

K12 ONLINE LEARNING:
THE NATIONAL LANDSCAPE AND
IMPLICATIONS FOR WASHINGTON



Sue Collins
November 9, 2011

Agenda

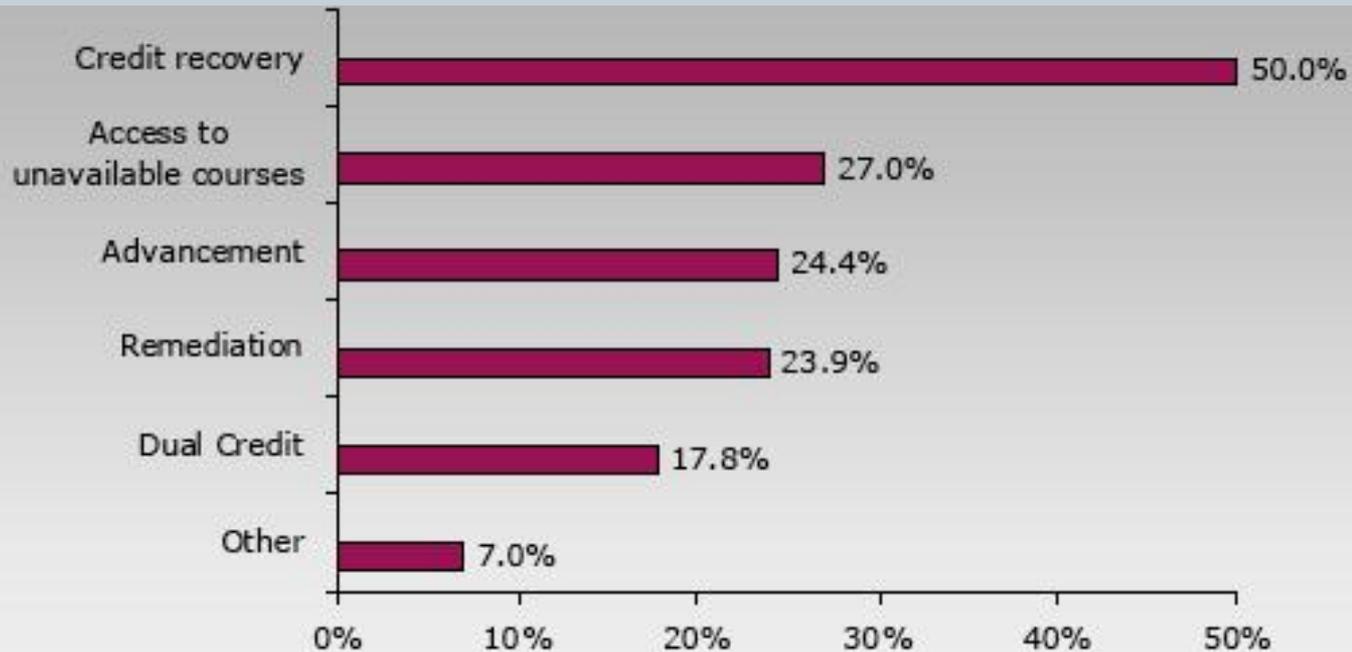


- National Landscape / Trends
- National Standards
- Policy Barriers and Recommendations
- Blended Learning / Mixed models of learning

The National Landscape



Main Reason Schools Offer Online Courses



Source: Simba Information and MDR Survey, 2010

Total Number of US PreK12 Students

2010 - 2015



Pre-K12 Student Population	2010	2015	5-year CAGR
Physical Classroom Only	49,967,000	40,235,000	-4.2%
Home Schooled	2,910,000	4,578,000	9.5%
Virtual Schools	293,000	2,532,000	53.9%
Cyber Charter	217,000	1,699,000	50.9%
Online Supplemental	2,935,000	10,065,000	28.0%
Totals	56,322,000	59,109,000	1.0%

Source: The US Market for Self-paced eLearning Products and Services: 2010-2015 Forecast and Analysis, Ambient Insight, LLC

Released Today



The 2011 *Keeping Pace with Online Learning* Report

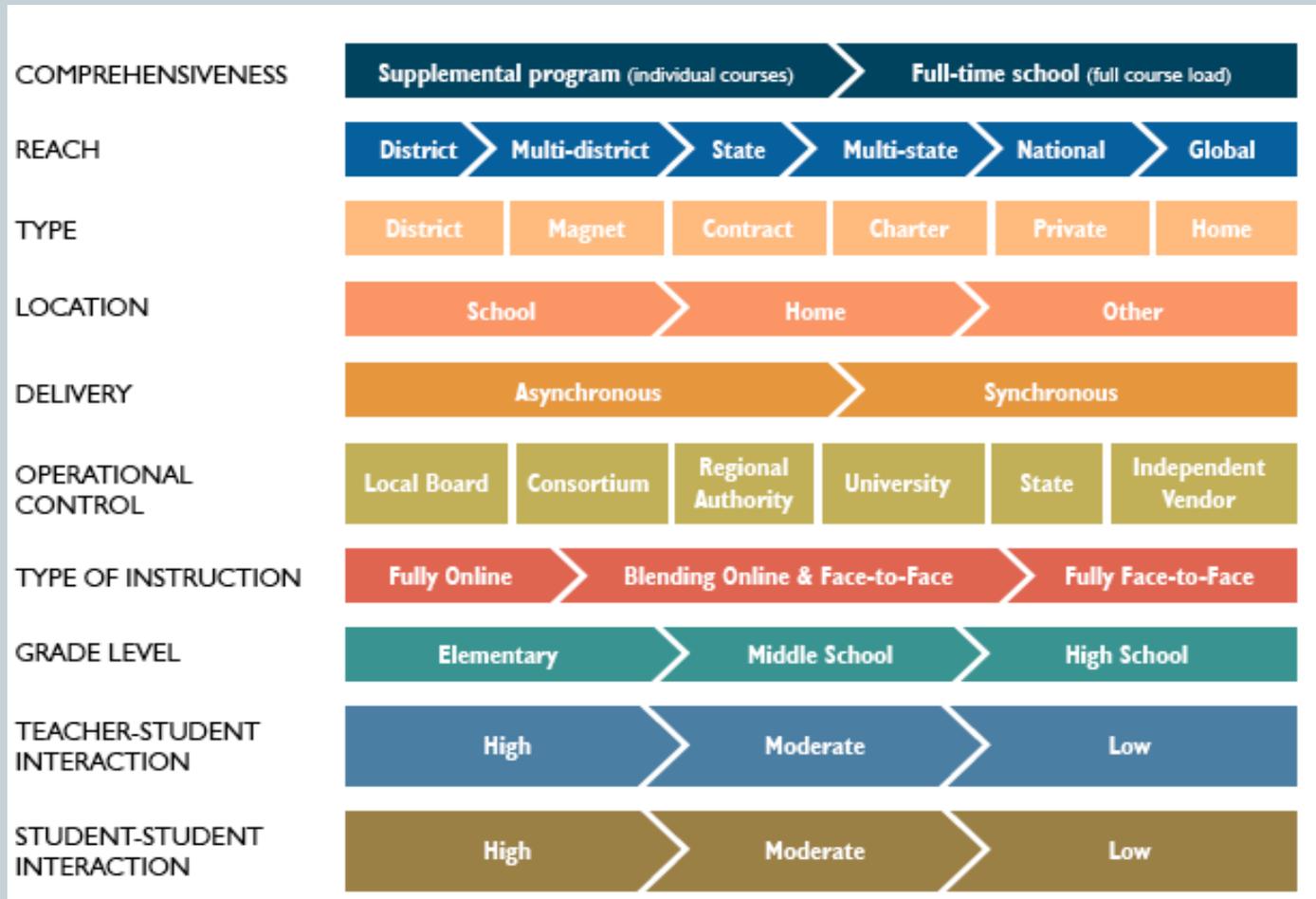
As of late 2011, online and blended learning opportunities exist for at least some students in all 50 states plus the District of Columbia, but no state has a full suite of full-time and supplemental options for students at all grade levels.

Definitions



- **Full-time:** Students are taking all courses online. They most likely are remote from their teachers. They most likely are alone.
- **Part-time:** Students are taking a course or two online. They most likely are not at school while doing so.
- **Blended/Hybrid:** Part-time online learning. This term sometimes refers to a school practice of scheduling on-site classroom instruction with off-site virtual instruction or fully online courses delivered in a school building during the school day.
- **Augmented/ Supplementary:** Augmented learning is regular classroom learning with some online or digital materials or assignments.

Dimensions of Online Programs



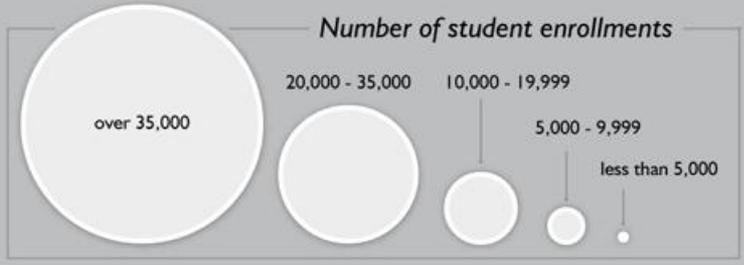
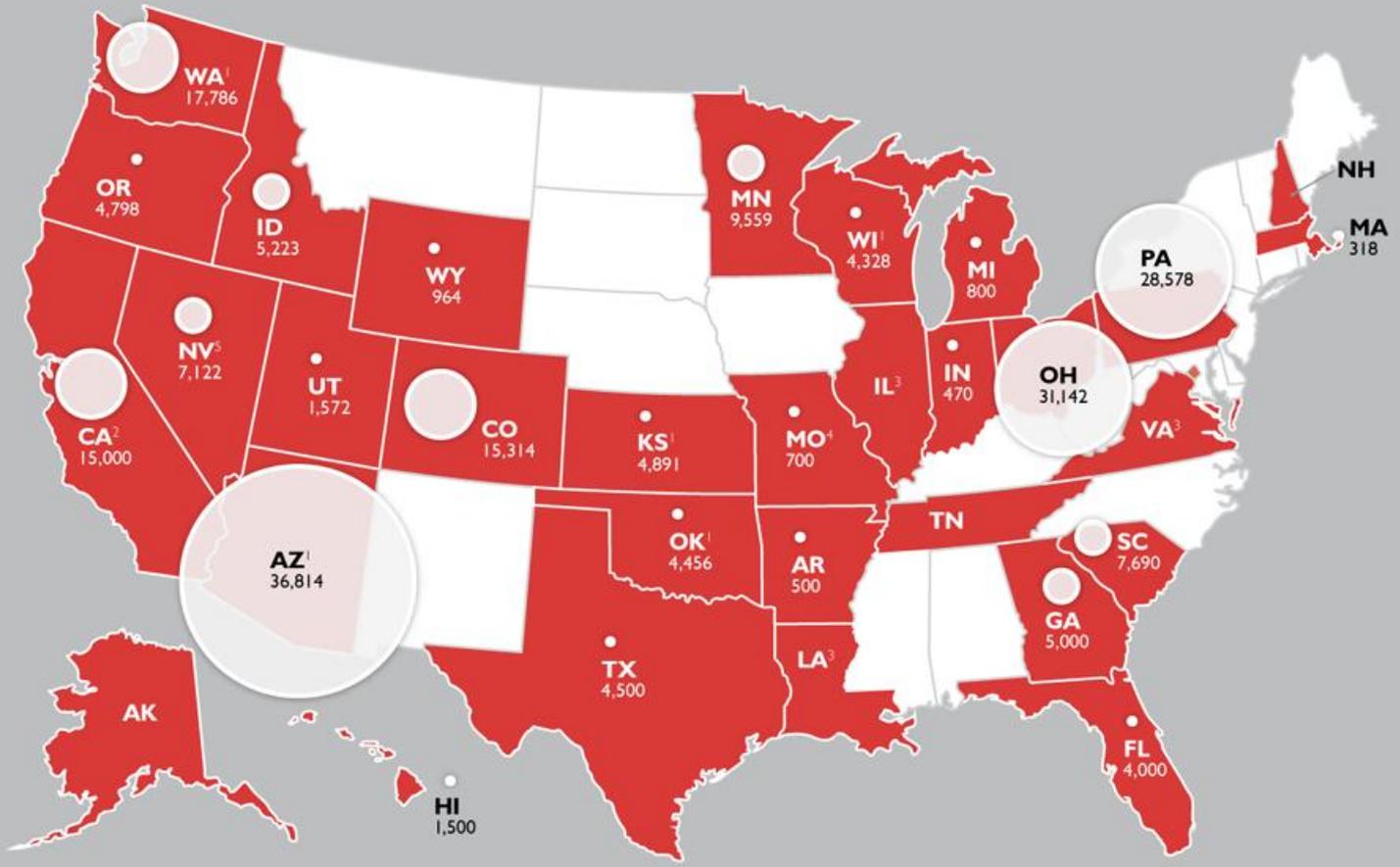
Source: *Keeping Pace with Online Learning*, Evergreen Education Group, 2011

Categories of Online Programs

Category	Organization type / governance	Full-time / supplemental	Funding source	Geographic reach	Examples
State virtual school	State education agency	Supplemental	State appropriation, course fees, funding formula	Statewide	Florida Virtual School, Michigan Virtual School, Idaho Digital Learning Academy
Multi-district	Charter or district-run	Full-time	Public education funding formula	Statewide	Oregon Connections Academy, Insight School of Washington, Georgia Virtual Academy, Minnesota Virtual High School
Single-district	District	Either or both	District funds	Single-district	Riverside (CA), Broward (FL), Plano (TX), Los Angeles, JeffCo (CO), WOLF (NV)
Consortium	Variable	Supplemental	Course fees, consortium member fees	Statewide, national, or global	Virtual High School Global Consortium, Wisconsin eSchool Network
Post-secondary	University or college	Either or both	Course fees	National	University of Nebraska Independent Study HS, Brigham Young University-Independent Study

States with Multi-district Full-time Online Schools

■ states with a multi-district full-time online school
■ states without a multi-district full-time online school



Enrollment numbers and/or estimates are shown when available.

¹ AZ, KS, OK, WA, and WI are unique student counts of both full-time and supplemental students.

² CA is an estimate.

³ In IL, LA, and VA full-time schools are opening in 2011.

⁴ MO enrollment number is from MU Online High school only.

⁵ NV enrollment number does not include district programs not reporting.

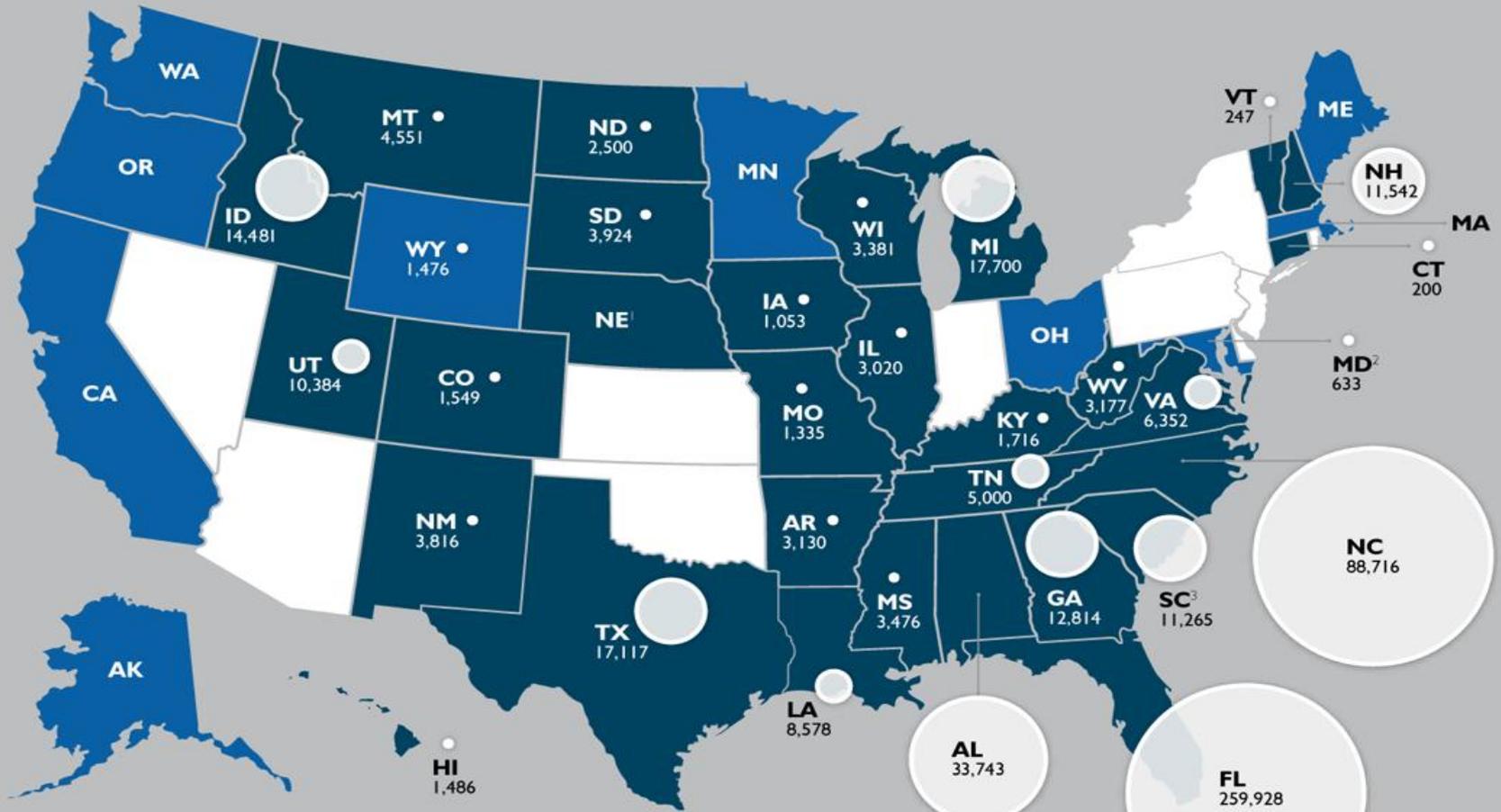
Full-time Online School



- Available in 31 states and Washington DC
- Estimated 250,000 full-time online students
- 15% annual increase

States with State Virtual Schools or State-led Online Initiatives

states with a state virtual school
 states with a state-led online initiative
 states with neither



Enrollment numbers and/or estimates are shown when available.

¹ NE state virtual school is new in 2011.

² MD enrollment estimate is from 2009-2010

³ In 2010 KP report we reported enrollment requests, not enrollments.

State Virtual Schools



- 536,000 course enrollments in a state virtual school
- 19% annual increase
- FLVS and North Carolina account for much of the total increase
- While 40 states have a state virtual school or similar state-led initiative, these programs are increasingly falling into two divergent categories: those that are sustainably funded at a level and those that do not have a level of reliable support.
 - States in the former category include Florida, North Carolina, Michigan, Montana, Idaho, and Alabama.
 - Other state programs are in decline, mostly due to funding cuts. These include programs in Maryland, Missouri, and California.

TxVSN Enrollments By Semester

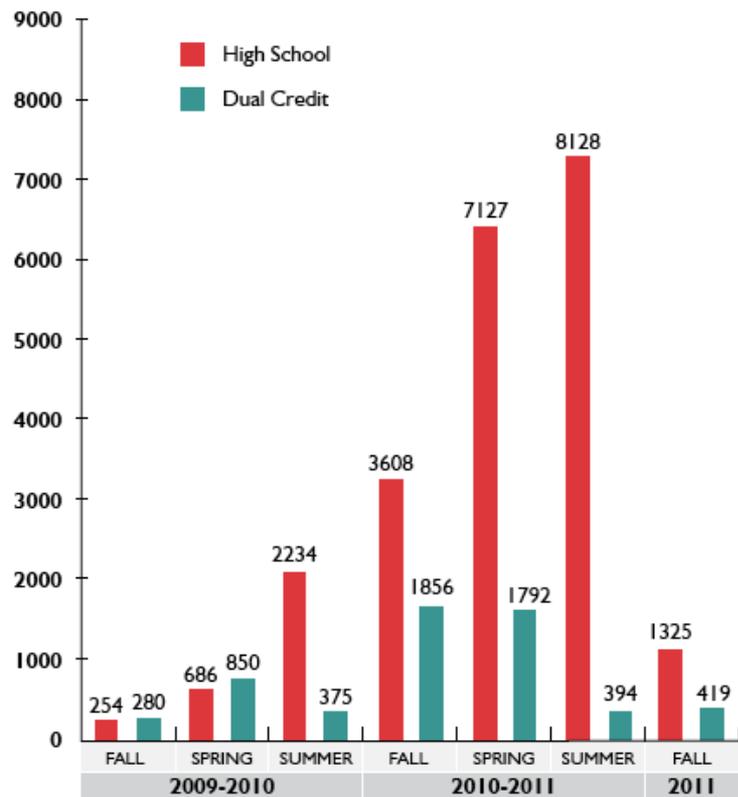


Figure 4: TxVSN enrollments as of September 20, 2011 http://www.txvsn.org/custom/rpt_enrollments.aspx

FLVS Completion History

As of June 30, 2011

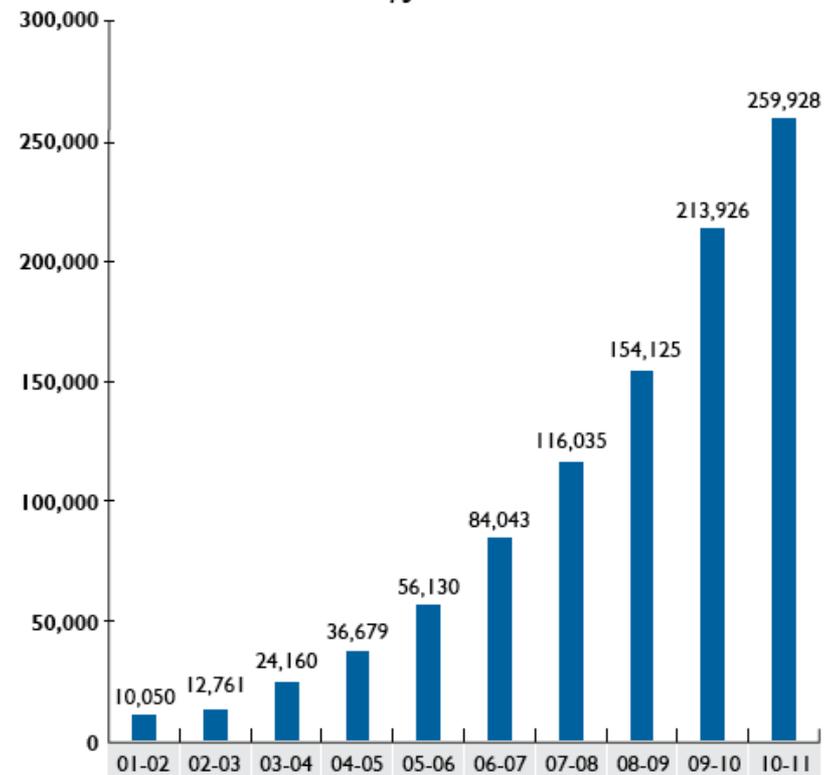


Figure 5: FLVS Completions are measured as half-credit enrollments, based on FLVS Classic student completions during a 12-month period.

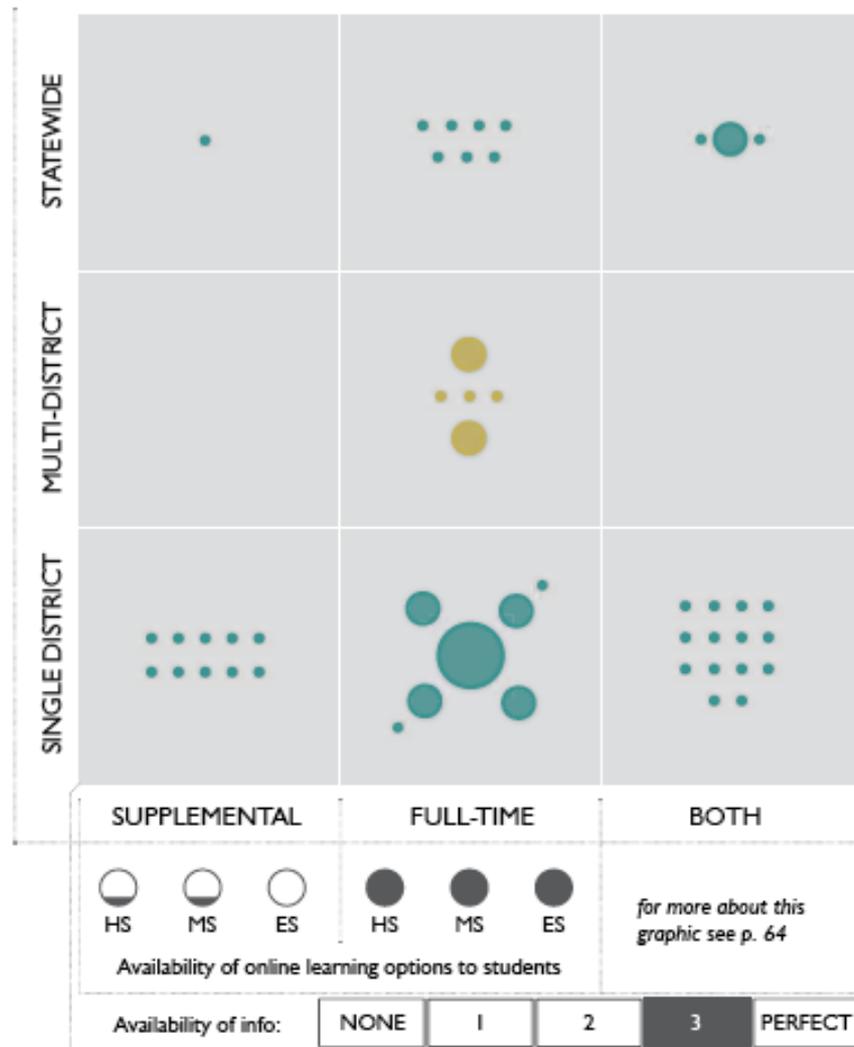
Single district programs



- Fastest growing implementation
- Nation-wide, number unknown
- About 50% of districts have some online program
- Often involves:
 - Blended or Hybrid instead of fully online
 - Credit recovery as a leading driver

Washington

STATE SNAPSHOT 2011



Student numbers

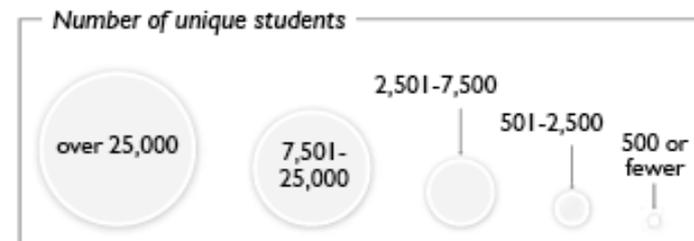
Digital Learning Department reported 17,786 full-time and part-time unique students

Districts

35 district-run programs, including 26 approved to operate statewide

Policy

ESHB2065 modifies WAC 392-121-182 by changing the funding of alternative learning experiences (ALE) for students (the method through which most online programs operate), and modifying online provider approval beginning in 2013-14.



Keeping Pace 2011 – Top Trends



- The growth of single district programs
- Single district programs tend to be blended
- The growing role of regional agencies
- Full-time schools continue to grow
- State virtual school diverging into two tiers
- More than 16 states pass online learning laws
- Common Core and OER are taking hold
- The rapidly changing provider landscape
- Special student needs gain new focus

Online Learning Standards



The Quality Issue

Ensuring Quality



- Understand needs
- Traditional and distance learning accreditation
- Due Diligence in selection of out-side providers (public or private)
- Evaluate based on national rubrics/ standards adapted to your needs (management, instruction, content, assessment)
- Student completion and achievement

Evaluating Online Courses



- **Content**
 - Academic Content Standards and Assessments
 - Course Overview and Introduction
 - Legal and Acceptable Use Policies
 - Instructor Resources
- **Instructional Design**
 - Instructional and Audience Analysis
 - Course, Unit and Lesson Design
 - Instructional Strategies and Activities
 - Communication and Interaction
 - Resources and Materials
- **Student Assessment**
 - Evaluation Strategies
 - Feedback
 - Assessment Resources and Materials

Evaluating Online Courses



- **Technology**
 - Course Architecture
 - User Interface
 - Technology Requirements and Interoperability
 - Accessibility
 - Data Security
- **Course Evaluation and Support**
 - Assessing Course Effectiveness
 - Course Updates
 - Certification
 - Instruction and Student Support

National Standards for Quality Online Teaching



- Standard A:
 - Effective online instruction
- Standard B:
 - Effective use of range of technologies
- Standard C:
 - Effective active learning, participation and collaboration
- Standard D:
 - Clear student expectations and regular feedback
- Standard E:
 - Models legal, ethical and safe behavior
- Standard F:
 - Personalization based on individual academic needs

National Standards for Quality Online Teaching



- Standard G:
 - Effective assessments, valid and reliable
- Standard H:
 - Meets standards-based learning goals and measures against
- Standard I:
 - Effective use of data to modify content and student learning
- Standard J:
 - Professional, effective interactions with colleagues parents and students
- Standards K (for those who are developing courses):
 - Utilizes effective instructional design for online learning

Case Study



- Apex Learning Advanced Placement Courses
 - Fully online
 - Approved by College Board
 - Student assessment by national AP exam
 - Results: Students enrolled in the 13 Apex Learning AP courses who passed their course with a C or better scored a 3 or higher on the AP exam 62 percent of the time during the 2009-10 school year. This **outpaced** the national average for all students of 56.9 percent.

Policy Barriers and Recommendations



Policy Goals



- **Responsive state policies** so that a student's choice of online opportunity is facilitated rather than blocked.
- **Fair and sustainable funding** so that online learning opportunities expand with student demand.
- **Sensible and responsible oversight** so that each student is guaranteed quality in the online opportunities available.
- **Modern frameworks for curriculum and instruction** so that each student may be assured of credit for successful online work.
- **Thoughtful teacher licensure requirements** so a student may always benefit from the best online instructors.
- **Valid research** so that a student's online opportunities reflect effective best practices.

Key Policy Issues



- Teacher Preparation and Field Placement
- Certification
- Credit / Attendance / Competency based
- Funding

Teacher Preparation and Field Placement



- All teachers should receive training and field experience in the use of online / digital content as a supplementary instructional strategy.
- Teachers involved in blended learning and / or online instruction should receive training and field experience in both face 2 face and online instruction.
- All teachers should experience an online course experience.

Licensure Recommendations



- Non-online teachers requirements should include training and experience in the use of digital and online content to support their classroom instruction.
- Online teachers should be certified / endorsed in both subject matter and online delivery of instruction.
- Cross state recognition of of teacher credentials.

Credit / Attendance / Competency Recommendations



- Redefine Carnegie Unit – away from seat-time toward mastery, competency-based
- Open enrollment and no enrollment caps
 - Districts can allow students to take individual courses at their own school from a virtual school
- No geographic “barriers”
 - Any time, any place

Funding Policies



- Funding follows the student
- Sustainable models
- Consider flexible uses of existing funds (e.g. textbook dollars)

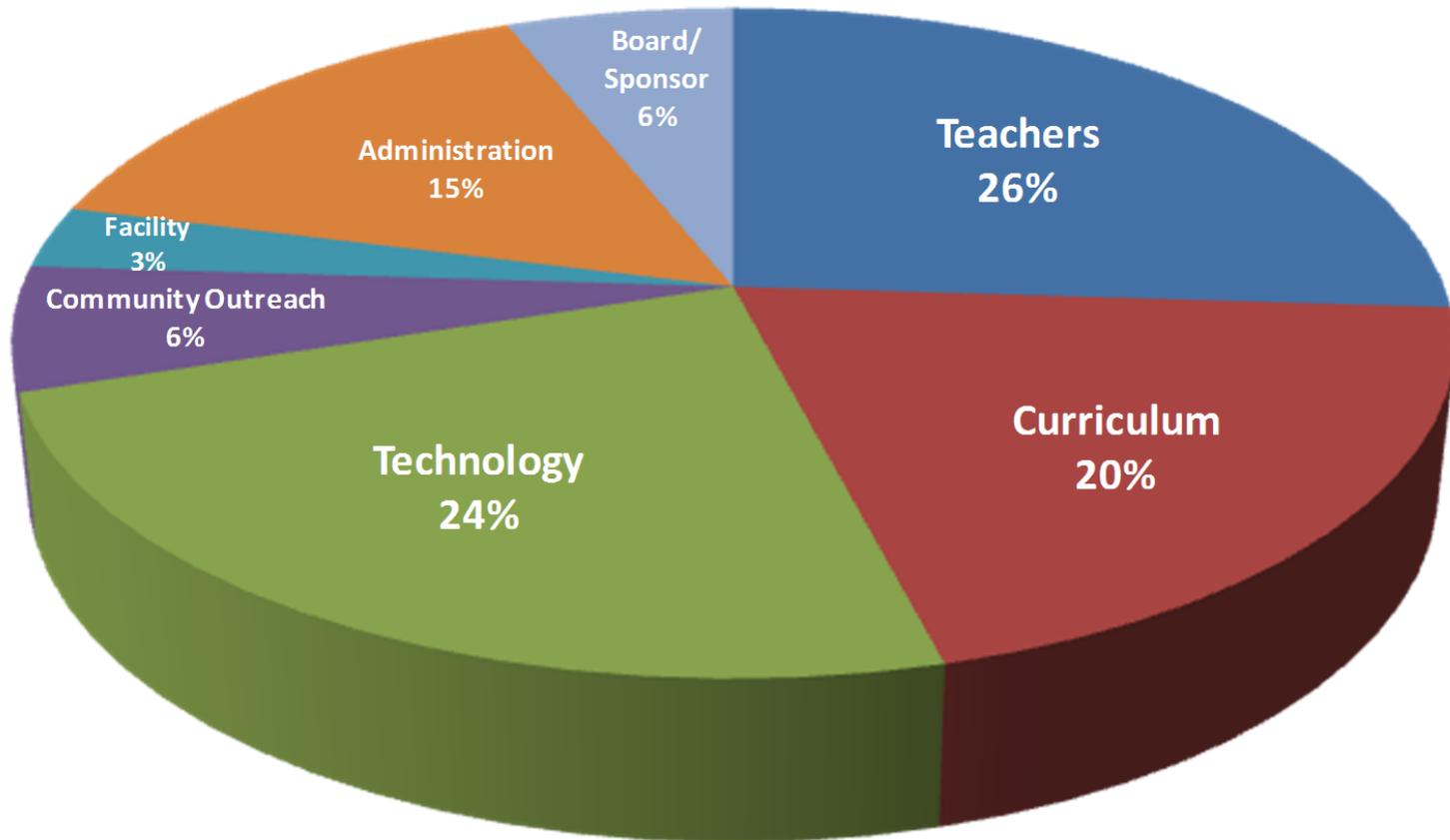
What are the COSTS?



- **Myth:** Online learning is cheap.
 - It's just a kid, a computer, and stuff on the screen – how much could that cost?
- **Reality:** Quality online learning is cost-effective.
 - Real costs include expert teachers, curriculum development/licensing, computers, course delivery and data systems PLUS special services and often physical materials

Costs of Typical Online School

Total per-pupil expenditure = \$6,500



Source: iNACOL, 2011

Funding Models for Online Learning



- Full-time Virtual Charter Schools
 - Funding follows student in full-time virtual charter schools in 25 states
- State Virtual Schools (supplemental) have different funding models. Funding follows student 1/6 FTE
 - ✦ Florida Virtual “Performance-based funding model” and funding follows student
 - ✦ Minnesota funding follows student course enrollment
 - ✦ North Carolina $FTE/6 * .75$

Funding Models for Online Learning



- Federal Funds (Tennessee e4TN)
- Local School Districts support own program (Fairfax County, VA)
- Special Funding Sources (Federal/State/AT&T – Louisiana Virtual)
- Private Foundation Grants
 - ✦ Indiana Virtual Academy is a non-profit (501c3)
- Tuition
 - ✦ Illinois Virtual High School (within regional service agency)

Blended Learning



Definition of Blended/ Hybrid Learning



Any time a student learns in part in a supervised brick-and-mortar place away from home

and

At least in part through online delivery, with some element of student control over time, place, path and/or pace

Blended Learning Dimensions: Instructional Models



		LEVEL OF BLENDED LEARNING			
		Less Online Instruction	More Online Instruction	Mostly Online Instruction	
Characteristics of Instructional Models	INSTRUCTIONAL MATERIAL LEVEL	Learning Object	Unit/Lesson	Single Course	Entire Curriculum
	INSTRUCTIONAL RESOURCES	Course minimally uses digital content , resources, and tools to supplement instruction	Digital content, resources, and tools expand and enhance the curriculum and content	Use of digital resources and tools are integral to content, curriculum and instruction	
	ASSESSMENT	Whole-class assessments, used primarily in the classroom, during the school day as the primary means of feedback	A combination of traditional and online assessments are used inside and outside the classroom	Greater amount of digital, real-time data and feedback allow for individualized instruction	
	COMMUNICATION (Student / Teacher & Student / Student)	Occurs primarily synchronously and in the physical classroom	Is a mixture of synchronous & asynchronous and may be in the physical classroom or online	Occurs primarily asynchronously and online or from a distance	

Blended Learning Dimensions: Student Centered Instruction

LEVEL OF BLENDED LEARNING

Less Online Instruction More Online Instruction Mostly Online Instruction

Student-Centered Instruction

ATTENDANCE REQUIREMENTS

Students are required to attend a physical classroom 5 days a week

Students attend a physical classroom less than 5 days a week and work online at other times

Students have flexible physical classroom and/or location attendance requirements.

STUDENT LEARNER'S ROLE

Student is primarily the recipient of teacher provided instruction. Teacher sets day-to-day pace.

Student takes active role in learning with reliance on digital content, resources and tools. Student has more control of own pace.

INDIVIDUALIZATION OF INSTRUCTION

All students expected to complete same instructional pathway

Students engage with digital content to customize their instructional pathway

Students engage with digital content and have multiple pathways that are competency-based and not tied to a fixed school calendar.

Blended Learning Dimensions: School Considerations

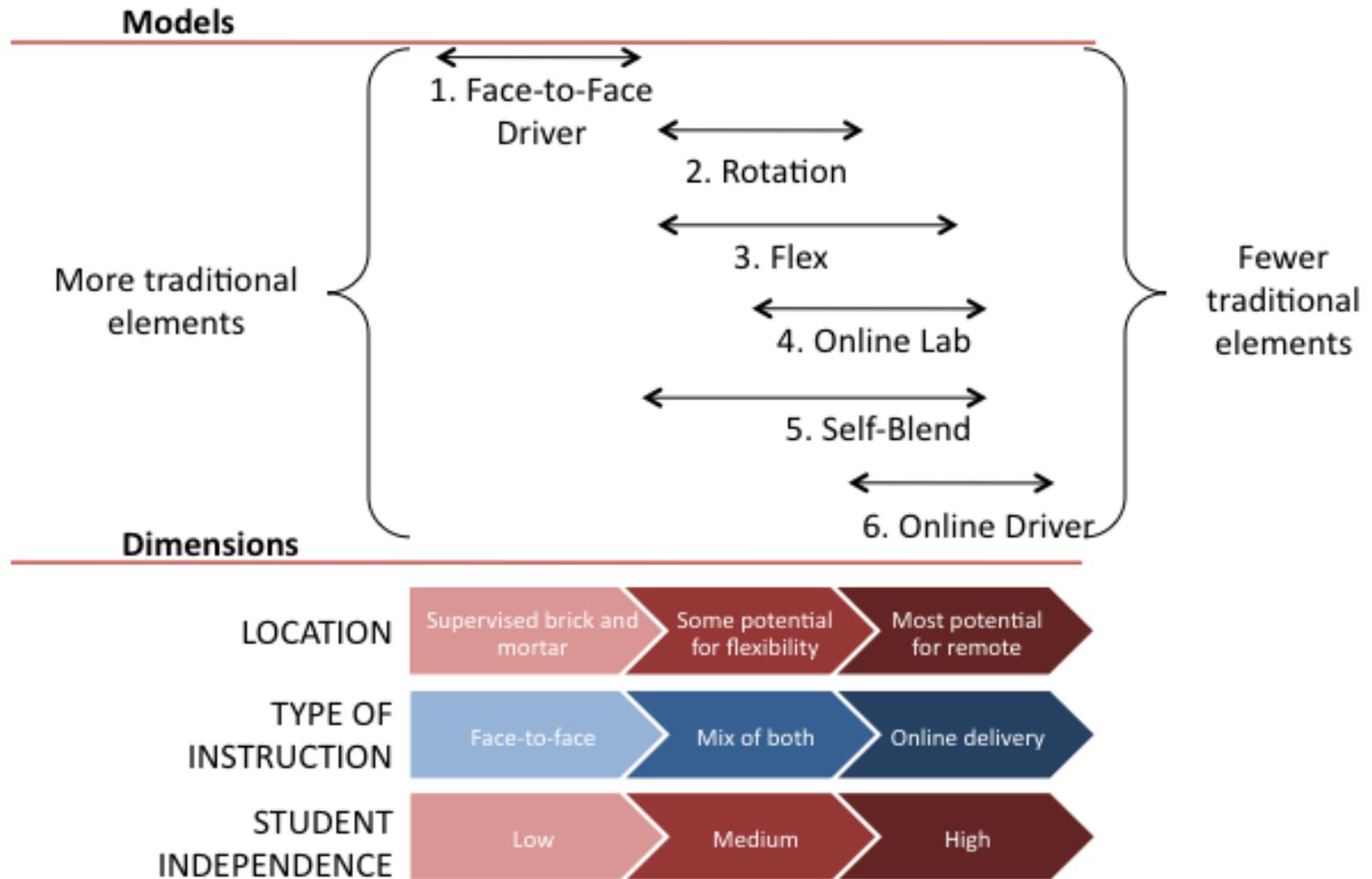
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School Considerations

<p>INSTRUCTIONAL SUPPORT MODELS</p>	<p>“Direct student learning” through traditional teacher roles and staffing models</p>	<p>“Facilitate student learning” through a team approach with a significant reliance on technology-based tools and content</p>	<p>“Coordinate student learning” through the expanded use of technology-based tools and content, as well as the effective use of outside experts and/or community resources</p>
<p>INSTRUCTION SCHEDULE AND LOCATION</p>	<p>Fixed daily schedule, instruction primarily in physical classroom</p>	<p>Mixed schedule of online and physical instruction</p>	<p>Highly flexible schedule, with instruction is possible 24x7. Learning centers support instruction.</p>
<p>ACCESS TO ACADEMIC STUDENT SUPPORT</p>	<p>Support is school-based, and provided primarily by the teacher during the class period.</p>		<p>Support structures (e.g. online tutoring, home mentors, and technical support services) in place 24x7, in addition to teacher support.</p>
<p>TECHNOLOGICAL INFRASTRUCTURE</p>	<p>School or classroom based with students using shared classroom computer resources. Access to infrastructure ends with class period.</p>	<p>Available across school campus with students checking out computers from a lab or bringing their own. Access to infrastructure is during school hours.</p>	<p>Available on and off campus with students using their own device. Access to infrastructure is 24x7.</p>

6 Models of Blended Learning





Sue Collins

sue@collinsconsults.com

206-275-3419