

Updates to the Digital Learning Department

with Q & A

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Purpose today...

- Recognize your efforts
- Provide resources
- Answer your questions
- Seek good practice



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OSPI's vision of "All students ready for career, college and life" sounds good, but what does it mean and how do we get there? Through OSPI's key performance indicators and data analytics, we will look at how schools and districts can use data to examine whether practice is aligned with goals, supporting accountability to equity, and measuring progress toward those goals.

Vision

**Every student
ready for career,
college, and life**



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I'd like to start with is OSPI's vision:

- OSPI's vision is to prepare every student ready for career, college, and life.
- To help make that a reality, we need to ensure that students across our state have equal access to a high-quality education.

We know that graduation is a culminating event of many years of education and life experience. OSPI is focusing on what approaches schools can take to better serve each and every student—and to make sure each student has an equal chance to succeed.

Mission

To provide funding, resources, tools, data and technical assistance that enable educators to ensure students succeed in our public schools, are prepared to access post-secondary training and education, and are equipped to thrive in their careers and lives.



From that vision, is OSPI's mission:

Measuring Success



How do we know we are successful?

- Increase four- and five-year high school graduation rates
- Increase enrollment and completion rates and decrease remediation rates in post-secondary training and education

Performance Indicators

We must help students:

- Enter kindergarten with expected skills in all six areas identified by the Washington Kindergarten Inventory of Developing Skills (WaKIDS).
- Meet standard on the 3rd-, 8th-, and 11th-grade statewide English language arts (ELA) and math assessments, and the 8th-grade statewide science assessment.
- Grow toward proficiency in ELA and math, as determined by Student Growth Percentiles, in 4th and 6th grades.
- Enroll in Algebra I/Integrated Math I by the end of 8th or 9th grade and earn high school credit.
- Enroll in college-level courses and earn dual credit.
- Take the SAT and ACT and earn college-ready scores.
- Access financial aid for post-secondary learning.

We must help students avoid:

- 9th-grade course failure.
- Suspensions and expulsions.
- Chronic absenteeism.

From that vision, is OSPI's mission:

Online Registration Website

1. Benefit
2. Barrier



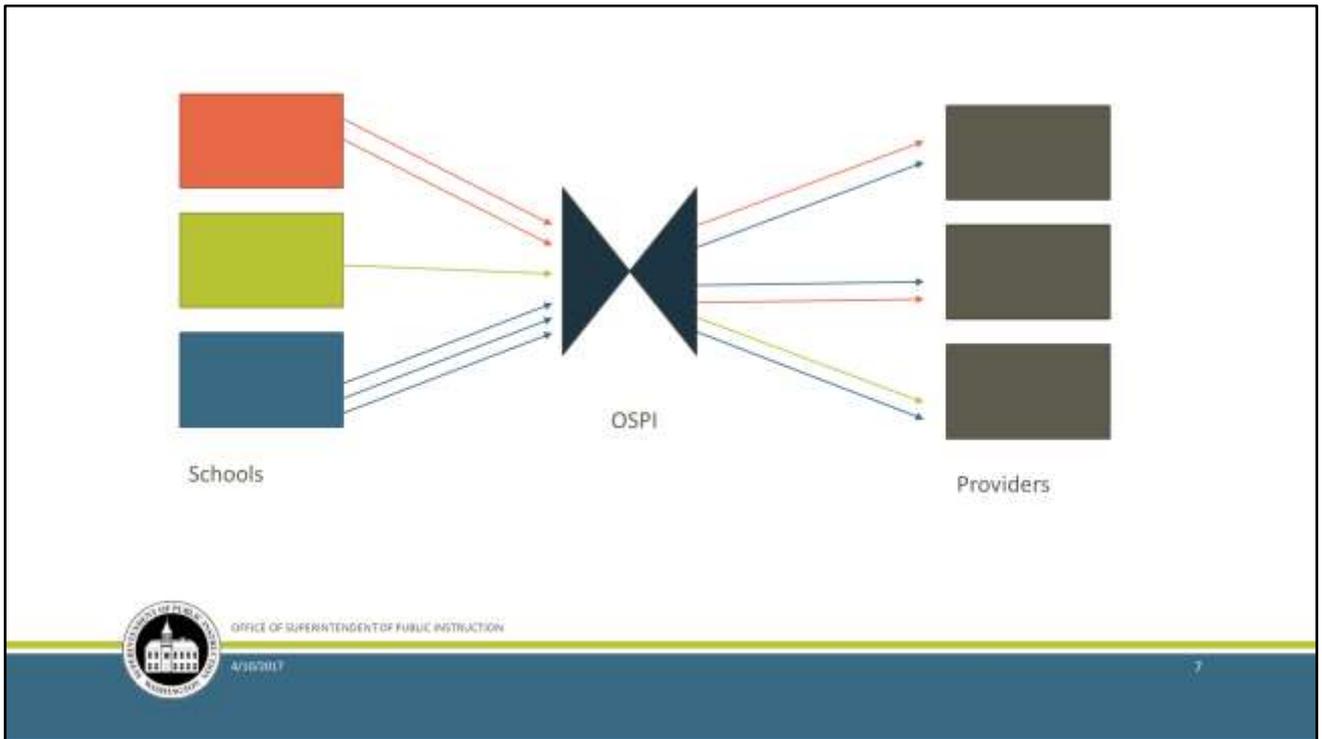
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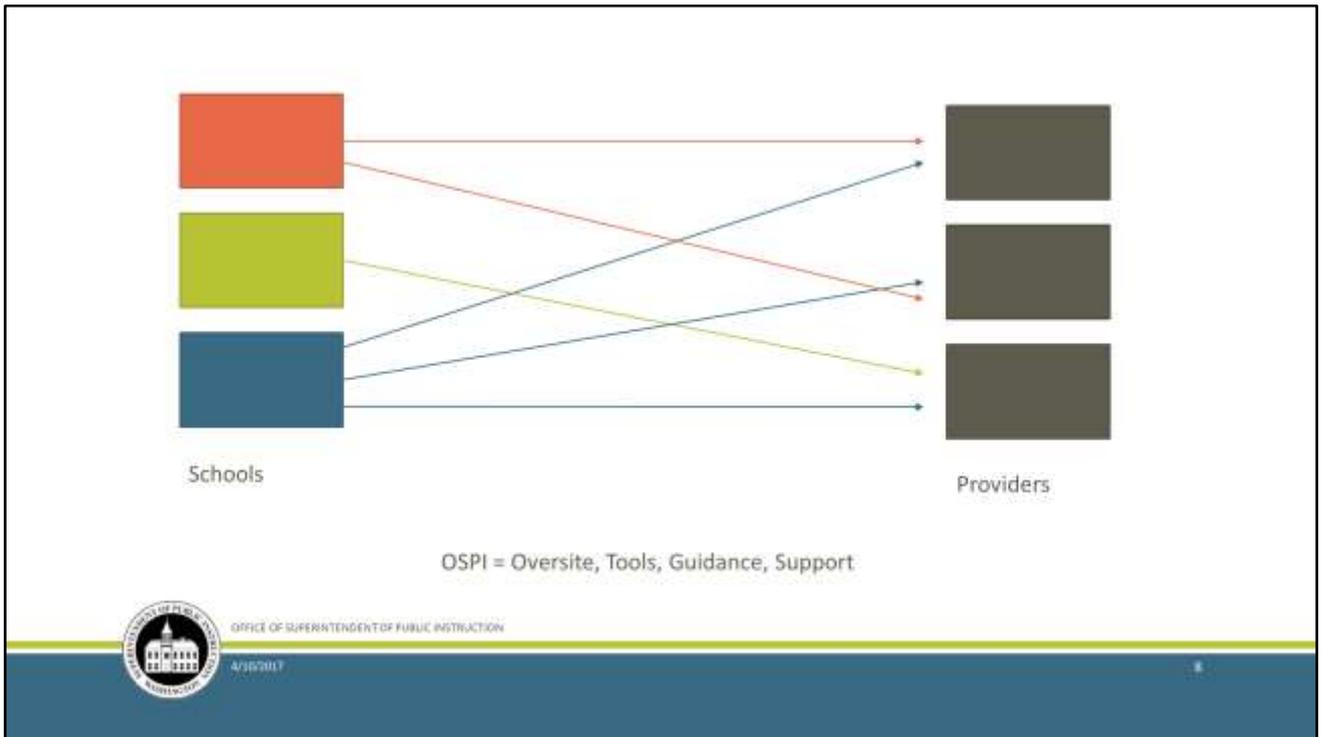
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There was a huge benefit to this system when it was created. There were few online providers, so the Digital Learning Commons established a statewide contract that school enrollments could fall under. This ensured some standards in cost and services. Overtime, more providers have popped up and been approved including some operated by Washington school districts and the competition has created a more stable playing field for online courses.

Now we that we have more courses, more providers, accessed by increasing number of schools and students, this system centralized gateway is becoming a barrier to access. Not only is the service a large workload to manage with our small staff, but when there are issues – student enrollments, student drops, course modifications, or school staffing access – it can be several days for our department to play middle-man and resolve an issue that would be better addressed through a direct relationships. These issues can mean not only higher costs for the districts, but also frequently mean a student is unable to access their course for days.



The old model – OSPI provided a stable hub for pricing and enrollments. Unfortunately this bottleneck becomes a barrier when providers and schools need to communicate back and forth, and duplicative when providers have mentors and registrars have to log in through 2 separate systems to accomplish tasks. Ideally there was also a benefit to this model as we would be able to track student enrollments, but many districts chose to also directly contract with providers.



This new model is much more consistent with state support. Schools are able to contract with approved online providers directly, and the communication bottleneck is removed. OSPI is then able to allocate resources to oversight, accountability, and developing tools and resources that support best practice with the goal of student success.

We know that directly contracting does put some increased burdens on some districts with limited resources. We are interested in learning what ways we can support their efforts. We also understand that pricing will be more flexible and districts may choose to invest in a primary provider because they can get a better deal. We will continue to encourage and provide resources that will help all focus on the goal of student achievement.

How can we help districts make informed choices

1. Approved Course Providers
2. Course Catalog
3. Model Agreements
4. Best Practices
5. Reporting



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Approved Providers- Review process. Certificated teachers. Monitoring. Continued approval and rescindment

Course Catalog – Will continue. Will be simple and refer back to the provider’s website.

Model Agreements – Developed by OSPI, covers number of topics including:

- Provider and district responsibilities
- Program management and oversight
- State and federal compliance
- Pricing, invoices, and payment
- Student services
- School records and reporting

Best Practices – Will include elements around student support, district’s process to review courses and curriculum of online providers, ensuring equity in access and performance. Ultimately the program’s success is measured in student engagement and academic growth and performance. We will be learning from programs and providers how they are ensuring their students’ success.

Approval Process

- Panel reviews Learning Management System, enrollment process, evidence of success, etc.
- The provider has read and agreed to our online learning assurances that it will comply with Washington state and Federal rules around all aspects of education.



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OSPI approves course providers. Only state that does this process. Panel of reviewers looking at the learning management system, the evidence of student learning,

Assurances: Understand state and federal education laws. Aligns to Washington state standards. Taught by a Washington certificated teacher.

Provider Monitoring

- Compliance to state and federal rules, online learning assurances
- Course success rate
- Other areas



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We monitor approved providers for any complaints, or issues that they are failing to meet state or federal rules including those in Online Learning, Alternative Learning Experiences, and Instruction provided under contract.

We are establishing performance standards that include course success rate.

We are looking at other performance measures that may help us monitor the success of students in online learning under the OSPI vision, all students ready for career college and life.

These elements will help us to support the success of the these programs and providers, with the right to rescind approval if the providers if they continue to not meet the needs of our students.

Course Catalog

The course catalog will be maintained!

- Updated semi-annually
- Limited information but searchable
- Provider, Course Title, Subject, Grade Level, Course Level



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The course catalog will not be a definitive list of courses. Due to the infrequent updates, courses may be listed that are no longer offered, and may be missing some newly created courses. The idea is that this catalog will be a tool to help schools shop for providers. The course providers will have the most up to date information on their courses.

Best Practices

Things to consider:

1. Type and subject of courses you want to offer to your students
2. Quality of online experience
3. District responsibilities
4. Wrap-around supports



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Type and subject: Are you interested in online credit recovery, 1st round courses, ap or world language opportunities? Do they have the courses that you are interested in offering your students?

Quality of course. We vet to a degree the learning management system, and some sample courses. We do not check the curriculum content of each course. Ask to review their courses or view some sample courses that will inform your decision that the courses will meet your districts standards and expectations

District responsibilities and Wraparound supports. How will you support your online students? How will they receive their eligible services? What supports do the providers provide, what are your expectations. – Mentor role. Where do your students participate?

Best Practices: Parents and Students

They want to know how to register for online courses

*Our guidance is always first to direct them (back) to their school

What is your district policy and practice?

Do parents easily understand and complete what is required?



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We get contacted by parents and students looking for online courses. – in their regular schedule and supplemental
Our guidance always begins with referring them back to their school.

We expect schools to know district policy and practice, and that it is used consistently. Most policies that I have read say that the district will provide information and guidance to online learning options. How are parents receiving this guidance? Is it clear? Our website is not the best resource for parents. We do not know your district's policies or practice. We can't make course or provider recommendations beyond the information available on our site. Our catalog is not complete.

Let me know if you have recommendations for improving our resources for districts to better inform students and parents.

Reporting

Our data on ALE and Online learning shows that there is a need to improve reporting, particularly in CEDARS.

Proper reporting helps OSPI see the students participating in Online Learning. This data helps us identify success as well as areas where we may need to improve state level guidance and support.

We identify students based on CEDARS elements



Online School Programs

Do I need to seek approval as an Online School Program?



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Washington state requires schools to be approved as an Online School Program when a student can enroll in online courses for their full schedule. We recommend that a school seek approval when a student can enroll in online courses for more than half of their schedule. Call me up and we can discuss the best approval options for your scenario.

Rules

- [WAC 392-502 Online Learning](#)
- [WAC 392-121-188 Instruction provided under contract](#)
- [WAC 392-121-182 Alternative Learning Experience](#)



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Contracting with an approved provider is considered “Instruction provided under contract”. This rule basically states that the school board must approve of this, and that the school and contractor will comply with state and federal law. This is still considered public education and the school is ultimately responsible for these students. There is a note about online education in here:

(10) The curriculum is approved by the district. District approval for online course curriculum is not required for online courses offered by an online provider approved by the superintendent of public instruction under RCW [28A.250.020](#);

This allows the provider to use their own curriculum. We do not approve curriculum, so it is in your best interest to review this prior to enrolling your students. We are working on plan on how we can help providers be more transparent with their curriculum and demonstrate it’s alignment with state standards.

There are 2 mentions of exemptions around0 “the purchase of online courses through the online course catalog provided by (OSPI)”. As we are doing away with the purchase of online courses through OSPI these will no longer be exemptions. We provide a model agreement on our website.

Resources

- [Approved course providers](#)
- [Model agreements](#)
- [Model policy and procedure](#)
- [District responsibilities](#)
- [Glossary of Terms](#)



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Questions/Contact...

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Follow-up Questions

CTE classes – CTE courses must be approved by the OSPI CTE department on a school by school basis. The Alternative Learning Department approves the provider that offers the course, but there are requirements to a CTE credit beyond the academic course that must be met before a course can be CTE approved.

Choice Transfer – We are reviewing this system as the legislature eyes expanding the online form use for all ALE choice transfers in consideration of truancy laws. Please stay tuned. Some of the issues around lag may be that some choice schools have designated enrollment periods and are not open new enrollments at all time.



Follow-up Questions Cont.

Graduation Rates and ESSA accountability – OSPI continues to work on our ESSA accountability. There are discussions about extending graduation rates to 7 years. Discussions also include ideas for some alternative measures that tell the story of schools working with students who have significant challenges, and are significantly behind their peers academically.

Timely teacher information – Schools need teacher information for reporting courses in CEDARS. If your school is having challenges getting this information (or other required info) from a provider please contact Rhett Nelson, Rhett.Nelson@k12.wa.us



Blended Learning

Questions that came up mentioned blended learning, online courses and curriculum.

Blended learning is not defined in WAC. It typically involves a district employed teacher teaching a course that utilizes online curriculum, and possibly an online learning management system.

Whether or not this course would be considered an online course depends on whether it met the definition for [Online Course](#).

Blended learning courses will require district approval of curriculum.



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Blended Learning Cont.

Online curriculum is viewed by the state the same as textbook curriculum. Adoption of curriculum should meet district guidelines.

The exemption to this rule exists when the course is purchased from an approved online course provider – meaning that the online provider will be providing the instruction as well as the curriculum. This follows WAC 392-121-188 Instruction provided under contract.

Please note that OSPI does not review course curriculum of approved online providers. Best practice recommends that schools review online course curriculum to ensure that it will meet district standards and expectations.



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