 194 (98%) districts indicated that they are using third-party created course content.
 - 112 (57%) districts indicated that they are using *both* district-created and third-party created content.

Online Course Instruction

- Of the 197 districts offering courses:
 - 157 (80%) districts indicated that they are using district teachers to teach courses.
 - 178 (90%) districts indicated that they are using third-party teachers to teach courses.
 - 136 (69%) districts indicated that they are using *both* district teachers and third-party teachers to teach courses.

Online Program Content

- Of the 160 districts offering programs:
 - 103 (64%) districts indicated that they are creating programs within the district.
 - 154 (96%) districts indicated that they are using third-party created content.
 - 97 (61%) districts indicated that they are using *both* district-created and third-party created programs.

Online Program Staffing

- Of the 160 districts offering programs:
 - 141 (88%) districts indicated that they are using district teaching staff.
 - 138 (86%) districts indicated that they are using third-party teaching staff.
 - 118 (74%) indicated that they are using *both* district and third-party teaching staff.

Choice Transfers

- 61% of districts included a statement indicating they would facilitate access to out-of-district online school programs via an interdistrict transfer.
- 37% didn't address choice transfers.

Fees

- 96% of districts indicated the district would pay for the course costs for courses taken as a part of the student's free basic education.
- 76% of districts indicated that the student/family will pay for courses taken outside of the free basic education context.
 - 3% of districts will pay
 - 6% of districts will subsidize
 - Remainder: no answer

2009-10 ANNUAL REPORT

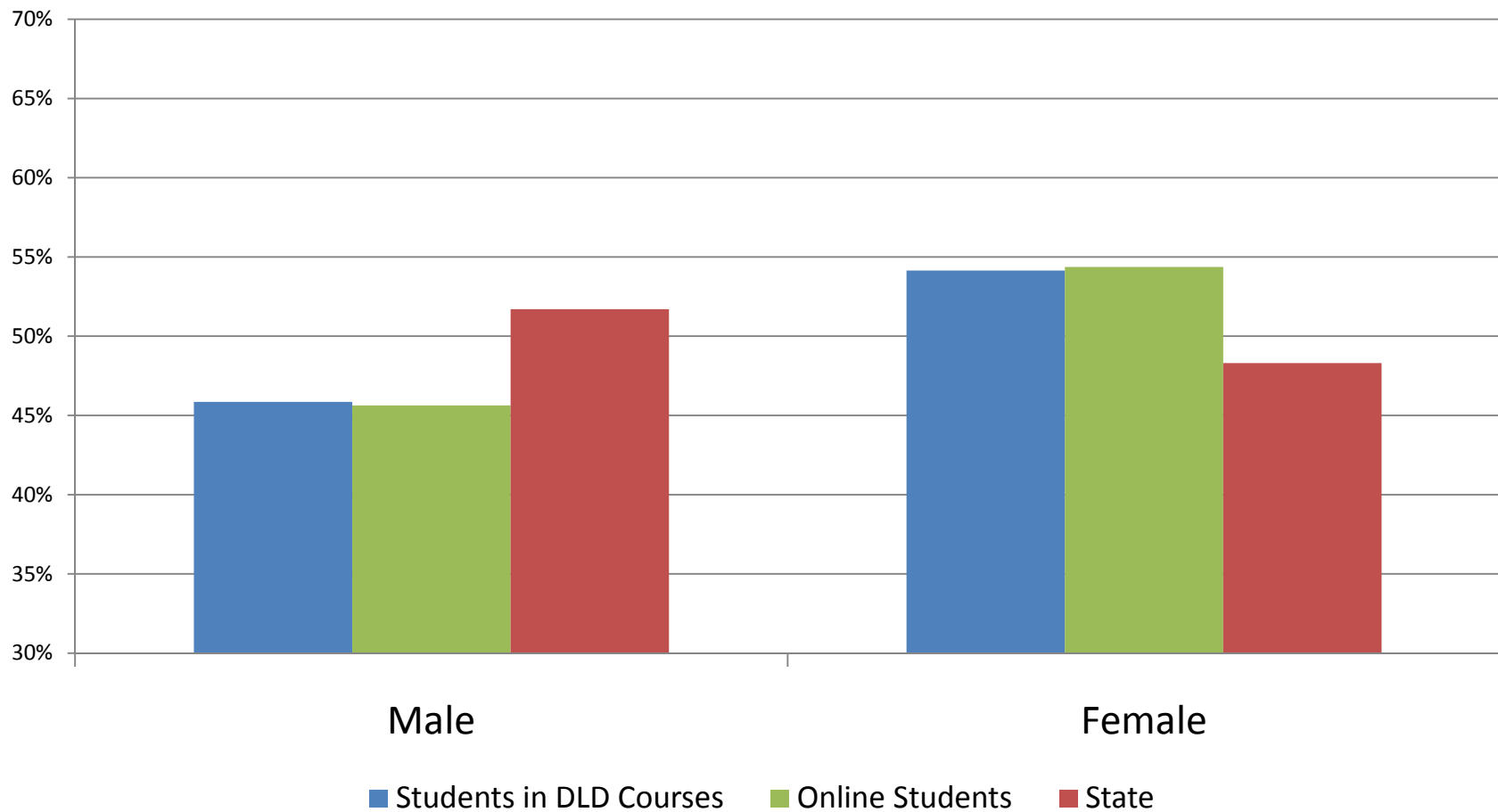
Data Availability and Quality

- “Internet ALE programs” report
 - Monthly headcount and FTE for ALE programs
 - Tracks choice transfers
- CEDARS
 - Based on courses marked as “online”
 - Known online school programs
- Digital Learning Department Registrations
 - Individual online courses

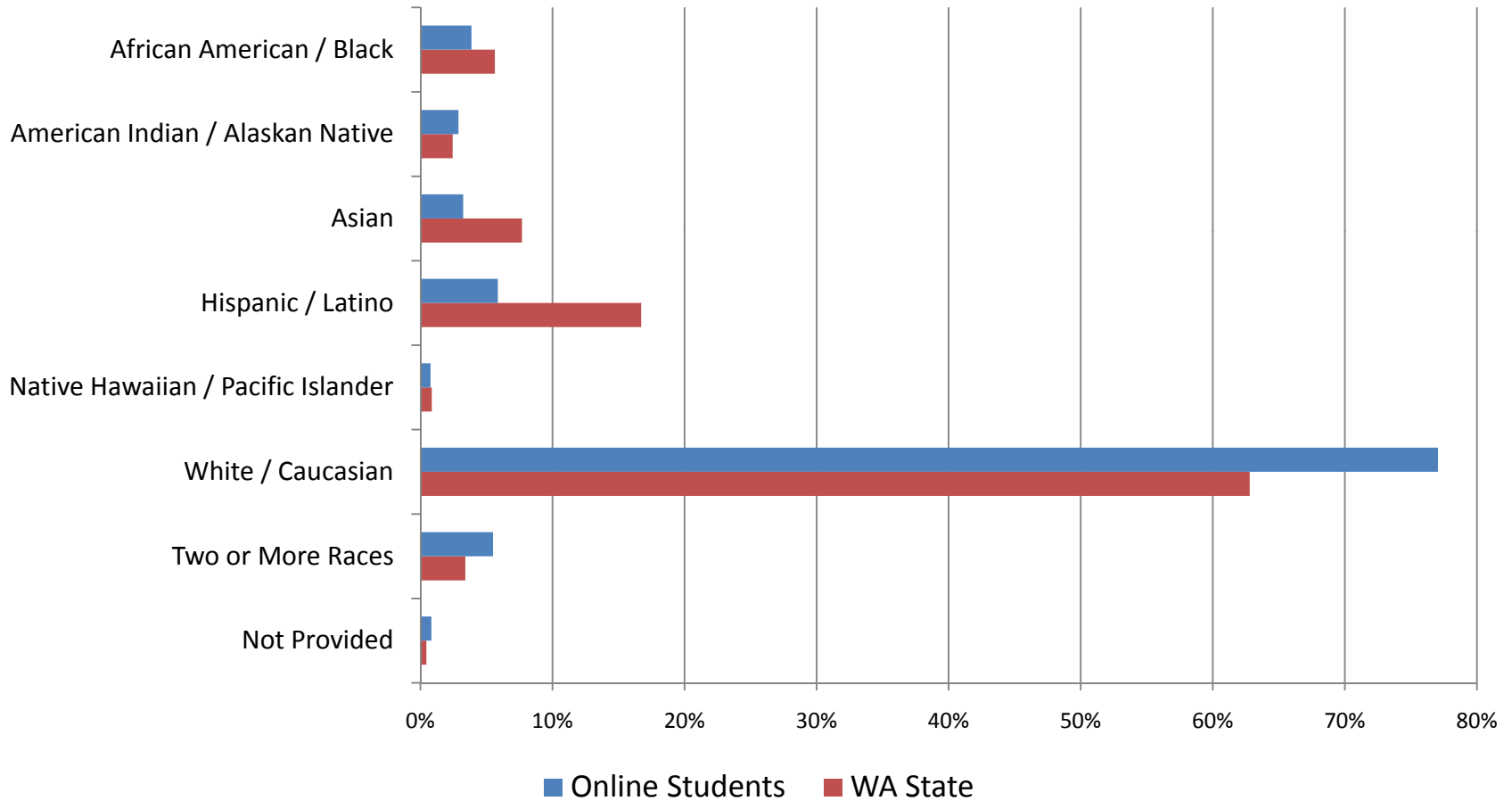
Students in Online Courses/Programs – 2009-10

- 10,000 to 16,000+ students
- 40+ online school programs
 - 14 multidistrict online school programs
- 6,452 students transferred from one district to another to attend an online school program.
 - 5,528 FTE
 - Annual Average
 - Approx. two-thirds of students in Internet ALE report used Choice.

Gender of Online Students, 2009-10



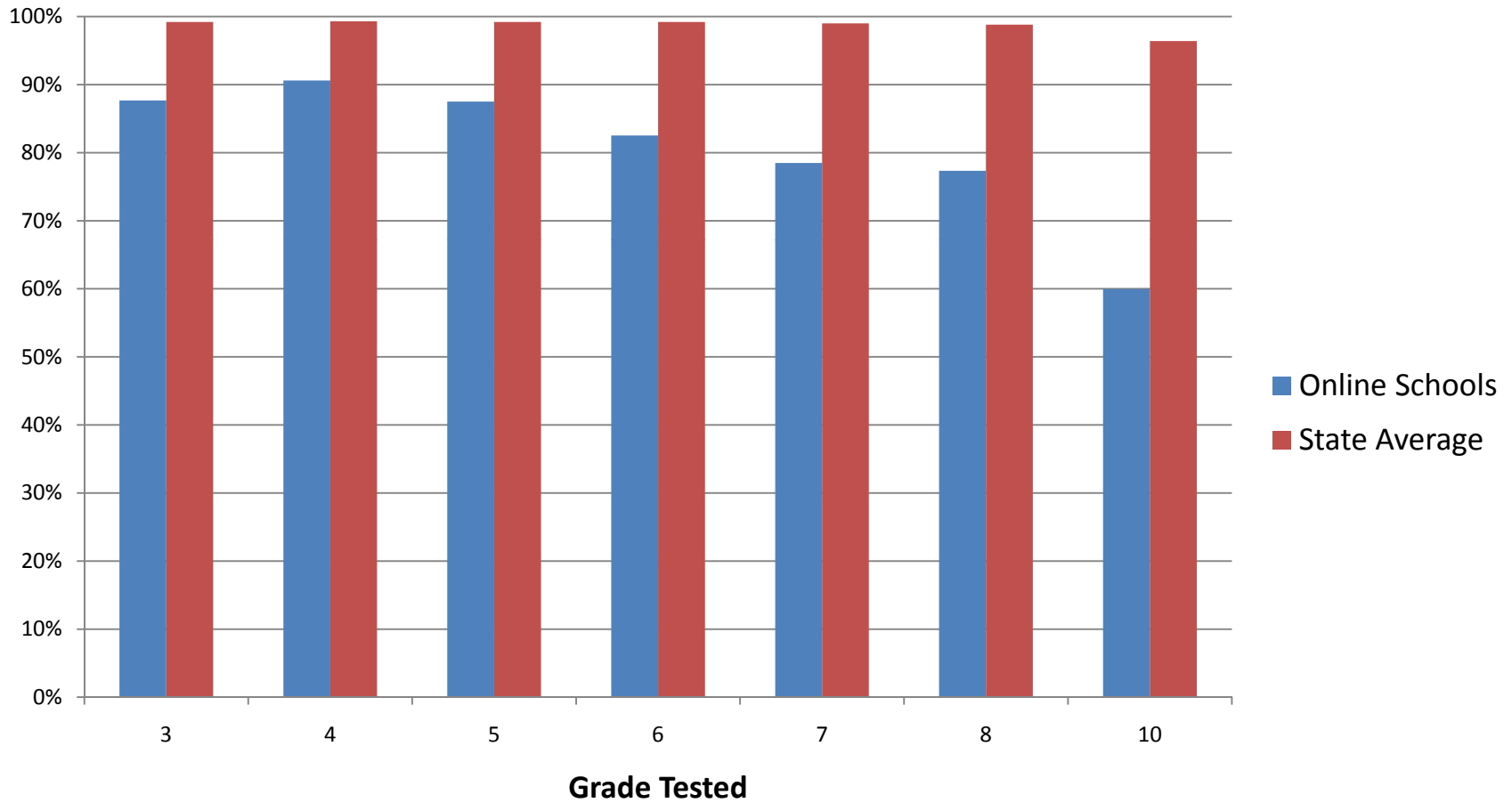
Ethnicity of Online Students, 2009-10



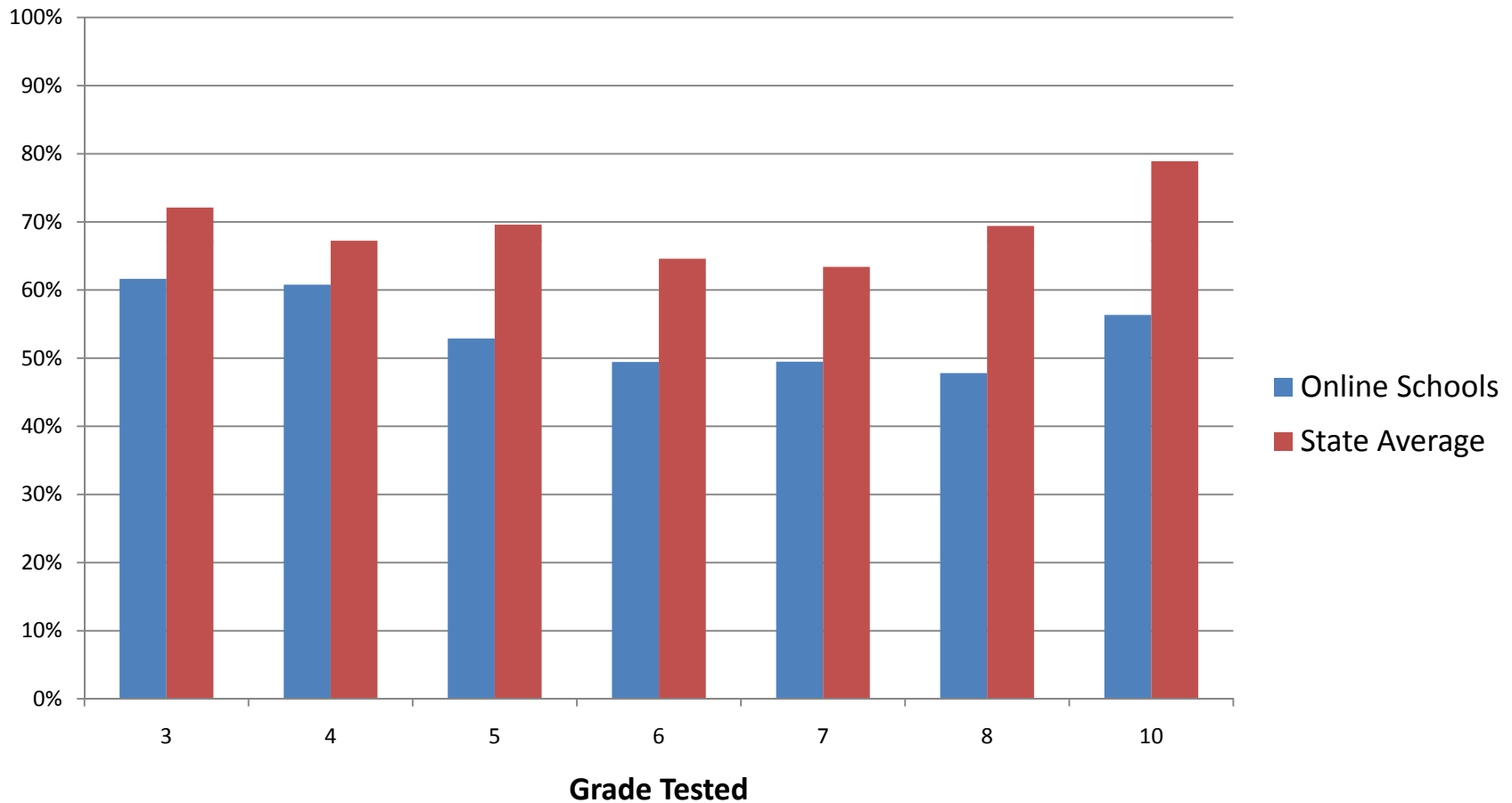
Other Demographics for Online Students, 2009-10

- 0.1% transitional bilingual (state: 8.1%)
- 4.3% special education (state: 12.6%)
- 7.6% part-time homeschooled (state: 0.9%)
 - 95% of part-time homeschool students were enrolled in WAVA

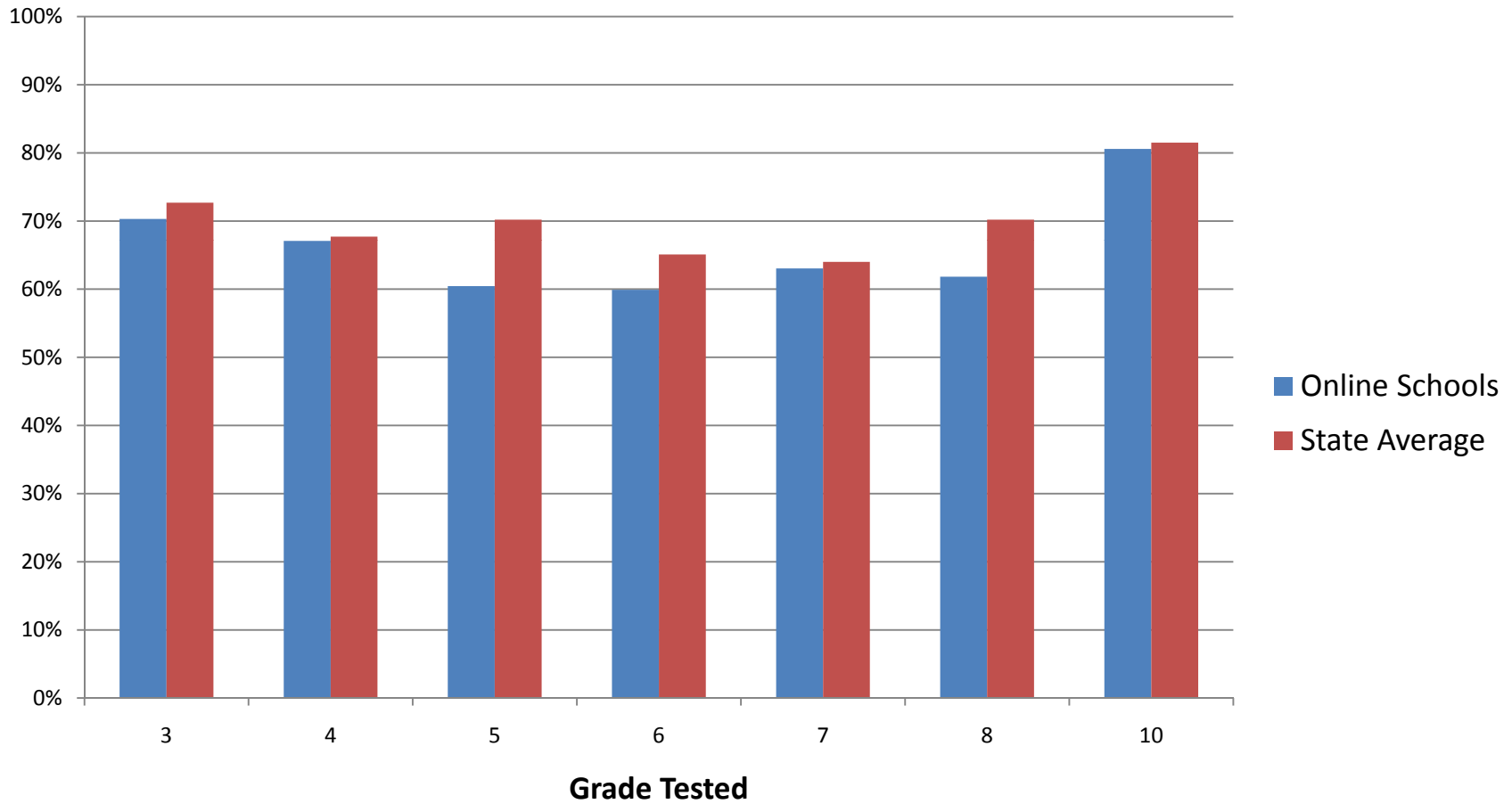
Reading – Percent Tested (2010 MSP/HSPE)



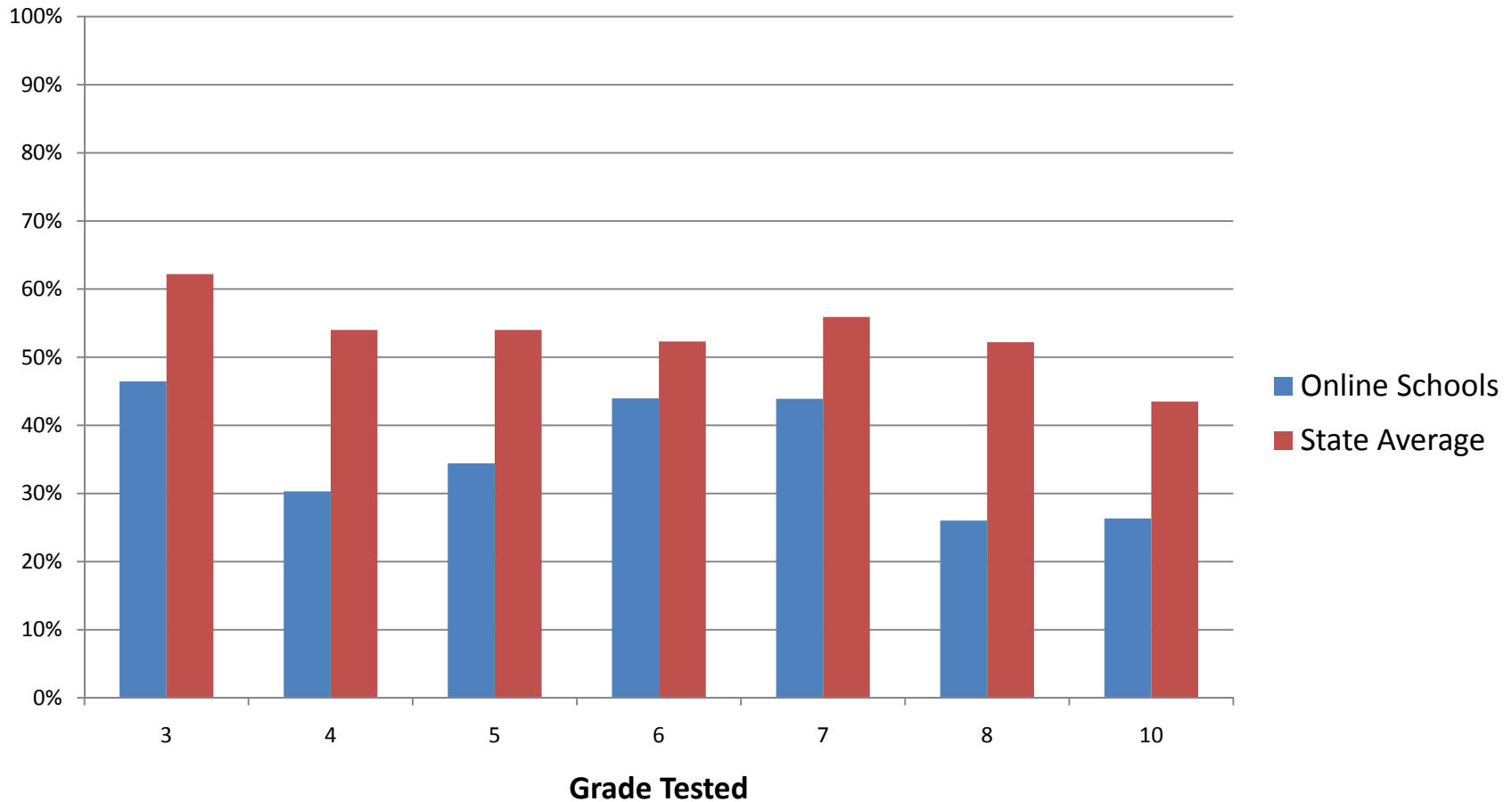
Reading – Percent Met Standard (2010 MSP/HSPE)



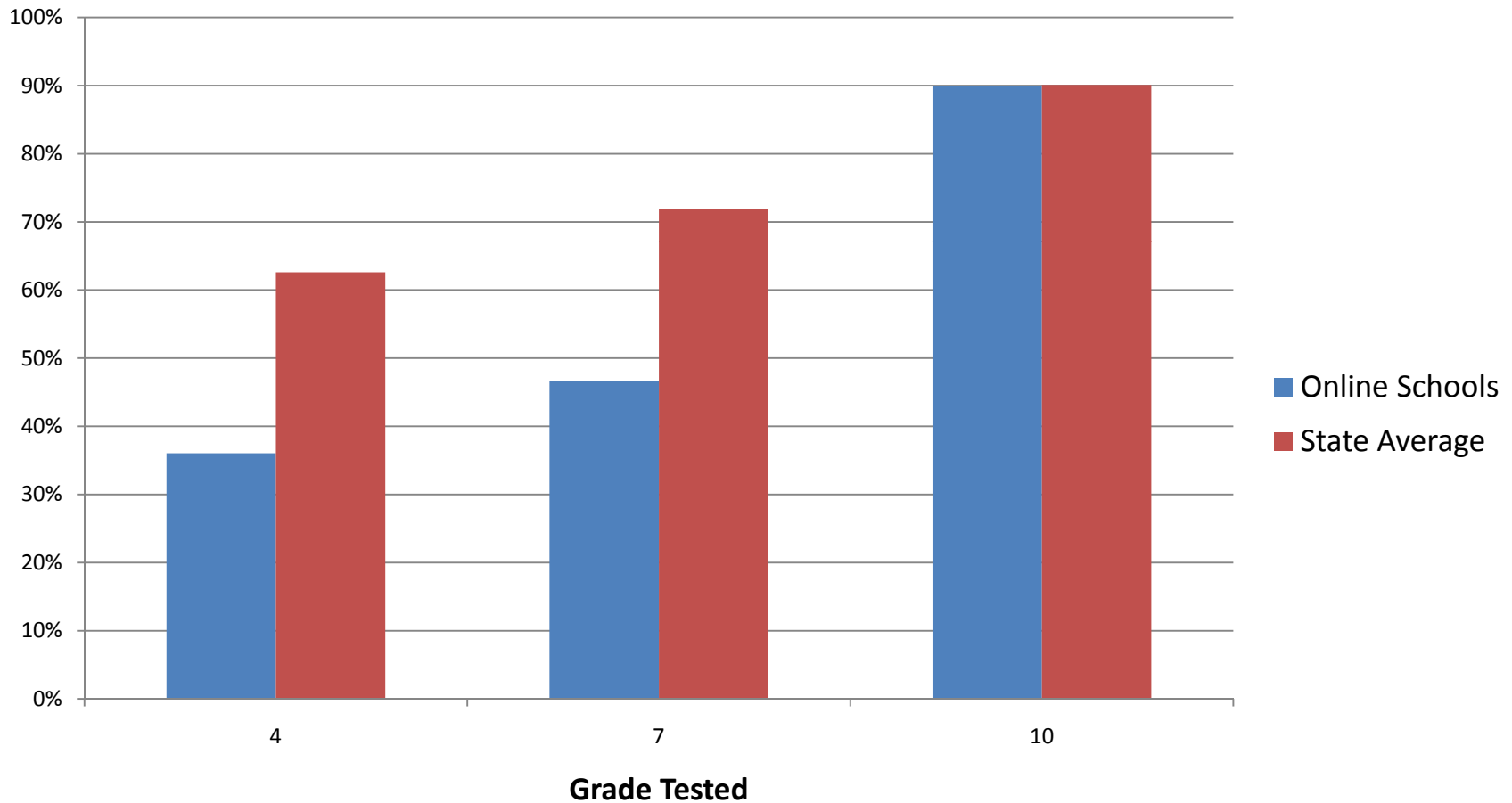
Reading - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



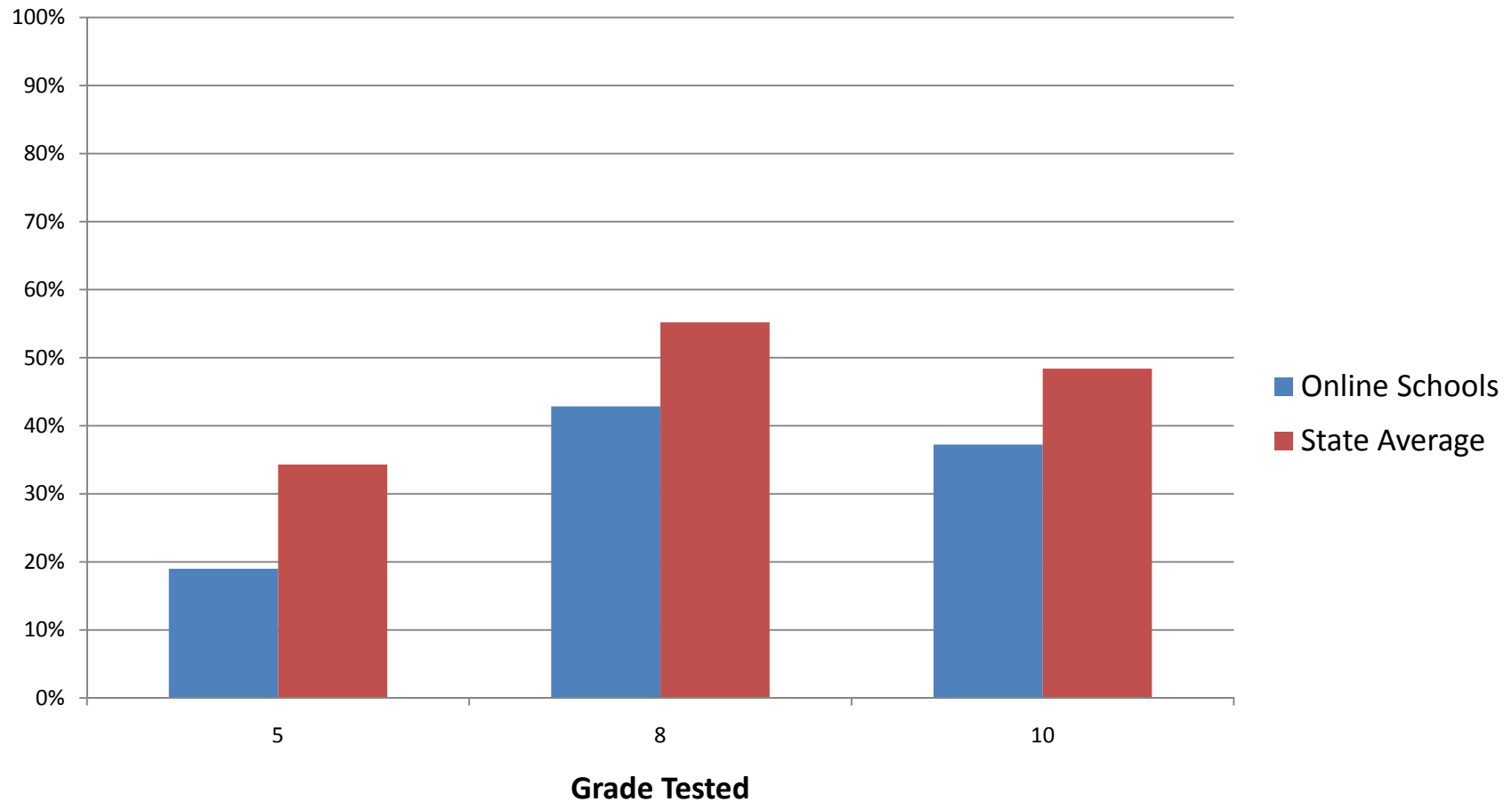
Math - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



Writing - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



Science - Percent Met Standard, Excluding No Score (2010 MSP/HSPE)



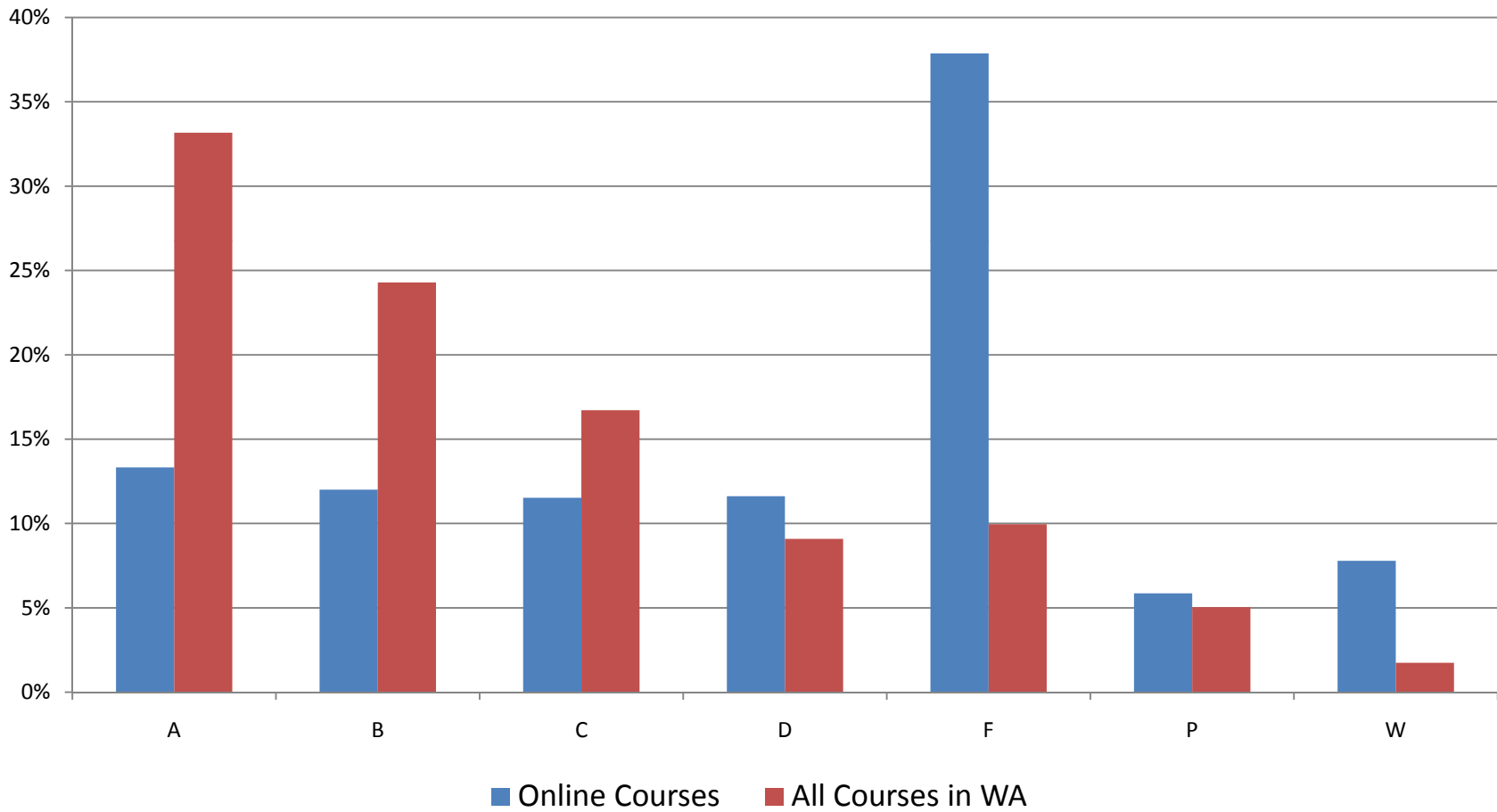
Completion Rates

- 60% of online students in CEDARS have grade history data
 - Only collected for 9-12
 - Reporting issues
 - Definitional issues
- 92.2% online courses were completed
- 98.3% of all courses, statewide, were completed

Pass Rates

- 46% of online courses passed with a C- or better
 - 80.6% statewide
- 59% of online courses passed with a D or better
 - 89.9% statewide

Grades



Recommendations

- Improve data quality
- Consider incorporating outcome measurements into approval process
- Increase participation in assessments
- Improve student achievement:
 - Student recruitment
 - Student retention
 - Student support

STUDENT SUPPORT

Student Support

- Issues:
 - Student achievement
 - “Churn”
- Proposal:
 - Form OLAC workgroup
 - Identify successful support models for online school programs
- Outcomes:
 - Share models with providers/programs
 - Examine approval criteria for possible changes

OTHER UPDATES

WEBSITE TOUR


Application Score Sheet Criteria

A - Course Content and Instructional Design - Possible Sources of Evidence

* **A1** - Clearly stated and measurable objectives and course goals describing student's knowledge at the end of the course.

Course goals and objectives are present, explicitly stated, and can be easily found by students. The student's level of mastery is measured against each goal and objective. After reading the list of goals and objectives, students will understand what they will be learning throughout the course.

A1 Evidence:

1)  [QuickSleep.pdf](#)
This is a test document

Sample Course Log-ins:

test1

Score A1: 0 .5 1 Undecided

Feedback:

NEXT MEETINGS

Subjects – DLD Individual Courses

Subject	Enrollments	Percent
Foreign Language	329	27%
Mathematics	204	17%
Language Arts	195	16%
Social Studies	191	16%
Science	113	9%
Life Skills-Health	64	5%
Arts	63	5%
Technology	54	5%
Business	31	3%
Interdisciplinary	12	1%
Occupational credit qualified	3	0%

Subjects - CEDARS

Content Area	Enrollments	Percent
English Language Arts	6,554	19.6%
Math	5,828	17.4%
Science	4,316	12.9%
Physical, Health, and Safety Education	4,027	12.0%
History	2,925	8.8%
Miscellaneous	2,154	6.4%
Foreign Languages	1,399	4.2%
Visual Arts	1,223	3.7%
Geography	1,099	3.3%
Engineering and Technology	815	2.4%
Business and Marketing	813	2.4%
Civics and Government	747	2.2%
Economics	376	1.1%
Communications and Audio/Visual Technology	370	1.1%
Music	358	1.1%
Computer and Information Sciences	244	0.7%
Theatre	110	0.3%
Human Services	49	0.1%
Reading	16	0.0%
Health Care Sciences	2	0.0%
Public, Protective, and Government Service	1	0.0%