<table>
<thead>
<tr>
<th>Title: Online Learning: Alternative Learning Experience and Multi-district Providers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>As Related To:</strong></td>
</tr>
<tr>
<td>☒ Goal One: Advocacy for an effective, accountable governance structure for public education</td>
</tr>
<tr>
<td>☒ Goal Two: Policy leadership for closing the academic achievement gap</td>
</tr>
<tr>
<td>☐ Goal Three: Policy leadership to increase Washington’s student enrollment and success in secondary and postsecondary education</td>
</tr>
<tr>
<td>☐ Goal Four: Effective strategies to make Washington’s students nationally and internationally competitive in math and science</td>
</tr>
<tr>
<td>☐ Goal Five: Advocacy for policies to develop the most highly effective K-12 teacher and leader workforce in the nation</td>
</tr>
<tr>
<td>☐ Other</td>
</tr>
</tbody>
</table>

| Relevant To Board Roles: |
| ☒ Policy Leadership |
| ☒ System Oversight |
| ☒ Advocacy |
| ☐ Communication |
| ☐ Convening and Facilitating |

<table>
<thead>
<tr>
<th>Policy Considerations / Key Questions:</th>
</tr>
</thead>
</table>

| Possible Board Action: |
| ☐ Review |
| ☐ Adopt |
| ☒ Approve |
| ☐ Other: no action? |

| Materials Included in Packet: |
| ☐ Memo |
| ☐ Graphs / Graphics |
| ☐ Third-Party Materials |
| ☐ PowerPoint |

| Synopsis: |
| The Board heard the first part of this presentation at the July 2011 meeting, when OSPI staff members Karl Nelson and Martin Mueller, and a student and staff member from the Everett School District: |
| • Defined key terms in online learning |
| • Discussed the online learning options available to districts and students, including how students earn high school credit |
| • Reviewed OSPI’s multidistrict online provider approval process, and |
| • Discussed the implementation of a district-run online program in the Everett School District. |
| For this session, OSPI staff will be joined by a representative from Washington Virtual Academies, WAVA/K12 and a school district that operates it. This sequel to the July presentation will address: |
| • OSPI’s implementation of the alternative learning experience (ALE) funding rules in response to ESHB 2065, |
| • The 2009-10 online learning annual report (included in the July packet), |
| • The experience of a large multidistrict online program, WAVA, and the district that operates it, Steilacoom, and |
| • The promise and potential of online learning. |
Our Philosophy

- The early years build the foundation for all later learning.
- Parents play a critical role in the education of their children.
- Learning requires discipline; discipline requires values.
- Content matters: What children study determines how well they learn.
- Aim high, expect much, and students will prosper.
- Smart use of technology adds value.
What are the Washington Virtual Academies? (WAVA)

Statewide, tuition free, public school programs for grades K-12 of the following school districts:

- WAVA at Steilacoom Historical School District, k-8
- WAVA at Omak School District, k-12
- WAVA at Monroe Public Schools, 9-12

- Approved by OSPI’s Digital Learning Department - Multidistrict Online School Programs
- Accredited by Northwest Accreditation Commission
Who Do We Serve

• Typical students who are looking for an alternative educational environment to the traditional school
• Advanced learners
• At risk students
• Homebound, medically challenged students
• Working students
• Students with special needs
• Athletes and performers
• Full time and shared enrollments
• Military families
WAVA Provides:

- Washington State certificated teachers, employed by the school districts, and are part of the districts collective bargaining agreements
- Washington State credential administrators
- Curriculum, materials, and supplies
- K^{12} traditional mastery-based curriculum for k-8
- 9-12 traditional high school curriculum
- Online school, Class Connect, data management tools
- School wide activities
Accountability

• **Senate Bill 5410** – established the Digital Learning Department and program approval system

• **Alternative Learning Experience Laws**

• **Senate HB 2065** – additional oversight and differentiated funding

• **No Child Left Behind**
Assessment Requirements

- DIBELS testing
- MSP/HSPE testing for grades 3-8 & 10
- End of Course Exams (EOC)
- Annual Yearly Progress (AYP)
- Curriculum aligned to Washington State Standards
- District and State graduation requirements
WAVA K-8
Teachers teach!

What does a WAVA teacher do to support the families?

- Teachers teach synchronous lessons via Class Connect
- They are curriculum specialists
- Monitor student progress and attendance
- Develop the Washington Student Learning Plan
- Develop and implement academic interventions for targeted students
- Organize outings and proctor standardized exams
- Teachers are available to support the student and family throughout the virtual experience
K-8 Curriculum

- Language Arts
- Math
- Science
- History
- Art
- Physical Education

Kindergarten students are enrolled half time with Language Arts, Math, and Science
### Daily Plan

#### Class Connect Sessions

There are no Class Connect sessions scheduled for the day.

#### Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Lesson/Activity</th>
<th>Checkpoint Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Plus Purple WA</td>
<td>Unit 1: Lesson 4: Write Number Words Through 10,000</td>
<td>Lesson Checkpoint Not Taken</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Handwriting</td>
<td>No Assessment</td>
</tr>
<tr>
<td>Unit 1: Lesson 4: Printing Power 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Literature and Comprehension</td>
<td>No Assessment</td>
</tr>
<tr>
<td>Unit 1: Lesson 5: Review &quot;The Hound and the Hare&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Spelling</td>
<td>No Assessment</td>
</tr>
<tr>
<td>Unit 1: Lesson 4 &amp; Day 4: Review Spelling Words</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Vocabulary</td>
<td>No Assessment</td>
</tr>
<tr>
<td>Unit 1: Lesson 4 &amp; Day 4: Introduce Word Set 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Writing Skills</td>
<td>Unit Checkpoint Not Taken</td>
</tr>
<tr>
<td>Unit 1: Lesson 5: Unit Checkpoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History 2</td>
<td>Unit 1: Lesson 2: (Optional) Way to Go: Directions</td>
<td>No Assessment</td>
</tr>
</tbody>
</table>

#### Advance Prep for Today

<table>
<thead>
<tr>
<th>Course</th>
<th>Lesson/Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Plus Purple WA</td>
<td>Unit 1: Lesson 4: Write Number Words Through 10,000</td>
</tr>
<tr>
<td>Activity: LEARN: Number Words Through 10,000</td>
<td></td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Literature and Comprehension</td>
</tr>
</tbody>
</table>
# Attendance Screen

Days of Missing Attendance: 0  Enter attendance now

## Cumulative Totals

Today's Attendance Total: Oh10m  Total Attendance to Date: 15h20m  Total Days In School: 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Last 7 days</th>
<th>Last 14 Days</th>
<th>Attendance to Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Plus Purple WA</td>
<td>3h</td>
<td>3h</td>
<td>3h</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Handwriting</td>
<td>1h5m</td>
<td>1h5m</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Literature and Comprehension</td>
<td>3h40m</td>
<td>3h40m</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Spelling</td>
<td>1h25m</td>
<td>1h25m</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Vocabulary</td>
<td>0h40m</td>
<td>0h40m</td>
</tr>
<tr>
<td>Language Arts Orange</td>
<td>Writing Skills</td>
<td>0h50m</td>
<td>0h50m</td>
</tr>
<tr>
<td>Science 2</td>
<td>1h</td>
<td>1h</td>
<td>1h</td>
</tr>
<tr>
<td>History 2</td>
<td>0h40m</td>
<td>0h40m</td>
<td>0h40m</td>
</tr>
<tr>
<td>Social Studies - Grade 2</td>
<td>0h10m</td>
<td>0h10m</td>
<td>0h10m</td>
</tr>
<tr>
<td>Art 2</td>
<td>0h40m</td>
<td>0h40m</td>
<td>0h40m</td>
</tr>
<tr>
<td>Physical Education</td>
<td>2h10m</td>
<td>2h10m</td>
<td>2h10m</td>
</tr>
</tbody>
</table>
Class Connect (Synchronous) Sessions

Find the volume and the surface area of a cylinder. Use $\pi = 3.14$

Volume = $\pi r^2 h$

Surface area = $2 \pi rh + 2 \pi r^2$

$r = 10 \text{ cm}$

$h = 20 \text{ cm}$

Lateral surface area

$\text{Surface area} = 62.8 \text{ cm}^2$
Benefits of WAVA K-8

• Highly qualified WA State certificated teacher
• High-quality education option
• Self-paced, individualized instruction
• Mastery-based learning program
• Continuous assessments and feedback
• Group outings
• Smart use of technology
• Student/Teacher/Family partnerships
The Learning Community

WAVA activities

- Book-It Program
- Booster Club
- Read Across America
- Family Directory
- Spelling Bee
- Outings and Field Trips

K¹² sponsored resources

- Strategies for Success
- Study Island- remedial tool
- Scantron Performance Testing
- thebigthink¹² – online community
- course orientation package
- Pathfinder – counseling system
- TurnItIn.com – anti-plagiarism tool
Adequate Yearly Progress

Adequate Yearly Progress Summary

This page presents a summary of your AYP results. (What does Adequate Yearly Progress and AYP mean?) To see the data used to compute each proficiency cell and Safe Harbor results, switch "Summary" to "Participation/Other Indicator Detail" and click "go".

<table>
<thead>
<tr>
<th>Made AYP</th>
<th>Overall</th>
<th>Yes</th>
<th>In Improvements</th>
<th>Step 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Yes:</td>
<td>21</td>
<td>0</td>
<td>100.0%</td>
<td>12</td>
</tr>
</tbody>
</table>

Select year: 2010-11

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Reading</th>
<th>Math</th>
<th>Reading</th>
<th>Math</th>
<th>Other Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>American Indian</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Black</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>Yes</td>
</tr>
<tr>
<td>Hispanic</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>Yes</td>
</tr>
<tr>
<td>White</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>Limited English</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Special Education</td>
<td>N&lt;Required</td>
<td>N&lt;Required</td>
<td>N/A</td>
<td>N/A</td>
<td>Yes</td>
</tr>
<tr>
<td>Low Income</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Number of Yes: 21 | Number of No: 0 | % of Yes/Total: 100.0% | Number of N<Required: 12 | Number of NA: 4

Results with fewer students than required are not shown. Results not shown may also indicate data not available.
Virtual School = Distance Learning?

No!

WAVA students have daily lessons in each subject area, and a variety of ways of interacting with Washington State certificated teachers for group or individual instruction.
Flexibility is key!

• Daily requirements - choose to work in the mornings, afternoons, or evenings

• Lessons posted in advance

• Available syllabi for each course

• Teacher availability: scheduled instruction, office hours, kmail, telephone, and other electronic and digital means

• “Just-in-time” changes to curriculum relating to current events
Engaging instruction…

Visualizations makes abstract concepts and complex ideas more accessible

*Media-rich* environment:

- Animations
- Illustrations
- Simulations
- Photography
- Video/Audio
- Interactive Virtual Classroom
Discussions!
<table>
<thead>
<tr>
<th>Course</th>
<th>Days Since Last Login</th>
<th>To Do</th>
<th>Course Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENG202A: Literary Analysis and Composition II</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>ENG202B: Literary Analysis and Composition II</td>
<td>2</td>
<td>2</td>
<td>47.92</td>
</tr>
<tr>
<td>HST203A: Modern World Studies</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>HST203B: Modern World Studies</td>
<td>2</td>
<td>4</td>
<td>100.00</td>
</tr>
<tr>
<td>MTH203A: Geometry</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>MTH203B: Geometry</td>
<td>2</td>
<td>6</td>
<td>20.45</td>
</tr>
<tr>
<td>MTH303A: Algebra II 08-09</td>
<td>Not Available</td>
<td>Not Available</td>
<td>Not Available</td>
</tr>
<tr>
<td>MTH303B: Algebra II 08-09</td>
<td>2</td>
<td>5</td>
<td>42.79</td>
</tr>
</tbody>
</table>
Welcome to Grammar Friday with Mr. D...

Live Sessions!

Every Friday at 2:00 pm on Elluminate.
Assignments!

“President Cleveland, Where Are You?” by Robert Cormier is about the life of a boy during the depression. It doesn’t revolve around the fact that they were going through hard times, but does play a big role and helps bring about the whole idea. It tells the story of Jerry and some things that he has learned while growing up. This paragraph does a good job of introducing the story, but the focus needs to be on Jerry. For your thesis statement, say something about how you plan to examine Jerry’s main traits and characteristics.

Jerry is an eleven year old boy, and the same as the other kids his age is just worried about “report cards...loss of income...and the presidents” (pg 53). He lives with his siblings and parents, and seems to be naïve about what’s important, and has strong determination. He works hard to get what he wants, such as doing chores for others so he can afford to get cards that all the kids covet. When the full weight of the depression hits his family, he focuses his energy on cards to try and avoid some of the struggles going on in his life and the world. This is a good basic description of Jerry. You have provided some relevant background.
The Social Scene

What about interaction with other students?

- All-School Assemblies on Class Connect
- WAVA HS Talent Show
- Natural Helpers Club
- Movie Club
- Yearbook Club
- Career Explorations Club
- Science Club
- Chess Club on Class Connect
- Public Speaking on Class Connect
- WAVA High School Prom
“Today’s graduates must be adept with the tools of collaboration and communication that are the reality of a global, web-driven workplace. Online learning affords unprecedented opportunities for students to complete their work using applications that are common to today’s workers, such as web-based conferencing, project management, or digital media and communications tools.”

(Virtual Schools and 21st Century Skills, NACOL, 2006)
Challenges to Online Learning

• Senate HB 2065 – reduction of Basic Education apportionment for alternative learning experiences
• Expected to do more with less
• Accountability is essential, but there needs to be a balance between teaching, student achievement and economics
Online Learning in Washington (Part 2)

Sept. 15, 2011 – State Board of Education
Martin Mueller
Assistant Superintendent, Student Support, OSPI

Karl Nelson
Director, Digital Learning Department, OSPI
What have we covered?

• Definitions
• Online learning options
  – Individual online courses
  – Online school programs
• OSPI multidistrict online approval
What are we covering today?

• Alternative Learning Experiences (ALE) funding rules
• 2009-10 online learning report
• WAVA and the Steilacoom School District
• The promise and potential of online learning
ALTERNATIVE LEARNING EXPERIENCES FUNDING RULES
What is an “alternative learning experience” (ALE)?

• ALE is a method for claiming state basic education funding, using the existing funding system and definitions, e.g.:  
  – “Enrolled student” including exclusions.  
  – FTE hour definition.  
  – Nine enrollment count dates.

• ALE contrasts with other methods, e.g.:  
  – “Seat-time”  
  – Running Start  
  – Work-based Learning
What Characterizes ALE?

• Learning occurs in large part away from the attendance-based regular classroom setting.
• A written student learning plan, developed by a teacher, defines the learning experience.
• The plan may include direct instructional components.
• Student learning is supervised, monitored, and evaluated by a teacher.
How does ALE work?

• School board policy.
• Responsibility of certificated teacher.
• Written student learning plan.
• Weekly contact.
• Monthly progress evaluation (tied to enrollment reporting).
• Interventions for struggling students.
• Annual assessments.
• All other basic education requirements apply.
What were the issues with the 2005 ALE Rules?

• Growth of interdistrict enrollment.
• Emergence of large contracted programs.
• Low rates of ALE student participation in state assessments.
• Parent stipends/reimbursements.
• Diminished role of the certificated teacher in some parent-partnership programs.
• Some ALE programs look more like Home-based Instruction than public education.
Changes made to ALE rules in Spring 2011:

• Re-emphasize role of WA certificated teacher.
  – Written student learning plan
  – Weekly contact
  – Monthly progress evaluation
• Parent reimbursements are prohibited.
• High-FTE part-time students must be included in accountability reporting.
• New definitions; structural changes to improve clarity of requirements.
• Changes in enrollment reporting process.
What did ESHB 2065 do?

• Defines ALE in statute.
• Adds new restrictions to spending on ALE programs (in addition to OSPI rule change eliminating reimbursements):
  – Purchases of materials, equipment, supplies;
  – Contracts for services, experiences, activities ("substantially similar").
• Creates differential funding scheme to accomplish 15% statewide cut to BEA.
• Prohibition against employees receiving recruitment bonuses.
• Requires districts to issue credit for certain online courses.
2009-10 REPORT
Students in Online Courses/Programs – 2009-10

• 10,000 to 16,000+ students
• 40+ online school programs
  – 14 multidistrict online school programs
• Approx. two-thirds of students in online ALE programs transferred from one district to another to attend the program
Students in Internet ALE programs

![Bar Chart showing percentage distribution of students across different grade levels (K-12). The chart indicates varying percentages, with peaks at grade levels 8, 9, and 12.]
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

Online Courses
All Courses in WA
Why are online and non-online grades so different?

- Online courses often use a proficiency-based grading model
- Online courses are often more rigorous
  - Easier to track student progress
- Student selection
  - Online courses often attract students of varying academic backgrounds and motivations
  - Programs may not filter out students who aren’t suited for online learning
WAVA AND STEILACOOM SCHOOL DISTRICT
PROMISE AND POTENTIAL
Why Online?

- Course availability
- Acceleration
- Remediation
- Schedule flexibility
- Learning styles
- Environment
- Health
Blended Learning

Online courses
Blended Learning

Traditional “brick and mortar” schooling
Distance education or correspondence classes

Instructional Delivery

Face-to-Face
Remote
Blended Learning Drivers

• Low-cost devices (laptops, tablets, handhelds)
• Online content and tools
• Online assessment systems
• Adaptive curriculum
  – Data-driven
  – Common Core standards
• Individualizing and personalizing
Blended Learning Spectrum

Digital textbook replacements:
• Every student has a device
• Digital content
• Similar pedagogy

Personalized learning:
• Every student has a device
• Adaptive content (informed by assessments)
• Personalized instruction
  • Students may have some autonomy
  • Teachers mix group and individual instruction
Open Educational Resources (OER)

- “Free” textbooks and curricular materials
  - No licensing costs. Content has an open license (e.g. Creative Commons)
  - Able to modify, rearrange, extend
- OERs can be printed or distributed digitally
- Why?
  - Cost
  - Frequency of updates
OER projects

• WA State Board of Community and Technical Colleges “Open Course Library”
  – 81 high-enrollment courses
• Multiple organizations offer content (example: CK-12, Curriki)
• States/districts adopting OER (California, Utah Open HS)
Q&A
Contact Information

- Martin Mueller – martin.mueller@k12.wa.us
- Karl Nelson – karl.nelson@k12.wa.us
- www.digitallearning.k12.wa.us
- k12.wa.us/alternativeed