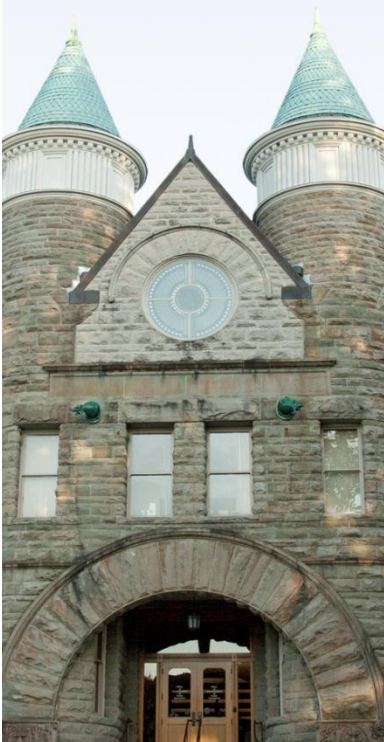


REPORT TO THE LEGISLATURE

Online Learning Annual Report 2010–11

January 2012



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Report to the Legislature

Online Learning Annual Report 2010–11

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Executive Summary

Online learning continues to play an important role in the state's education landscape, providing schools with much needed flexibility to meet the educational needs of a variety of learners.

This annual report, required by RCW 28A.250.040, examines:

- The multidistrict online provider approval process, a key part of the state's online learning accountability structure.
- Demographics for online students.
- Non-resident student enrollment patterns.
- Statewide assessment results for online students.
- Course taking patterns and course achievement results for online students.
- Local and national trends in online learning.

Approval

Beginning with the 2011–12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider; or
- Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than 10 percent of the program's students reside outside the school district's geographic boundaries; or
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

The Office of Superintendent of Public Instruction (OSPI) has conducted two approval review cycles since the January 2011 report to the Legislature.

Spring 2011 Approval Cycle

Nine providers were approved (out of twelve applicants) during the spring 2011 approval cycle. The approved providers are:

- Aventa Learning
- Florida Virtual School
- Insight School of Washington
- K12, Inc.
- Northwest Allprep
- Red Comet
- Vancouver Virtual Learning Academy
- Virtual High School
- Washington Virtual Academy (Steilacoom Historical School District)

Fall 2011 Approval Cycle

Nine online providers were approved (out of ten applicants) during the fall 2011 approval cycle. The approved providers are:

- Advanced Academics
- Apex Learning
- Brigham Young University Independent Studies
- EdisonLearning
- Greenways Academy
- Internet Academy at Truman High
- Oasis Alternative School
- Spokane Virtual Learning
- The American Academy

A complete list of approved providers is available at:

<http://digitallearning.k12.wa.us/approval/providers/>.

Student, Course, and Program Totals

According to district data submitted to the Comprehensive Education Data and Research System (CEDARS), 18,649 students took at least one online course in 2010–11. This marks a 16.5 percent increase in students from the 2009–10 total of 16,003 students. Note that this increase is likely attributable to *both* an increase in activity and improved data reporting.

The students registered for a total of 72,180 courses in 2010–11, a 26.0 percent increase from the 57,303 enrollments in the previous year.

A total of 146 schools in 89 districts reported online course enrollment, a 67.8 percent and 50.8 percent increase, respectively, over the 2009–10 figures of 87 schools in 59 districts.

Districts reported the following for “Digital/Online” Alternative Learning Experience (ALE) programs in 2010–11:

- Annual average headcount: 11,254
- Annual average full-time equivalent (FTE): 8,978

Both the headcount and FTE were higher than 2009–10, by 16.2 percent and 16.6 percent respectively. Significantly more programs reported data in 2010–11: 95, compared to 48 in 2009–10, a 97.9 percent increase.

As of fall 2011, we have identified 60 online school programs in a total of 55 districts in the state.

Demographics

- Female students are slightly over-represented (53 percent) among students taking online courses, as compared to the population of non-online K–12 students in the state as a

whole (48.2 percent). White students are over-represented amongst students enrolled in online courses (73.1 percent) as compared to the state as a whole (60.6 percent).

- Of the 18,649 students listed in CEDARS as participating in an online course, 1,052 (5.6 percent) were students in special education. Among non-online students in the state, 13.8 percent (151,994) were in special education.
- Of the 18,649 students listed in CEDARS as participating in an online course, 1,070 students (5.7 percent) were enrolled part-time in a public school district and were also homeschooled. In comparison, only 0.6 percent of non-online students, or 6,435 total, were part-time homeschooled and part-time enrolled in the public school system. Nearly 15 percent of all part-time homeschooled students were enrolled in online courses. Of the homeschooled students taking an online course, 93.5 percent were enrolled in the Washington Virtual Academy program (run by the Steilacoom Historical, Monroe, and Omak School Districts). All but 73 of those students were enrolled in Grades K–8.

Course Enrollment Patterns

- The majority of online students do not take all of their coursework online. Fifty-five percent of high school students taking online courses took fewer than five online courses during the 2010–11 school year. Only 17.7 percent of high school students took enough (ten or more) online courses to be considered full-time for the entire school year.
- High school students make up 76.5 percent of the online student population. Online learning at the elementary level, especially with the earlier grades, tends to look fundamentally different than online learning for middle and high school students. Programs aimed at elementary students are often structured to include significant parental involvement. Many programs also provide a good deal of non-online curriculum. In practice, these programs often look similar to ALE parent partnership programs, despite labels of “online” learning.

Non-Resident Students

Based on the non-resident district data submitted by online ALE programs, an average annual headcount of 7,577.9 students took at least one online course in a district other than their resident district. Based on the total annual average headcount, non-resident students represented 67.4 percent of students enrolled in online ALE programs. The annual average non-resident FTE was 6,661.5, representing 74.2 percent of all online ALE FTE.

Assessment

Online schools tested students at a significantly higher rate in 2010–11 than they did in 2009–10. For example, the rate of students taking the 8th grade reading assessment went from 77.3 percent in 2009–10 to 96.3 percent in 2010–11. Although the participation rate for 10th grade students remains problematic, in reading the rate rose from 60.0 percent in 2009–10 to 70.0 percent in 2010–11. Participation rates in other content areas were similar to those in reading.

Students in online school programs meet standard on the assessment at a lower rate than the state average. In some subject areas, such as reading (3.3 percent gap) and writing (8.6 percent gap), the difference is relatively small. But, in other areas, the gap is significant: online students taking

the science assessment met standard 15.9 percent lower than the state average; online students taking the math Measurements of Student Progress (MSP) met standard at a rate 19.2 percent lower; and students in the math end-of-course (EOC) exam were 22.2 percent lower. (Comparisons are for the percentage of students who met standard, excluding those with no score.)

Completion, Passing, and Grades

Of the 66,919 online courses where CEDARS has grade history data, 79.1 percent (52,949) were completed. By comparison, students completed 96.8 percent of the 2,851,548 non-online course enrollments with CEDARS grade history data. The 2010–11 rate is lower than the 89.3 percent completion rate for online courses taken during 2009–10. Given the concerns about the quality of the 2009–10 data, and the improvement in the 2010–11 data, we hesitate to draw firm conclusions regarding the difference in completion rates between the two years.

Of the 52,949 *completed* courses, 57.9 percent passed with a C- or better, and 72.2 percent passed with a D or better. Statewide, of the total 2,759,165 completed non-online courses reported in CEDARS, 82.9 percent were passed with a C- or better and 91.8 percent were passed with a D or better. The 2010–11 online course pass rates (72.2 percent with a D or higher grade) were significantly higher than those from 2009–10 (60.9 percent), taking into account the same data quality improvements.

In spite of the notable improvement in the number of passing enrollments, we are still struck by the significant differences between the grading patterns in online courses as compared to non-online courses. As with previous years, the grading patterns shown in online courses bear almost no resemblance to the patterns for the state as a whole. This may be due to the very different nature of online learning, as compared to traditional educational settings.

When comparing online students to non-online students in similar programs (ALE), we found that the online students' academic performance lagged behind their non-online counterparts.

Students taking fewer than five courses (a part-time online student) during the year show a higher pass rate than those taking more than five courses (full-time for a semester or more).

Withdrawal Rates

A total of 49.6 percent of online students had a year-end status that indicated a successful outcome, such as graduation or completion of an individualized education program (codes G0, GA, and C2). This is significantly lower than the 69.1 percent of non-online students in those same categories. While this is concerning, we also recognize that online learning is often seen as the option of last resort for students who are credit-deficient and at risk of dropping out, and so participation in an online course is likely not the causal factor for many of the students who do not graduate.

Trends

There were a number of trends that emerged in the online learning world during the 2010–11 school year:

- In the past year there has been significant merger and acquisition activity in the for-profit online learning sector. A significant result of this activity is that one company, K12, Inc., now controls over 70 percent of the online learning market in the state.
- Nationwide, there has been a fair amount of activity focused on online learning. The annual *Keeping Pace with K–12 Online Learning* report is the best resource on nationwide trends, and we provide a brief overview of this report. Also, several organizations advocating for expanded online learning activity have produced a set of policy recommendations called the Digital Learning Now (DLN) *10 Elements of High Quality Digital Learning*. This report provides an analysis of DLN’s draft Washington “report card.”
- Although not necessarily an issue during the 2010–11 school year, the ALE funding reduction instituted for the 2011–12 and 2012–13 school years has the potential to stunt the growth of online learning in Washington. Engrossed Substitute House Bill (ESHB) 2065 reduced state basic education funding for ALE programs by 15 percent. As online programs are generally funded by ALE, this cut has an impact on online programs as well.

Recommendations

Given the high rate of students taking individual online courses rather than full-time online experiences, policymakers should ensure that ALE and online learning laws and rules are structured in a way that supports both students in full-time online environments and part-time online students.

School districts and online providers should continue to refine their practices for matching students to appropriate educational options and improve support for students once enrolled. Important approaches to this include providing meaningful instructional contact between the student and the teacher and providing a local support role to ensure students stay on track.

Online providers should work together to develop a common set of metrics around course completion and student growth.

Finally, online learning, along with ALE programs in general, should be fully funded.

Introduction

Online learning continues to play an important role in the state’s education landscape. Online courses provide both students and schools with much needed flexibility, allowing students to enroll in courses that are otherwise not available, ensuring that students are able to earn credits needed for graduation, and providing schools with a wide array of educational options to meet student needs. Online school programs also provide students with an important alternative to traditional classrooms, assisting students who seek remediation or acceleration in their learning, meeting the needs of students with different learning styles, and providing flexibility for students in a variety of circumstances. It is not, however, the right option in every situation, and the student achievement results show there is cause for ongoing concern in this area. As a result, online providers, school districts, and state policymakers need to continue to work to craft a system that ensures student success.

The Washington State Legislature, in 2009, declared their support and encouragement for online learning (Substitute Senate Bill 5410, RCW 28A.250.005). The Legislature also found that there was a need to assure quality and accountability in the field, and they directed the Office of Superintendent of Public Instruction (OSPI) to develop an online provider approval system and report annually on the state of online learning in Washington. Specifically, OSPI was directed to:

Beginning January 15, 2011, and annually thereafter, submit a report regarding online learning to the state board of education, the governor, and the legislature. The report shall cover the previous school year and include but not be limited to student demographics, course enrollment data, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. (RCW 28A.250.040 (3))

As requested, this report covers:

- The provider approval process and results.
- Student demographics.
- Student achievement (statewide assessment results and course performance).

Acknowledgments

We acknowledge the many OSPI employees who have contributed to this report, including: Bob Butts, Deb Came, Judy Decker, Sheri Dunster, Maile Hadley, Donna Hanson, Jeff Katims, Martin Mueller, Robin Munson, Irene Namkung, Susan Quattrocciochi, Leslie St. Pierre, and Ryan Todd.

In addition, staff at school districts and online providers have worked hard to ensure accurate data. Without this foundational piece, a report such as this one would not be possible.

Process

Definitions

For the purposes of this report, an “**online course**” is one where:

- More than half of the course content is delivered electronically using the Internet or other computer-based methods, and
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools.

An “**online school program**” is defined as a school or program that offers:

- Courses or grade-level coursework that are delivered primarily electronically using the Internet or other computer-based methods. The program must have a component that features online lessons and tools for student and data management.
- Courses or grade-level coursework that are taught by a teacher primarily from a remote location using online or other electronic tools. Note that access to the teacher may be synchronous or asynchronous.
- A “**sequential program**” consists of a set of courses or coursework that may be taken by a student in a single school term or throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. Students may enroll in the program as part-time or full-time students.

“**Online course providers**” offer individual “**online courses**” and have the following characteristics:

- More than half of the course content is delivered electronically using the Internet or other computer-based methods.
- More than half of the teaching in the course is conducted from a remote location through an online course learning management system or other online or electronic tools.
- Online course providers must supply all of the following: course content, access to a learning management system, and online teachers.
- Online courses can be delivered to students at school as part of the regularly scheduled school day.
- Online courses can be delivered to students, in whole or in part, independently from a regular classroom schedule and must comply with RCW 28A.150.262 to qualify for state basic education funding as an alternative learning experience program (ALE).

This report uses a number of terms to refer to students:

- “**Headcount**” measures each unique student served.
- A “**full-time equivalent**” (FTE) is a measurement of student enrollment for funding purposes. It provides an accurate estimate of the portion of time a student is served by a given program, with 1.0 referring to a full-time student.
- A “**course enrollment**” refers to a single student enrolled in a single course for a single term. For example, a single student taking a full load of courses would have ten (if the district offers five periods a day) or twelve enrollments (if six periods are offered) for the school year.

Data Sources

This report makes use of three main data sources: the monthly ALE enrollment report, the Comprehensive Education Data and Research System (CEDARS), and the Digital Learning Department's registration system.

ALE Enrollment

The Legislature included a budget proviso (Engrossed Substitute House Bill 1244, Part V(1)(a)(ii)) with the 2009–11 operating budget directing OSPI to collect and report a monthly headcount and FTE enrollments for students in Internet alternative learning experience (ALE) programs, as well as information about resident and serving districts.

This data source provides information on interdistrict “choice” transfers and FTE funding measurements, in addition to headcounts.

In our report covering the 2009–10 school year, we expressed some hesitation about the quality of data from the ALE monthly report. However, the data for the 2010–11 school year seems to be much more complete, and we have a much higher degree of confidence that the vast majority of ALE programs are now reporting. And, although the majority of programs listed as “digital/online” on the ALE monthly report do indeed offer courses that meet the definition of an “online course,” some programs that self-report under this category are offering access to online curriculum, and not online courses. Therefore, the ALE enrollment data will show an overcount of true online course activity.

CEDARS

Districts report enrollment and high school grades earned data to OSPI through the Comprehensive Education Data and Research System (CEDARS). Online courses are designated as such, so that CEDARS may be queried for information about students who have taken high school level online courses.

The reporting standards required by RCW 28A.250.040 (2), requiring districts to designate online courses, came into effect with the 2010–11 school year. As with the ALE data, we expressed some concerns about the 2009–10 data quality. For 2010–11, we believe that districts have greatly improved their reporting. The number of individual districts reporting online enrollments has increased 50.8 percent from 59 districts in 2009–10 to 89 in 2010–11. The number of individual schools reporting rose 67.8 percent, from 87 schools to 146. While growth in online learning no doubt accounted for some of the increases, it appears that improved reporting is also a likely cause of the increase, especially as the number of actual enrollments reported in CEDARS rose only 26.0 percent from year-to-year.

As a result, there are reasons to be cautious about making year-to-year comparisons. Throughout the report, we do make comparisons of data from year-to-year. But, especially when examining demographics, these figures should not be interpreted as solely the result of growth in online learning as some of the “growth” is likely due to improved reporting. Readers should not try to infer too much from the growth rates due to this ambiguity.

As with the ALE data, there is concern that some districts offering online courses may not have designated them as such, and other districts may have incorrectly designated non-online courses

as online courses. Many non-online courses, such as those involving online curriculum but lacking an online teacher, are often referred to as “online,” even though they do not meet the definition. Common examples of these computer-based curriculum-only courses include products from NovaNet, OdysseyWare, and several other companies. So, it is quite possible for districts to report these non-online courses as online.

The CEDARS data set includes both students who were enrolled in courses designed as online and students enrolled in schools that are known to be online school programs. In order to qualify as a “known online school program,” the school must offer only online courses (and not face-to-face courses) and the individual district must report data for the program as a stand-alone school. As a number of online school programs are combined with other brick-and-mortar programs (such as alternative schools or parent partnerships), some known online schools were not included in this method.

The known online school programs are shown in Table 1.

Table 1: Known Online School Programs

School	District
Bethel Online Academy	Bethel
Columbia Tech High	White Salmon Valley
Insight School of Washington	Quillayute Valley
Internet Academy	Federal Way
iQ Academy Washington	Evergreen (Clark)
Kaplan Academy of Washington	Stevenson-Carson
Marysville On-line Move Up Program	Marysville
Productive Learning Academics Northwest	Kittitas
Productive Learning Online	Castle Rock
Tyee Online Alternative School	Okanogan
Vancouver Virtual Learning Academy	Vancouver
Washington Virtual Academy (High School)	Monroe
Washington Virtual Academy (Elementary)	Omak
Washington Virtual Academy (High School)	Omak
Washington Virtual Academy (Middle School)	Omak
Washington Virtual Academy (K–8)	Steilacoom Historical
Yakima Online	Yakima

We extracted data from CEDARS on two separate occasions. This has caused some differences in the total number of students, as districts continued to update their data during this period. The first set of data was pulled on October 21, 2011. This included the grade history data used for analysis of student achievement. The second set of data was pulled on November 22, 2011. The second set of data was used for demographic comparisons between online and non-online students.

The major differences in student counts are outlined in Table 2. Eleven other districts made adjustments of fewer than 10 students each.

Table 2: Differences in Student Counts in CEDARS Reporting

District	Added Students
Spokane Public Schools	226
Steilacoom Historical School District	90
Vancouver School District	21
Olympia School District	16
Franklin Pierce School District	15
Evergreen School District (Clark)	10

When reporting data for all online students in CEDARS, we are counting each student individually. This means that if a student was enrolled in more than one school, the student will be counted only once using the most recent demographic information. Counting students in multiple schools yields a total student count of 18,932—283 students higher than the statewide total of 18,649.

Columbia Virtual Academy

One prominent name is missing from the CEDARS data: Columbia Virtual Academy (CVA). CVA is a consortium of fifteen school districts run by the Valley School District. CVA online courses were not properly designated as online courses by Valley and the other participating districts until this discrepancy was discovered during the process of pulling data for this report. CVA has taken steps to adjust their reporting into CEDARS, but no data from CVA is included in this report. CVA did submit data directly to OSPI for analysis, and the results of this analysis can be found in Appendix A.

It is important to note that, despite the word “virtual” in their name, CVA is not predominately an online school program. The vast majority of their students participate in a parent partnership program. According to CVA’s data, only 274 students took at least one online course during 2010–11, accounting for 895 course enrollments. Most students were not taking all their courses in the online environment. Across all participating districts, CVA had 3,646 students, meaning that the online students made up only 7.5 percent of CVA’s population.

Given CVA’s relatively small population of online students, we do not believe the absence of this data from the overall analysis will materially affect the results presented here. And, now that this problem has been uncovered and addressed, the data quality will improve for the 2011–12 data.

OSPI’s Digital Learning Department

The Digital Learning Department (DLD) data set includes information about students who were enrolled in individual online courses through the DLD’s course catalog and registration system.

Provider Reviews

Background

Revised Code of Washington (RCW) 28A.250.020 directed OSPI to create a set of approval criteria, an approval process, an appeal process, and a monitoring and rescindment process for multidistrict online providers. As a result, OSPI developed WAC 392-502 to outline these criteria and processes. The Online Learning Advisory Committee (OLAC), appointed by Superintendent Randy I. Dorn, assisted and advised throughout this development.

Beginning with the 2011–12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider; or
- Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than 10 percent of the program’s students reside outside the school district’s geographic boundaries; or
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

In enacting ESHB 2065, the Legislature amended RCW 28A.250.060 during the 2011 session to broaden the approval requirement beyond just multidistrict providers:

Beginning with the 2013–14 school year, school districts may claim state funding under RCW 28A.150.260, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are offered by an online provider approved under RCW 28A.250.020 by the superintendent of public instruction. (ESHB 2065, Section 8)

OSPI has updated the online learning rules (WAC 392-502) and the approval process to incorporate the new requirements of ESHB 2065.

Three Categories of Multidistrict Online Provider

Currently, in order to be subject to approval, a provider must be considered a multidistrict online school program, a multidistrict online course provider, or a multidistrict online program provider. Prior to the 2013–14 school year, all providers (including single district providers) are subject to approval due to a change introduced in ESHB 2065.

- **Multidistrict online school program:** This is a district-run online school that offers online courses in a sequential program—a set of courses or coursework that may be taken in a single school term or throughout the school year in a manner that could provide a full-time basic education program, if so desired by the student. Students may enroll in the program as part-time or full-time students. An online school program is considered “multidistrict,” and therefore subject to approval, if it serves 10 percent or more non-

resident students (students from other districts enrolled under the interdistrict student transfer provisions of RCW 28A.225.225).

- **Multidistrict online course provider:** This is a company, non-profit organization, or school district that provides online courses to districts. The provider is considered “multidistrict,” and therefore subject to approval, if they either contract with a single district that serves students statewide, or if they contract with more than one school district.
- **Multidistrict online program provider:** This is a company, non-profit organization, or school district that provides a complete online school program—content, technology platform, and teachers—to districts. The provider is considered “multidistrict,” and therefore subject to approval, if they either contract with a single district that serves students statewide, or if they contract with more than one school district.

The criteria, assurances, and approval process are identical for all multidistrict providers, regardless of the category that applies to them. And, a single provider can qualify as more than one type of provider.

Grandfathered Providers

Prior to the completion of the fall 2011 approval cycle, there were two types of providers that had been approved—those that were grandfathered into approved status by RCW 28A.250.020, and those that were approved in either the spring 2010, fall 2010, or spring 2011 approval cycles. The grandfathered provider approval expires on August 31, 2012. With the completion of the fall 2011 cycle, all of the grandfathered providers have been reviewed and approved.

Approval Process

Approval Reviewers and Scoring

OSPI uses external reviewers to score applications.

Twelve reviewers participated in the spring 2011 review process. The fall 2011 review cycle had a total of nine reviewers, with four reviewers returning from the first round and five new reviewers. To protect the integrity of the process, OSPI has not released the names of the reviewers.

The reviewers from both the spring and fall review cycles underwent extensive training in preparation for conducting the reviews and scoring.

The reviewers scored each application against the 54 criteria, with each item worth a single point. Applicants must have provided evidence to show the reviewer that they met the criteria. Reviewers could score an item 0, .5, or 1. Applicants draw on many sources for this evidence, including sample courses, written policies, and other documents. The DLD provides applicants with extensive feedback on their application, including written comments from the reviewers.

Process Changes

Training of the fall 2011 approval reviewers was, for the first time, conducted completely online with the use of webinars, as well as online training modules and exercises. Presenting the online training components on the DLD Web site helps to further support the department's goal of transparency in the development and execution of the online provider approval process. In addition, the online training process saved the state the expense of conducting an on-site training and review process.

After each review cycle, DLD staff, working with the Online Learning Advisory Committee, updates the criteria based on feedback from applicants and reviewers. Minor language edits were made to the approval criteria between the spring 2011 and fall 2011 approval cycles. A compilation of all changes to the criteria can be found on the department's Changes to the Criteria Web page: <http://digitallearning.k12.wa.us/approval/process/criteria/changes.php>.

Provider Technical Assistance

OSPI held a series of webinars for multidistrict online providers to learn about the approval process, assurances, and criteria. Additionally, OSPI staff in the DLD answered questions that applicants had throughout the application period through in-person meetings, phone calls, and emails.

Results

In order to be approved, providers were required to meet or exceed a cut score of 46 points (85 percent of 54 possible points). The cut score was set in consultation with OLAC.

Spring 2011 Approval Cycle

Nine providers were approved (out of twelve applicants) during the spring 2011 approval cycle. The approved providers are:

- Aventa Learning
- Florida Virtual School
- Insight School of Washington
- K12, Inc.
- Northwest Allprep
- Red Comet
- Vancouver Virtual Learning Academy
- Virtual High School
- Washington Virtual Academy (Steilacoom Historical School District)

Fall 2011 Approval Cycle

Nine providers were approved (out of ten applicants) during the fall 2011 approval cycle. The approved providers are:

- Advanced Academics
- Apex Learning
- Brigham Young University Independent Studies (instructor-guided courses)
- EdisonLearning

- Greenways Academy
- Internet Academy at Truman High
- Oasis Alternative School
- Spokane Virtual Learning
- The American Academy

Approved Providers

To date, there are a total of 30 approved providers including 15 online course providers, 13 program providers, and 14 online school programs.

Table 3: Approved Providers

Provider Name	District or Company	Provider Type	Approval Date
Advanced Academics	Private Company	Online Course and Program Provider	Fall 2011
Apex Learning	Private Company	Online Course and Program Provider	Fall 2011
Aventa Learning	Private Company	Online Course and Program Provider	May 18, 2011
Bethel Online Academy	Bethel	Online School Program	December 13, 2010
Brigham Young University Independent Studies	Private Company	Online Course Provider	Fall 2011
Columbia Tech High	White Salmon Valley	Online School Program	December 13, 2010
Columbia Virtual Academy	Multiple Districts	Online School Program	December 13, 2010
DigiPen Institute of Technology–Online Academies	Private Company	Online Course Provider	March 19, 2010
EdOptions Online Academy	Private Company	Online Course and Program Provider	March 19, 2010
Internet Academy at Truman High	Federal Way	Online School Program and Course Provider	Fall 2011
Florida Virtual School	Florida	Online Course and Program Provider	May 18, 2011
Giant Campus of Washington	Private Company	Online Course and Program Provider	December 13, 2010
Greenways Academy	Private Company	Online Course and Program Provider	Fall 2011
			Continued on page 22

Table 3: Approved Providers (Continued)

Provider Name	District or Company	Provider Type	Approval Date
Insight School of Washington	Quillayute Valley	Online School Program	May 18, 2011
iQ Academy of Washington	Evergreen	Online School Program	December 13, 2010
K12, Inc.	Private Company	Online Program Provider	May 18, 2011
Kaplan Virtual Education	Private Company	Online Program Provider	December 13, 2010
Marysville On-line Virtual Education Program	Marysville	Online School Program	December 13, 2010
National Connections Academy	Private Company	Online Course and Program Provider	December 13, 2010
Northwest Allprep	Private Company	Online Program Provider	May 18, 2011
Olympia Regional Learning Academy (iConnect Academy)	Olympia	Online School Program	March 19, 2010
Red Comet	Private Company	Online Course Provider	May 18, 2011
Spokane Virtual Learning	Spokane	Online School Program and Course and Program Provider	Fall 2011
The American Academy	Private Company	Online Course and Program Provider	Fall 2011
Vancouver Virtual Learning Academy	Vancouver	Online School Program	May 18, 2011
Virtual High School	Private Company	Online Course Provider	May 18, 2011
Washington Academy of Arts and Technology and EV Online Learning	East Valley, Spokane	Online School Program	December 13, 2010
Washington Virtual Academy–Monroe	Monroe	Online School Program	December 13, 2010
Washington Virtual Academy–Omak	Omak	Online School Program	December 13, 2010
Washington Virtual Academy–Steilacoom	Steilacoom	Online School Program	May 18, 2011

A complete list of approved providers is also available at:
<http://digitalllearning.k12.wa.us/approval/providers/>.

Rescindment

In addition to the approval process, OSPI also maintains an ongoing monitoring process of all approved providers. Like the approval process, the monitoring is also based on the assurances and approval criteria. When OSPI has evidence that a provider is not meeting one or more of the approval conditions, the provider enters the approval rescindment process.

Upon notification of potential rescindment, the provider has the opportunity to submit a corrective action plan. OSPI can either accept the provider's plan, or offer the provider an opportunity to further clarify and adjust the plan to correct the item in question. If the provider successfully carries out the agreed-upon plan, they will retain their approved status. If the provider is unable or unwilling to correct the issue, then OSPI can rescind the provider's approval.

There were two providers that participated in the rescindment process during the 2010–11 school year.

One provider successfully developed and implemented a corrective action plan, and therefore remained approved. The provider in question had not upheld the assurance to provide Web systems that were accessible to all students, including those with disabilities. Because the provider successfully corrected the issue, OSPI has not released the provider's name.

A second provider was unable to complete a corrective action plan. During the 2010–11 school year, Productive Learning Online Corporation was under contract with both the Kittitas School District and the Castle Rock School District to provide an online school program. Kittitas severed their contract with Productive Learning in January 2011, and as a result, several serious concerns surfaced. Castle Rock ended their program at the end of the school year. The concerns included:

- An alleged failure, on the part of Productive Learning, to follow state laws and rules regarding teacher placement, curriculum, and special education.
- Allegations that Productive Learning failed to pay teachers and was fiscally unsound.
- Concern that Productive Learning's accreditation status was in danger of revocation from the Northwest Accreditation Commission.
- Failure to respond to OSPI's requests for information.

The approved status of Productive Learning Online Corporation was rescinded for failure to comply with the conditions of approval on July 26, 2011. As a result, districts will not be able to claim funding for student participation in courses or programs offered by Productive Learning during the 2011–12 school year.

Student and Course Totals

CEDARS

Districts report enrollment and course grade data to OSPI through CEDARS, and we are able to query CEDARS for information about students who have taken courses designated as “online.”

According to district data submitted to CEDARS, 18,649 students took at least one online course in 2010–11. This is 16.5 percent higher than the 2009–10 figure of 16,003 students. In both cases, we are using a statewide total—a student is only counted once, even if the student was enrolled in multiple districts throughout the year.

Students took a total of 72,180 K–12 online courses in 2010–11, a 26.0 percent increase from the 57,303 enrollments in the previous year. Note that students in Grades K–8 often have their courses reported in a single entry such as “3rd grade” or “elementary curriculum” rather than multiple courses broken out by subject area. So, a full-time elementary enrollment would show up in the data as a single course.

A total of 146 schools in 89 districts reported online course enrollment, a 67.8 percent and 50.8 percent increase, respectively, over the 2009–10 figures of 87 schools in 59 districts. As discussed in the Process section of this report, the increase was likely due to a combination of improved reporting and actual growth in the use of online learning.

A complete list of schools with online students can be found in Appendix G.

Alternative Learning Experiences

Alternative Learning Experience (ALE) programs are required to report enrollment information to OSPI on a monthly basis.

The yearly totals are reported as “annual averages.” Enrollment data was collected monthly from the ALE programs. The monthly collections were averaged together to create the annual totals. This means that more students may have enrolled in an online program at any given time, but the figures reported here represent the average over the entire year.

Districts reported the following for “Digital/Online” ALE programs in 2010–11:

- Annual average headcount: 11,254
- Annual average FTE: 8,978

Both the headcount and FTE were higher than 2009–10, by 16.2 percent and 16.6 percent respectively. Significantly more programs reported data in 2010–11: 95, compared to 48 in 2009–10, a 97.9 percent increase.

Digital Learning Department

School districts can purchase access to individual online courses through OSPI's Digital Learning Department (DLD) online course catalog. During 2010–11, 888 students enrolled in 1,906 courses. Enrollments came from 89 schools in 64 different school districts.

Use of the DLD catalog was significantly higher in 2010–11 as compared to 2009–10. The number of unique students accessing courses rose 56.3 percent and the number of enrollments was 57.5 percent higher. Both the number of participating districts (25.5 percent increase) and schools (48.3 percent increase) rose as well.

Online School Programs

We have identified 60 online school programs in the state, as of fall 2011. Of those, three are not in operation for the 2011–12 school year:

- Productive Learning Online, Castle Rock School District
- Productive Learning Online, Kittitas School District
- Kaplan Academy of Washington, Stevenson-Carson School District

The two Productive Learning programs were closed by their respective districts prior to OSPI's rescindment of Productive Learning's approved status. Kaplan Academy was closed as a result of Kaplan's merger with K12, Inc.

A total of 55 districts operated online school programs.

The full list of programs can be found in Appendix B.

Student Demographics

Gender

Female students are slightly over-represented among students who take online courses, as compared to the population of non-online K–12 students in the state. Female students made up 53.0 percent of the online student population in 2010–11 (from CEDARS), compared to 48.2 percent of the non-online student population. The 2009–10 rates showed a similar imbalance, with 54.4 percent female online students. The gender ratios for students in individual DLD online courses during 2010–11 were also similar (55.1 percent female).

Figure 1: Gender in Online Students, Washington, 2010–11

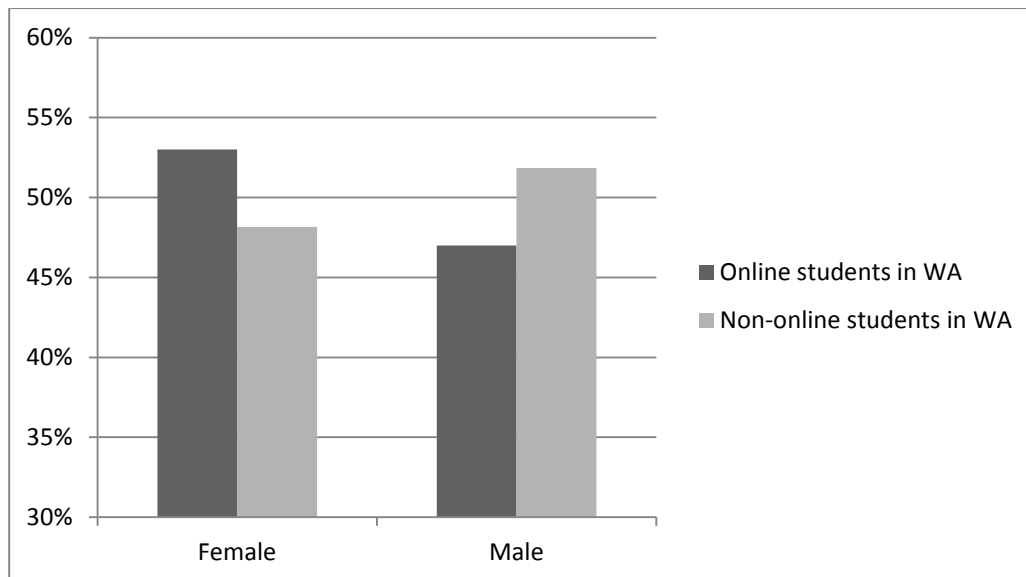


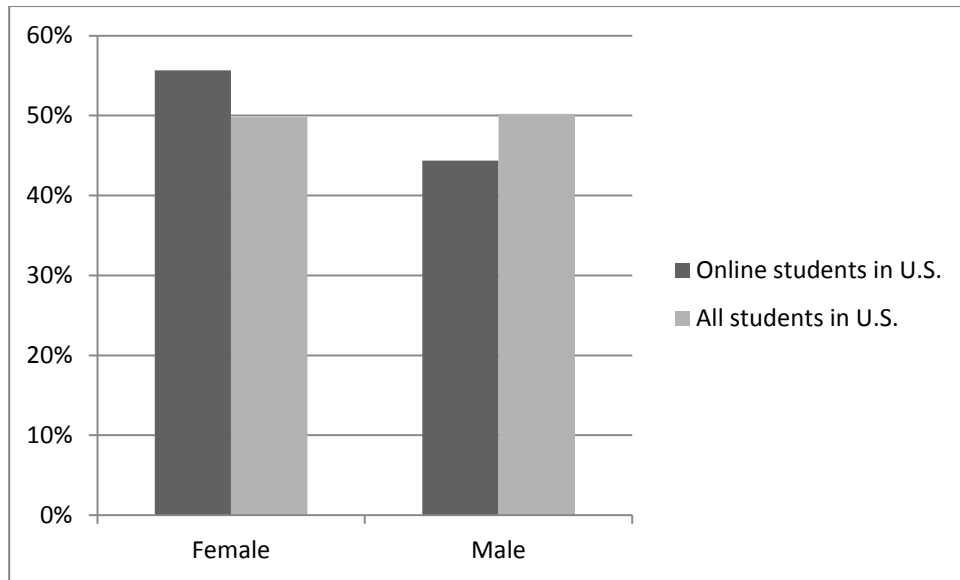
Table 4: Gender in Online Students, Washington, 2010–11

	Female	Male
Online Students (WA)	9,884 (53.0%)	8,765 (47.0%)
Non-online Students (WA)	529,126 (48.2%)	569,475 (51.8%)

The large female online population mirrors national trends. David Glick’s study *The Demographics of Online Students and Teachers in the United States 2010–11*¹ reports that 55.7 percent of online students in the U.S. were female.

¹ http://glickconsulting.com/sites/default/files/images/Online_Demographics_Glick_2011.pdf.

Figure 2: Gender in Online Students, United States, 2010–11



Source: Glick report

http://glickconsulting.com/sites/default/files/images/Online_Demographics_Glick_2011.pdf.

Ethnicity

As compared to the non-online student population, white students are significantly over-represented amongst online students.

Figure 3: Ethnicity in Online Students, Washington, 2010–11

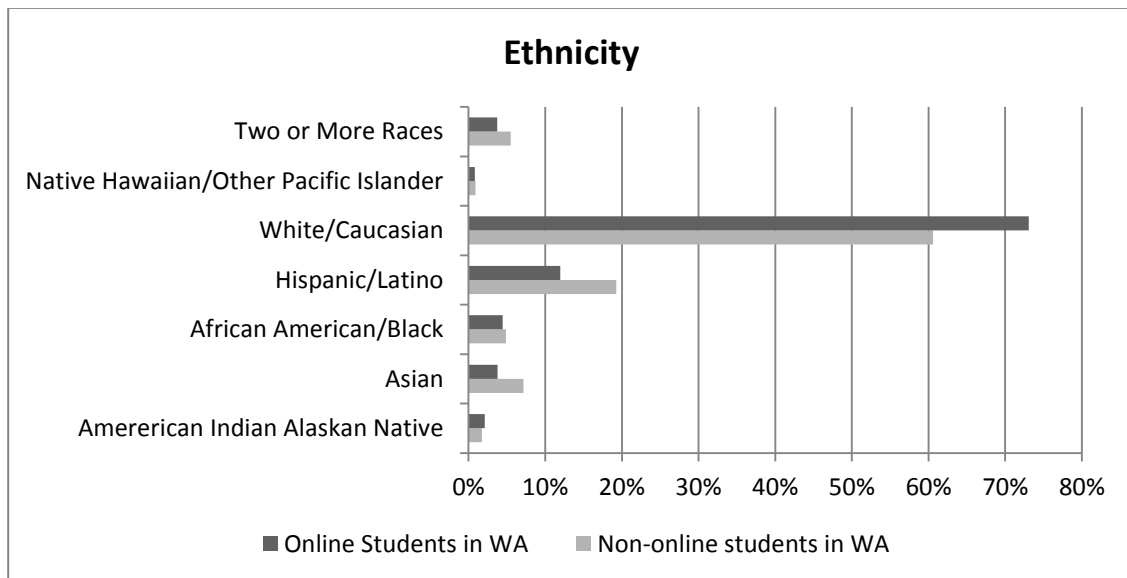


Table 5: Ethnicity in Online Students, Washington, 2010–11

	Online Students	Non-Online Students in WA
American Indian/Alaskan Native	396 (2.1%)	19,048 (1.7%)
African American/Black	831 (4.5%)	53,508 (4.9%)
Asian	708 (3.8%)	78,525 (7.1%)
Hispanic/Latino	2,231 (12.0%)	211,563 (19.3%)
Native Hawaiian/Other Pacific Islander	151 (0.8%)	10,008 (0.9%)
White/Caucasian	13,628 (73.1%)	665,619 (60.6%)
Two or More Races	694 (3.7%)	60,155 (5.5%)
Not Provided	10 (0.1%)	175 (0.0%)
Total	18,649 (100.0%)	1,098,601 (100.0%)

Transitional Bilingual

Of the 18,649 students listed in CEDARS as participating in an online course, 49 (0.26 percent) were marked as transitional bilingual students. This is significantly lower than the 5.91 percent (64,910) of non-online students in the state with the same designation.

Special Education

Of the 18,649 students listed in CEDARS as participating in an online course, 1,052 (5.6 percent) were students in special education. Among non-online students in the state, 13.8 percent (151,994) were in special education.

When looking at the special education rate for students in online courses in individual schools, the rate varies considerably. A number of schools have a special education rate that is near the state average. However, these tend to be schools that are offering individual online courses, not online school programs. The multidistrict online school programs (the shaded rows in Table 6) have rates lower than the state average.

Table 6: Percentage of Online Students in Special Education in Schools With Over 100 Students Enrolled in Online Courses

(Shaded rows represent multidistrict online school programs.)

District	School	Total Online Students	Students Online in Special Education	Percent
Puyallup	E. B. Walker High School	133	28	21.1%
North Thurston	River Ridge High School	237	31	13.1%
Evergreen (Clark)	Heritage High School	295	38	12.9%
Continued on page 29				

Table 6: Percentage of Online Students in Special Education in Schools With Over 100 Students Enrolled in Online Courses (Continued)

District	School	Total Online Students	Students Online in Special Education	Percent
Puyallup	Emerald Ridge High School	153	19	12.4%
East Valley (Spokane)	Washington Academy of Arts and Technology	121	12	9.9%
Puyallup	Governor John Rogers High School	122	11	9.0%
Puyallup	Puyallup High School	189	15	7.9%
Sumner	Bonney Lake High School	155	12	7.7%
Olympia	Capital High School	104	8	7.7%
Steilacoom Hist.	Washington Virtual Academy	2,268	167	7.4%
Edmonds	Edmonds Independent Learning	191	13	6.8%
Sumner	Sumner High School	123	8	6.5%
Monroe	WAVA	1,133	73	6.4%
Moses Lake	Moses Lake High School	212	13	6.1%
Evergreen (Clark)	Mountain View High School	101	6	5.9%
Quillayute Valley	Insight School of Washington	3,960	229	5.8%
Omak	WAVA–Middle School	647	35	5.4%
Omak	WAVA–High School	271	14	5.2%
Kent	Kent Phoenix Academy	231	10	4.3%
Bethel	Bethel Online Academy	715	22	3.1%
Omak	WAVA–Elementary	669	15	2.2%
Yakima	Yakima Online	256	5	2.0%
Toppenish	Eagle High School	155	3	1.9%
Puyallup	Phoenix Program	223	3	1.3%
Vancouver	Vancouver Virtual Learning Academy	827	8	1.0%
Evergreen (Clark)	iQ Academy Washington	982	6	0.6%
Marysville	Marysville On-line Move Up Program	316	1	0.3%
Federal Way	Internet Academy	646	1	0.2%
Stevenson-Carson	Kaplan Academy of Washington	535	0	0.0%
White Salmon Valley	Columbia Tech High	209	0	0.0%

There are a number of possible reasons for the disparity between the overall special education rate and the online school rate, including:

- Depending on a student’s individual needs, an online school program may not be the most appropriate educational option. Online programs require the ability to operate a computer, as well as the motivation to complete a significant amount of coursework in an independent manner. Students who are unable to operate in this learning environment are less likely to seek it out.
- Many of the students enrolling in online school programs are transferring from their resident district into an online school in another district. Students who are already receiving special education services in their resident district may be hesitant to transfer for fear that equivalent services will be unavailable or difficult to obtain.
- Online schools may be discouraging special education students from enrolling, either through pre-enrollment counseling or transfer rejections, out of concern for providing special education services to remote students. Rejection of a transfer request solely because of special education status is not consistent with the law.

Part-Time Homeschooled Students

Students can enroll part-time in a public school district and can be homeschooled for the other part of their education. A parent who wishes to home school his or her children must file a declaration of intent to provide home-based instruction. This is a distinct category apart from students who may have homeschooled in the past, but are now enrolled full-time in an online program. The part-time homeschoolers discussed here are those who were, during the 2010–11 school year, involved in *both* an online course and their homeschool experience.

Of the 18,649 students listed in CEDARS as participating in an online course, 1,070 students (5.7 percent) were enrolled part-time in a public school district and were also homeschooled. In comparison, only 0.6 percent of non-online students, or 6,435 total, were part-time homeschooled and part-time enrolled in the public school system. Nearly 15 percent of all part-time homeschooled students were enrolled in online courses.

Of the homeschooled students taking an online course, 93.5 percent were enrolled in the Washington Virtual Academy program (run by the Steilacoom Historical, Monroe, and Omak School Districts). All but 73 of those students were enrolled in Grades K–8. About a third, 31.6 percent, of Steilacoom’s K–8 WAVA enrollment was listed as part-time homeschooled. Omak’s K–8 program consisted of 17 percent part-time homeschooled students. No other online program in the state exceeded 10 percent enrollment and most were considerably lower.

See Appendix C for the full list of programs with part-time homeschooled students.

Course Enrollment Patterns

Part-Time and Full-Time Enrollment Patterns

The majority of online students do not take all of their coursework online. Fifty-five percent of high school students taking online courses took fewer than five courses during the 2010–11

school year. Only 17.7 percent of students took enough (ten or more) courses to be considered full-time for the entire school year.

A “**course**” in this context refers to a single semester-long enrollment, so a year-long course (Algebra 1, for example) would be reported as two courses. We have scoped the analysis of part-time and full-time enrollment to high school students only. Each high school course is reported in CEDARS as a distinct course. Full-time high school students will take 5 or 6 courses per semester or 10 or 12 courses for the year. Students in Grades K–8, however, are more likely to have their courses reported in a single entry (e.g., “elementary curriculum”). So, a full-time elementary enrollment would show up in the data as a single course. By examining only high school courses, we are better able to distinguish course-taking patterns.

Figure 4: Online Courses Taken, 2010–11

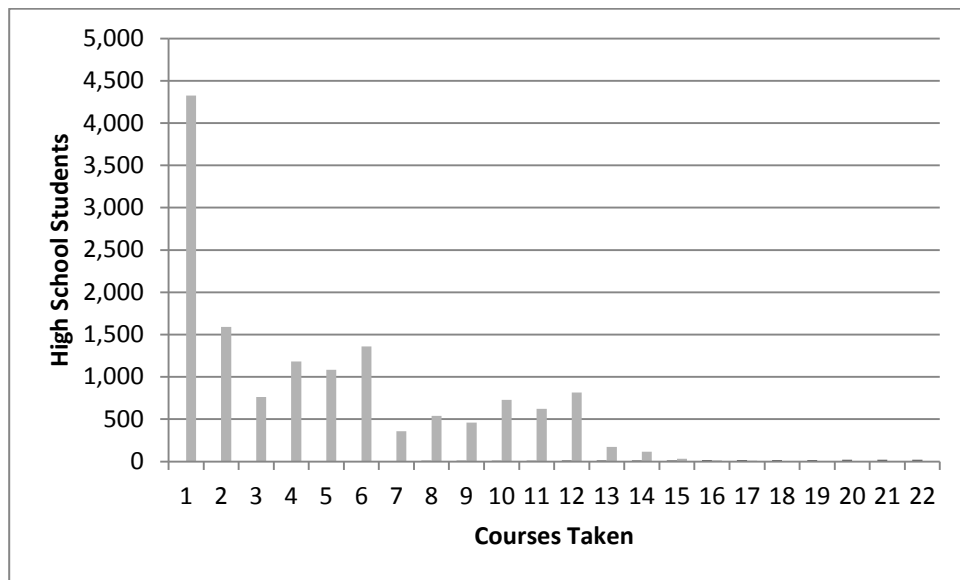


Table 7: Online Courses Taken, 2010–11

Courses	High School Students	Percent
1	4,325	30.5%
2	1,591	11.2%
3	762	5.4%
4	1,181	8.3%
5	1,083	7.6%
6	1,359	9.6%
7	358	2.5%
8	540	3.8%
9	460	3.2%
Continued on page 32		

Table 7: Online Courses Taken, 2010–11 (Continued)

Courses	High School Students	Percent
10	727	5.1%
11	623	4.4%
12	817	5.8%
13	171	1.2%
14	117	0.8%
15	32	0.2%
16	15	0.1%
17	8	0.1%
18	3	0.0%
19	0	0.0%
20	1	0.0%
21	0	0.0%
22	1	0.0%
Total	14,174	100.0%

While these figures include online courses offered by both online school programs and schools offering access to individual online courses, an analysis of the ten largest programs in the state, by student enrollment, shows that even many online school programs serve predominately part-time students.

Table 8: Part-Time and Full-Time Online Students

School	Students	Students in Fewer Than Five Courses	Students in Five or More Courses
Insight School of Washington	3,960	16%	84%
WAVA (Monroe)	1,118	18%	82%
Vancouver Virtual Learning Academy	788	95%	5%
iQ Academy Washington	688	58%	42%
Bethel Online Academy	671	69%	31%
Kaplan Academy of Washington	443	1%	99%
Federal Way Internet Academy	419	68%	32%
Marysville On-line Move Up Program	316	68%	32%
Heritage High School	295	85%	15%
WAVA (Omak)	266	65%	35%

Of these programs, only three (Insight, WAVA (Monroe), and Kaplan), had more than half of their students enrolled in five or more classes during the year. Given that five classes could represent full-time enrollment for one semester, this implies that most students in online

programs, with some exceptions, are enrolled part-time in online courses and part-time in a traditional classroom, a face-to-face ALE program, or another educational option.

Figure 5: ALE FTE, 2010–11

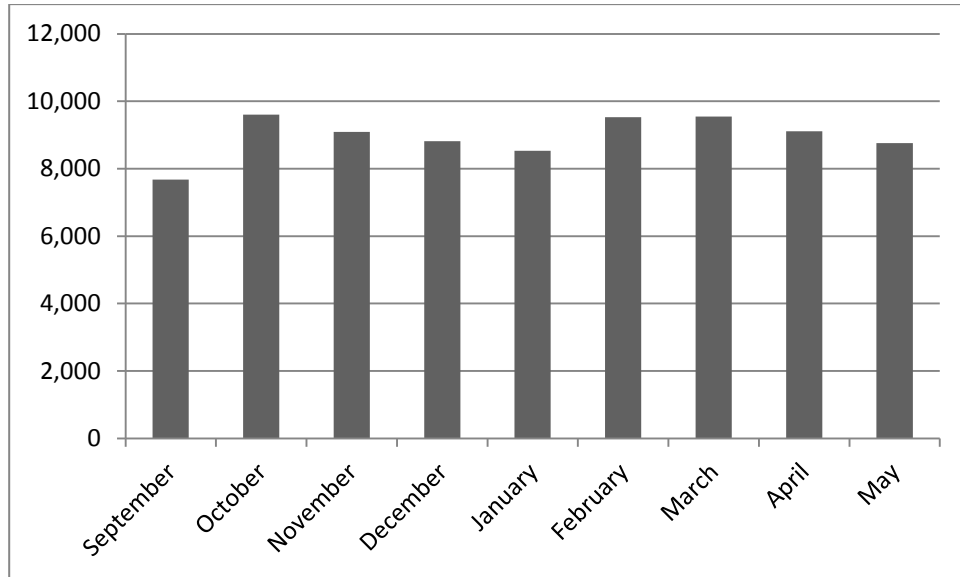


Table 9: ALE FTE, 2010–11

Month	FTE	Headcount
September	7,673.0	8,936
October	9,602.4	11,229
November	9,091.0	11,309
December	8,820.2	11,189
January	8,527.8	10,834
February	9,527.1	11,828
March	9,546.5	12,256
April	9,107.3	11,995
May	8,761.4	11,547

Examining the Digital/Online ALE enrollment throughout the school year, the enrollment high-point comes in October. The initial September enrollment figures are often low, as students are still exploring their options and enrolling in online programs. Then, we see a steady decline throughout the fall semester, from a high of 9,602.4 FTE in October to a low of 8,527.8 FTE in January, a decline of 1,074.6 FTE. February shows a spike in enrollment, as students enroll for spring semester courses. The monthly totals fall again throughout the spring from March’s high of 9,546.5 FTE to May’s 8,761.4. The spring drop-off is smaller than fall, with a 785.1 FTE difference between March and May.

The enrollment pattern suggests that programs lose a fair number of students throughout each semester. Programs should intensify their efforts to support enrolled students and encourage course completion.

Subjects

Our knowledge of the specific subjects taken online comes from two data sources: CEDARS and the DLD online catalog.

Table 10: Online Enrollment by Subject Area

Content Area	Enrollments	Percent
English Language Arts	11,030	15.3%
Math	10,501	14.5%
Miscellaneous	10,249	14.2%
Science	7,829	10.8%
Physical, Health and Safety Education	6,878	9.5%
History	6,395	8.9%
No Content Area Provided	5,261	7.3%
Foreign Languages	2,245	3.1%
Visual Arts	1,845	2.6%
Business and Marketing	1,534	2.1%
Civics and Government	1,263	1.7%
Computer and Information Sciences	1,220	1.7%
Human Services	1,147	1.6%
Geography	1,078	1.5%
Engineering and Technology	764	1.1%
Music	761	1.1%
Communications and Audio/Visual Technology	683	0.9%
Non-Instructional Time	677	0.9%
Economics	326	0.5%
Health Care Sciences	216	0.3%
Public, Protective, and Government Service	187	0.3%
Reading	49	0.1%
Hospitality and Tourism	27	0.0%
Agriculture, Food, and Natural Resources	9	0.0%
Elementary Curriculum	5	0.0%
Architecture and Construction	1	0.0%
Theatre	0	0.0%
Total	72,180	100.0%

Note: Most of the course enrollments in the “Miscellaneous” category appear to have been mis-categorized by the reporting districts, as most of the course titles in that area suggest other categorization.

Most of the elementary and middle school courses are in the “No Content Area Provided” category. The inclusion of five courses categorized as “Elementary Curriculum” is not indicative of the total number of elementary-level courses taken.

The CEDARS data contrasts somewhat with the DLD catalog course enrollment data, where foreign language courses were the top draw. The differences are likely due to the differing contexts. CEDARS enrollments include both courses taken in the individual course context and those that are a part of a full-time online curriculum. In contrast, nearly all of the DLD courses were taken in the individual context. Students in DLD courses are unlikely to be full-time online students.

Table 11: Online Enrollment in DLD Courses by Subject Area

Subject	Registrations	Percent
Foreign Language	415	21.8%
Mathematics	374	19.6%
Language Arts	329	17.3%
Social Studies	308	16.2%
Science	210	11.0%
Technology	109	5.7%
Lifeskills–Health	92	4.8%
Arts	72	3.8%
Business	39	2.0%
Interdisciplinary	19	1.0%
Occupational credit qualified	10	0.5%
Total Registrations	1,906	

In the DLD catalog, a single course can have more than one subject. The total registrations line in the table is the total number of registrations, not a total of the number of registrations each subject has.

Level

Courses in the DLD catalog are assigned a “level” to aid students and educators in the enrollment process. Nearly all of the course enrollments were in “standard” level courses. Note, however, that the assigned level does not necessarily imply intent, as many of these standard-level courses may have been taken in a credit recovery context.

Table 12: Online Enrollment in DLD Courses by Level

	Count	Percent
Standard	1,718	90.1%
Credit Recovery	108	5.7%
Advanced Placement	72	3.8%
Remedial	10	0.5%
Honors	10	0.5%
International Baccalaureate	0	0.0%
Pre-AP	0	0.0%
College	0	0.0%
WASL	0	0.0%
Total Registrations	1,906	

Grade Level

High school students make up 76.5 percent of the online student population.

Online learning at the elementary level, especially with the earlier grades, tends to look fundamentally different than online learning for middle and high school students. Programs aimed at elementary students are often structured to include significant parental involvement. Many of these programs also provide a good deal of non-online curriculum. In practice, these programs often look similar to ALE parent partnership programs, despite being labeled as “online.”

Figure 6: Online Students by Grade Level (CEDARS), 2010–11

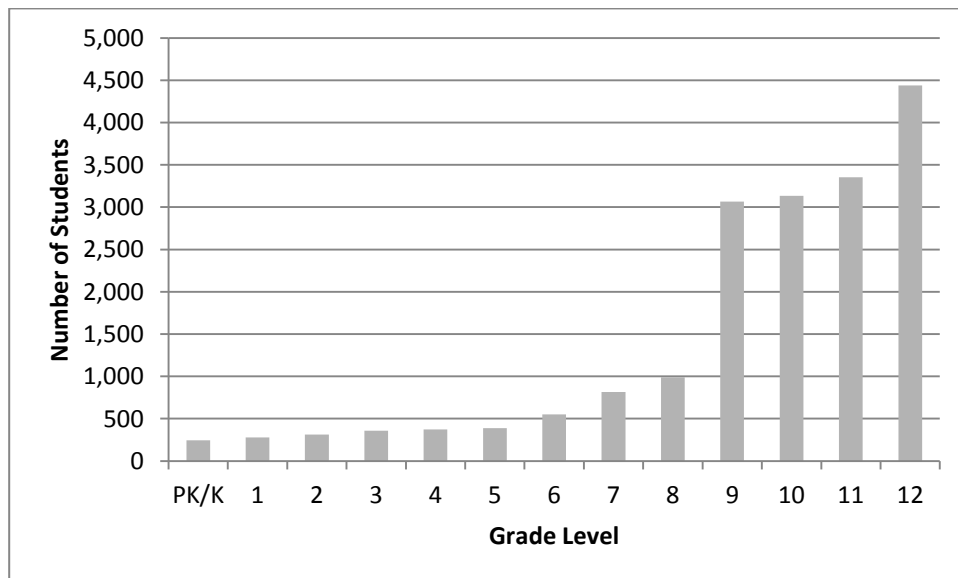


Table 13: Online Students by Grade Level (CEDARS), 2010–11

Grade Level	Students	Percent
PK/K	245	1.3%
1	277	1.5%
2	312	1.7%
3	358	2.0%
4	371	2.0%
5	389	2.1%
6	550	3.0%
7	816	4.5%
8	990	5.4%
9	3,066	16.8%
10	3,132	17.1%
11	3,354	18.3%
12	4,440	24.3%
Total	18,300	100.0%

Note: The student total is somewhat different from the overall state totals used elsewhere in the report because we looked for distinct student identification numbers by grade level.

As with the overall online population, students enrolled in individual classes via the DLD online course catalog are predominately high school students. Unlike the overall population, there seem to be more juniors and seniors enrolled in these courses. This could reflect students either making up, or attempting for the first time, credits needed for graduation.

Figure 7: Students in DLD Online Courses by Grade Level, 2010–11

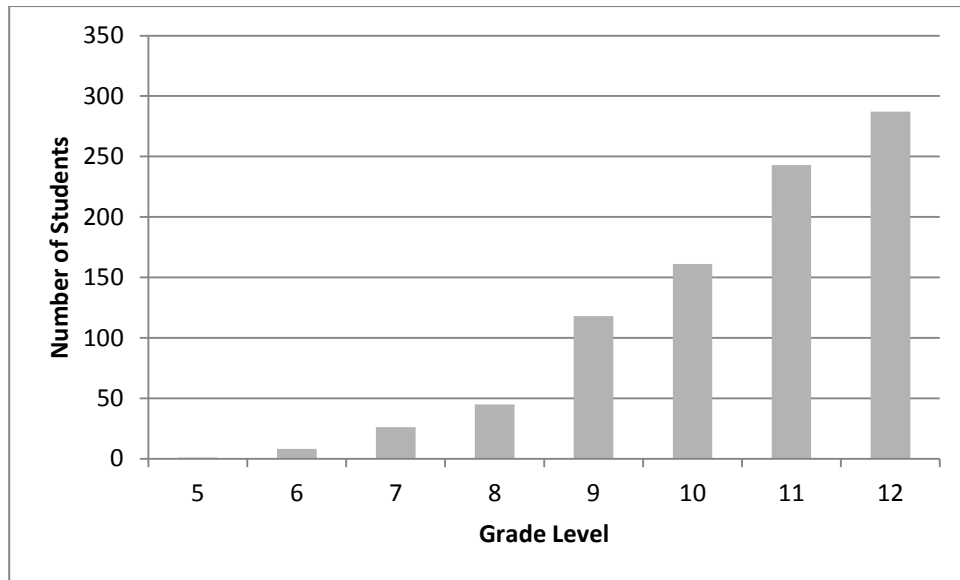


Table 14: Students in DLD Online Courses by Grade Level, 2010–11

Grade Level	Students	Percent
5	1	0.1%
6	8	0.9%
7	26	2.9%
8	45	5.1%
9	118	13.3%
10	161	18.1%
11	243	27.3%
12	287	32.3%
Total	889	100.0%

Student Motivation

Students look to online courses for a variety of reasons, and those reasons likely vary depending on the type of course. The DLD gathers data about students enrolling in individual online courses. As a part of the registration process, course registrars are asked to report the reason for the student’s enrollment.

Table 15: Student Motivation for Taking DLD Courses

Reason	Count	Percent
Not available at school	616	32.6%
Earning credits	483	25.6%
Learning style	309	16.4%
Scheduling conflict	169	9.0%
Making up credits	144	7.6%
Other	96	5.1%
Prepare for college	31	1.6%
Enrichment	37	2.0%
College credit	2	0.1%
Total	1,887	100.0%

These results only apply for students taking individual online courses, and not those enrolling in an online school program, as motivations likely vary dramatically for students enrolling in a full-time online school program. Currently, there is no data that speaks to student motivation for enrollment in online school programs.

Payment

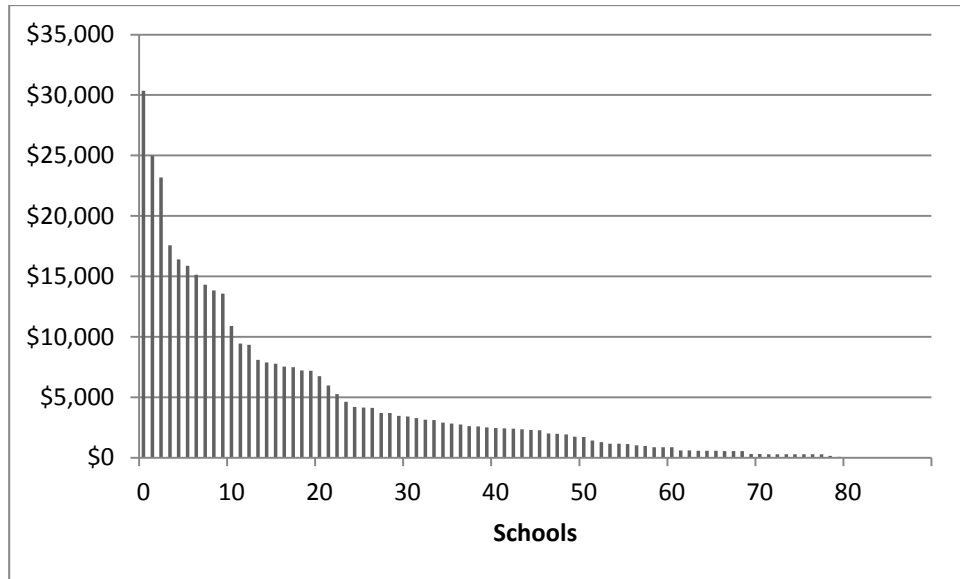
School-based registrars are asked to identify the funding source for course payments when registering students for individual DLD online courses. Most courses, according to the registrars, were paid for by the school, not the student. Note that if the course is taken as a part of the student’s basic education, then the school *must* pay for the course. If the course is taken outside of basic education—for example, as an after-school course—local district policy determines responsibility for payment.

Table 16: Payment Source for DLD Online Courses

Reason	Enrollments	Percent
School will pay full amount	1,617	86.4%
Student/family will pay full amount	211	11.3%
Student/family will pay partial amount; school will pay partial amount	44	2.4%
Total	1,872	100.0%

Schools spent, in total, \$384,581 on DLD online courses. Eleven schools spent more than \$10,000 during the school year on DLD courses, and twelve spent between \$5,000 and \$10,000.

Figure 8: Spending on DLD Courses by School, 2010–11



Schools paid an average of \$270 for each completed DLD course. The highest single semester course cost was \$425, for a “block” course that combined a year’s worth of material into a single term. The lowest cost was \$150 for a summer-term course. Note that many credit recovery courses have a lower cost structure, often under \$200 per semester, to reflect the fact that students can often quickly move through material they have previously mastered.

Dropped courses are charged based on when the drop occurred. If the student drops prior to the course start, there is no charge to the school. If the student drops within two weeks of the start date, the school pays a fraction of the overall fee, and the school pays the full fee if the drop occurs outside of the two-week window. On average, schools paid \$72 for dropped courses.

Non-Resident Students

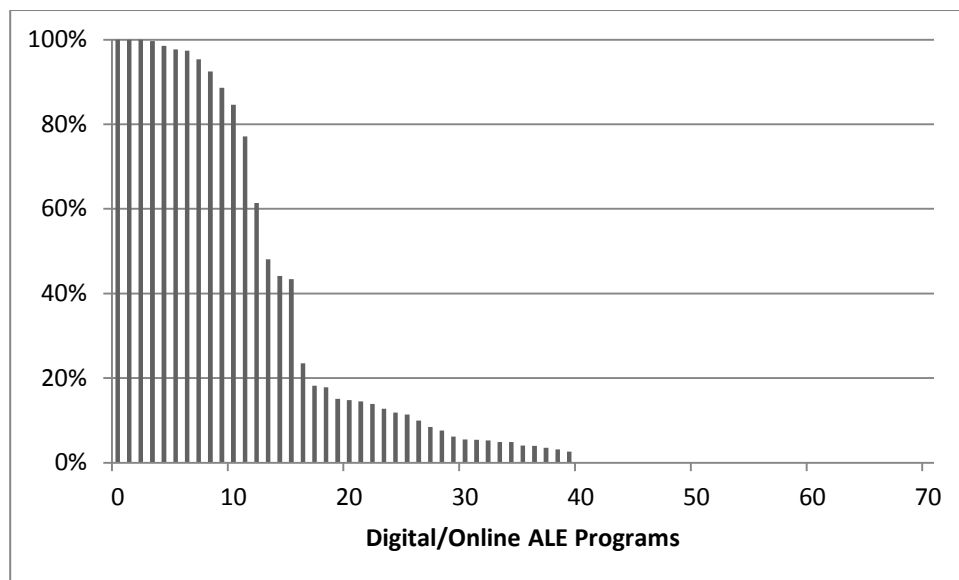
Based on the non-resident district data submitted by online ALE programs, an average annual headcount of 7,577.9 students took at least one online course in a district other than their resident district. In order to do this, some students completely transferred to a non-resident district. In other cases, a student’s resident district contracted with a non-resident district to allow the student to split their coursework between two districts. Based on the total annual average headcount, non-resident students represented 67.4 percent of students enrolled in online ALE programs. The annual average non-resident FTE was 6,661.5, representing 74.2 percent of all online ALE FTE.

The 2010–11 figures represented a 17.5 percent increase in headcount and a 20.5 percent increase in FTE over the 2009–10 figures. As with other year-to-year comparisons, this growth is likely due to a combination of improved reporting and actual growth.

Seventy-four digital/online programs reported ALE enrollment to OSPI. Of those, 40 programs (54 percent) enrolled non-resident students. Twenty-six programs had more than 10 percent of their students enroll from out-of-district. See Appendix D for the complete list.

The bulk of the non-resident students (6,834.3, 90.2 percent) were enrolled in the nine programs that had over 90 percent non-resident students. In other words, a few large programs—including Insight School of Washington, WAVA, and Kaplan Academy of Washington—accounted for the vast majority of non-resident students.

Figure 9: Non-Resident Headcount, ALE, 2010–11



Nine school districts gained more than 100 non-resident FTE.

Table 17: Non-Resident Headcount, ALE, 2010–11

Non-Resident District	Average Headcount Gained	Average FTE Gained
Quillayute Valley School District	2,620.6	2,347.1
Steilacoom Hist. School District	1,766.3	1,579.0
Omak School District	1,068.1	953.5
Monroe School District	799.3	700.3
Stevenson-Carson School District	326.8	319.8
Toppenish School District	152.7	152.7
Federal Way School District	215.9	152.1
East Valley School District (Spokane)	130.7	127.6
Marysville School District	116.9	116.8

See Appendix D for complete list.

Of the 295 districts in the state, 245 had resident students enroll in non-resident districts to take online courses. Eighteen school districts had more than 100 FTE leave the district. However, most districts saw smaller losses. Of the 245 districts, 169 (69 percent) had fewer than 25 FTE transfer to another district.

Table 18: Non-Resident ALE Students by Resident District

Resident District	Average Non-Resident FTE	Average Non-Resident Headcount
Tacoma School District	313.1	359.1
Seattle Public Schools	237.9	284.4
Clover Park School District	176.4	198.7
Kent School District	147.1	166.5
Everett School District	135.7	153.1
Lake Washington School District	134.7	156.7
Puyallup School District	129.9	148.6
Bellevue School District	128.0	145.7
Edmonds School District	127.7	156.1
North Thurston Public Schools	126.3	141.3
Spokane School District	125.6	144.3
Evergreen School District (Clark)	123.8	132.2
Highline School District	118.8	134.1
Federal Way School District	118.8	137.9
Vancouver School District	110.3	118.7
Auburn School District	108.8	124.5
Marysville School District	105.0	121.5
Kennewick School District	100.2	111.9

See Appendix D for the complete list.

Student transfers can negatively affect finances in the resident districts because state funding for the students leaving the district flows to the non-resident district. Note, however, that not all of these students were necessarily *enrolled* in the resident district prior to leaving, as some students were engaged in home-based instruction, and then transferred directly to a non-resident district without first enrolling in their local resident district. Students in this situation wouldn't necessarily impact a school district's bottom line, as the resident district had not been collecting state funding for the student prior to the transfer.

Assessment

Scores on the state assessments, the Measurements of Student Progress (MSP), High School Proficiency Exam (HSPE), and end-of-course (EOC) exams, can help gauge the effectiveness of online school programs.

For this analysis, we are looking at assessment results from the “known” online schools listed in the table below.

Table 19: Assessments Taken by School

	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 10	EOC
Bethel Online Academy					MSP	MSP	HSPE	Yes
Insight School of Washington							HSPE	Yes
Internet Academy					MSP	MSP	HSPE	Yes
iQ Academy Washington				MSP	MSP	MSP	HSPE	Yes
Kaplan Academy of Washington							HSPE	Yes
Marysville On-line Move Up Program							HSPE	Yes
Vancouver Virtual Learning Academy					MSP	MSP	HSPE	Yes
Washington Virtual Academy (Steilacoom)	MSP	MSP	MSP	MSP	MSP	MSP		
Washington Virtual Academy (Omak)	MSP	MSP	MSP	MSP	MSP	MSP	HSPE	Yes
Washington Virtual Academy (Monroe)							HSPE	Yes
Yakima Online						MSP	HSPE	Yes

If a program tested fewer than ten students in a particular subject and grade level, those results were not reported or included in this analysis.

Note: For Grades 3–6, we only have data from a limited number of programs, and the small sample sizes in these grade ranges make it problematic to draw conclusions about the performance of online schools as a whole.

Students Tested

Figure 10: Reading, Percent Tested, 2010–11

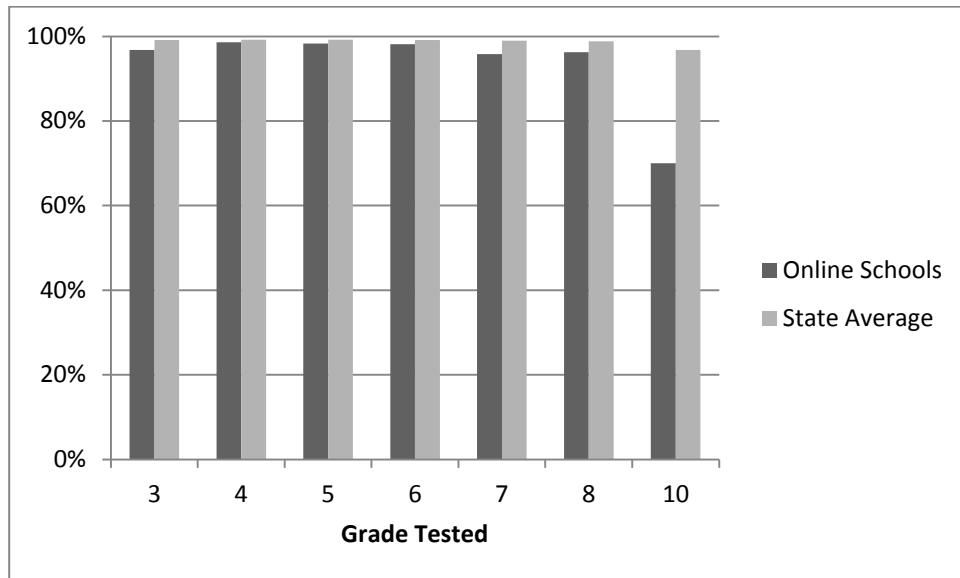
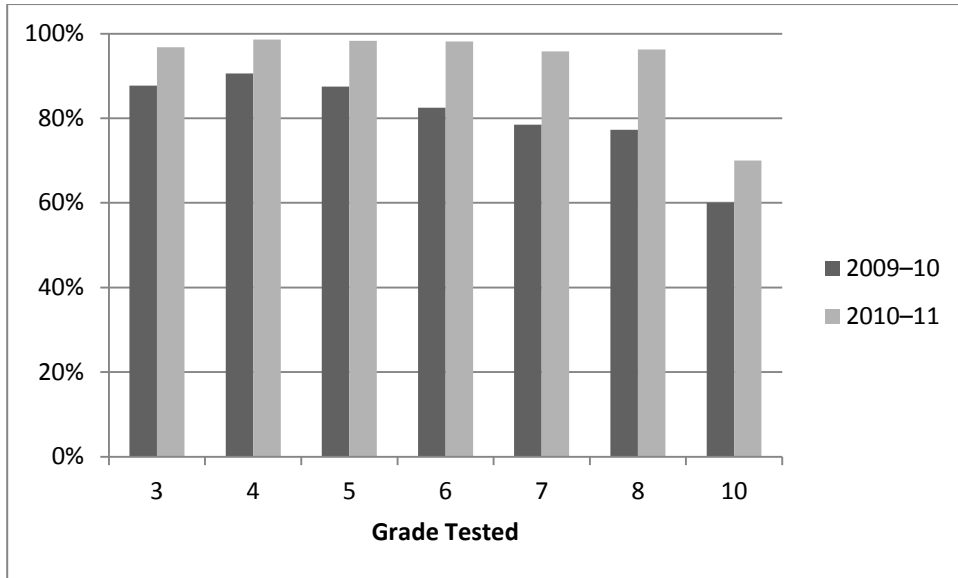


Table 20: Reading, Percent Tested, 2010–11

Grade	Online Students Tested	Total Students Tested in State
3	152 (96.8%)	74,674 (99.1%)
4	144 (98.6%)	76,649 (99.2%)
5	174 (98.3%)	77,127 (99.2%)
6	208 (98.1%)	76,598 (99.2%)
7	367 (95.8%)	76,281 (99.0%)
8	437 (96.3%)	75,881 (98.9%)
10	717 (70.0%)	74,288 (96.8%)
All Grades	2,199 (86.1%)	531,498 (98.8%)

Figure 11: Reading, Percent Tested by Year



Online schools tested students at a significantly higher rate in 2010–11 than they did in 2009–10. The improved rates can likely be attributed to a few factors. The first is increased emphasis, on the part of the online schools, on the importance of state testing. Anecdotally, we heard from many programs who, based on the low testing rates from previous years, put in additional effort to get students tested. Second, OSPI made several logistical changes to improve the operations of the testing process. These changes focused on streamlining the process to enable non-resident students to test in their resident districts.

Figure 12: Math, Percent Tested, 2010–11

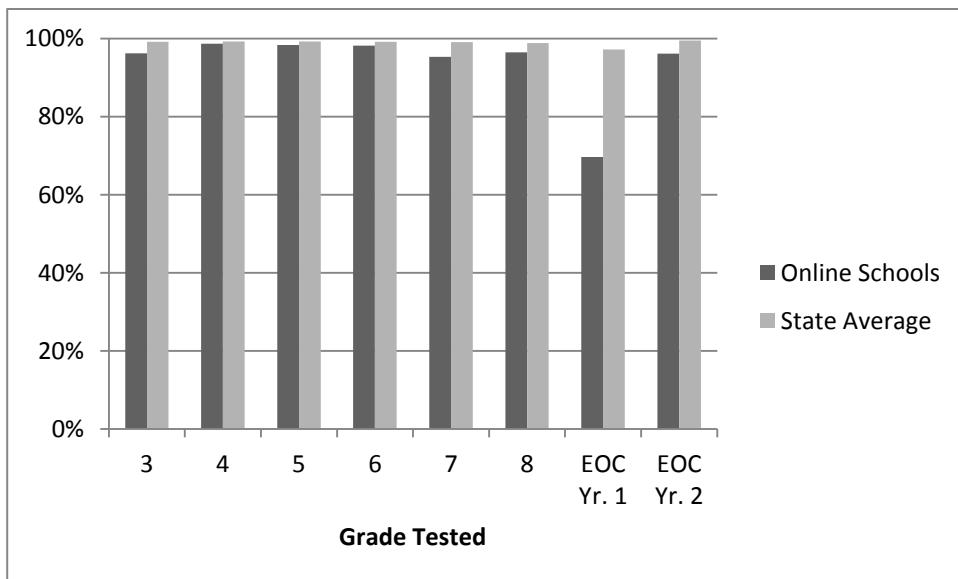


Table 21: Math, Percent Tested, 2010–11

Grade	Online Students Tested	Total Students Tested in State
3	152 (96.2%)	74,736 (99.2%)
4	144 (98.6%)	76,659 (99.2%)
5	174 (98.3%)	77,188 (99.2%)
6	209 (98.1%)	76,617 (99.2%)
7	366 (95.3%)	76,311 (99.0%)
8	437 (96.5%)	75,883 (98.8%)
All Grades (MSP)	1,482 (96.8%)	457,394 (99.1%)
EOC Yr. 1	1,083 (69.6%)	148,066 (97.2%)
EOC Yr. 2	394 (96.1%)	66,211 (99.5%)
All EOC	1,477 (75.1%)	214,277 (97.9%)

Figures for end-of-course exams include all grade levels tested for Year 1 (Algebra 1 and Integrated Math 1) and Year 2 (Geometry and Integrated Math 2). There was a significant disparity between the participation rates of the two EOC exams.

Nearly 80 percent of the students taking the Year 2 exam came from either Insight or WAVA. Both programs had lower participation rates for the Year 1 exam and higher rates for Year 2. When we contacted both programs and inquired about the differing rates, they offered the following theories:

- Year 2 had many fewer students taking the exam, and so small sample sizes could skew the overall percentage.
- Year 2 exams are taken by older students, many of whom are able to drive. Year 1 exams are generally taken by ninth grade students, and so transportation may have been a factor that drove down participation.
- The Year 1 test is the default for any tenth grade students who are not in either Algebra 1 or Geometry, and therefore students are assigned to a test in a course that they may not have taken. That could decrease student motivation.

In addition to these theories, there may be other factors that accounted for the differences. Also, it is worth noting that the programs indicated that their test planning and communication was identical for students taking either of the tests.

Figure 13: Writing, Percent Tested, 2010–11

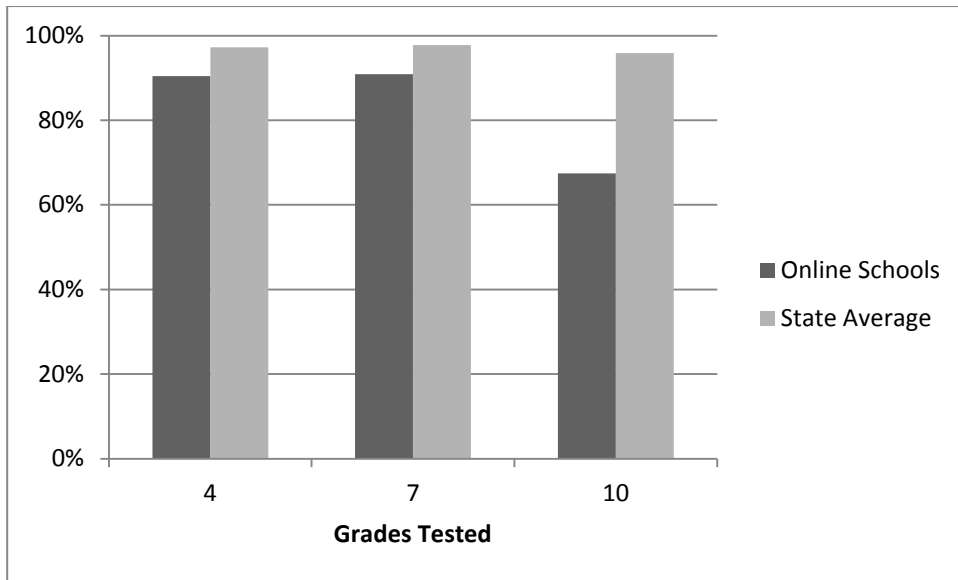


Table 22: Writing, Percent Tested, 2010–11

Grade	Online Students Tested	Total Students Tested in State
4	132 (90.4%)	75,019 (97.3%)
7	338 (90.9%)	75,131 (97.7%)
10	676 (67.5%)	72,781 (95.9%)
All Grades	1,146 (75.4%)	222,931 (97.0%)

Figure 14: Science, Percent Tested, 2010–11

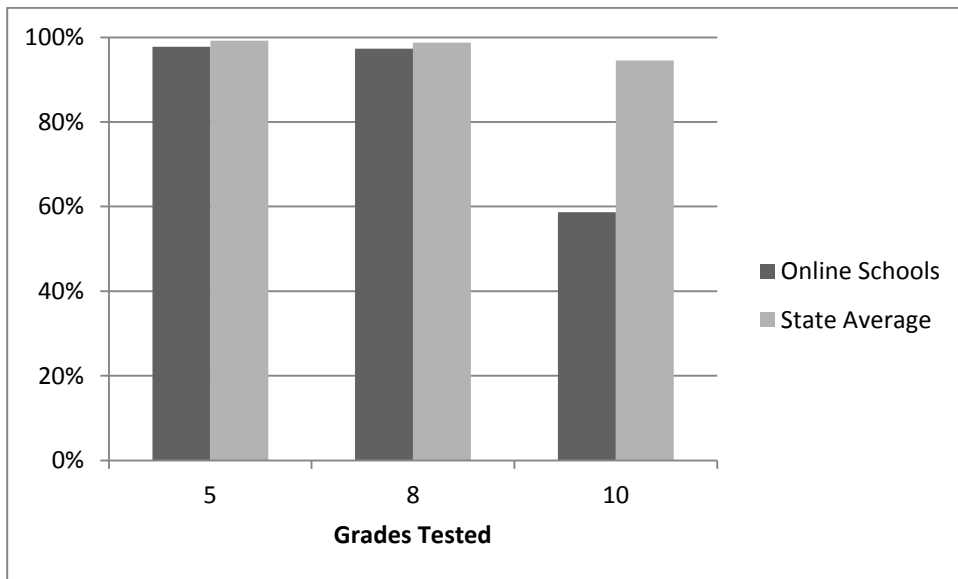


Table 23: Science, Percent Tested, 2010–11

Grade	Online Students Tested	Total Students Tested in State
5	173 (97.7%)	77,116 (99.2%)
8	433 (97.3%)	75,750 (98.7%)
10	638 (58.6%)	72,348 (94.6%)
All Grades	1,244 (72.7%)	225,214 (97.5%)

Assessment Results

Students in online school programs meet standard on the assessment at a lower rate than the state average. In some subject areas, such as reading (3.3 percent gap) and writing (8.6 percent gap), the difference is relatively small. But, in other areas, the gap is significant: online students taking the science assessment met standard 15.9 percent lower than the state average; online students taking the math Measurements of Student Progress (MSP) met standard at a rate 19.2 percent lower; and students in the math end-of-course (EOC) exam were 22.2 percent lower. (Comparisons are for the percentage of students who met standard, excluding those with no score.)

Complete results are available in Appendix E.

The scores reported are for the assessments administered during spring 2011.

There are two measurements of assessment results that are useful for evaluating program effectiveness:

- **Percentage of students who met standard:** This measurement includes students in the tenth grade who did not test in the spring because they had previously passed the subject area of the test in question.
- **Percentage of students who met standard, excluding those with no score:** The first measurement counts any student who should have taken the test, but did not, resulting in a “0” score for the school. By contrast, this measurement includes only those students who actually took the assessment.

The “no score” results were more relevant in previous years, when there was a significant participation gap. But, especially with the tenth grade HSPE, there are significant differences between the two.

In the results shown on the following pages, scores for all available online schools have been averaged together.

Reading

Students in online schools were near, or at one grade level above, the state average in the reading MSP/HSPE. With the small sample sizes (fewer than 500 students tested in each of the Grades 3–8), we would expect some variability in the scores. So, the tenth grade scores are perhaps a more reliable measure of online school performance. With the “no score” students removed from

the equation, the tenth grade online students met standard at a rate of 81.2 percent, just under four percentage points below the state average.

Compared to the 2010 figures for online students, the 2011 scores show both more variability and a larger gap against the state average.

Figure 15: Reading, Met Standard, Including Previous Pass, 2011

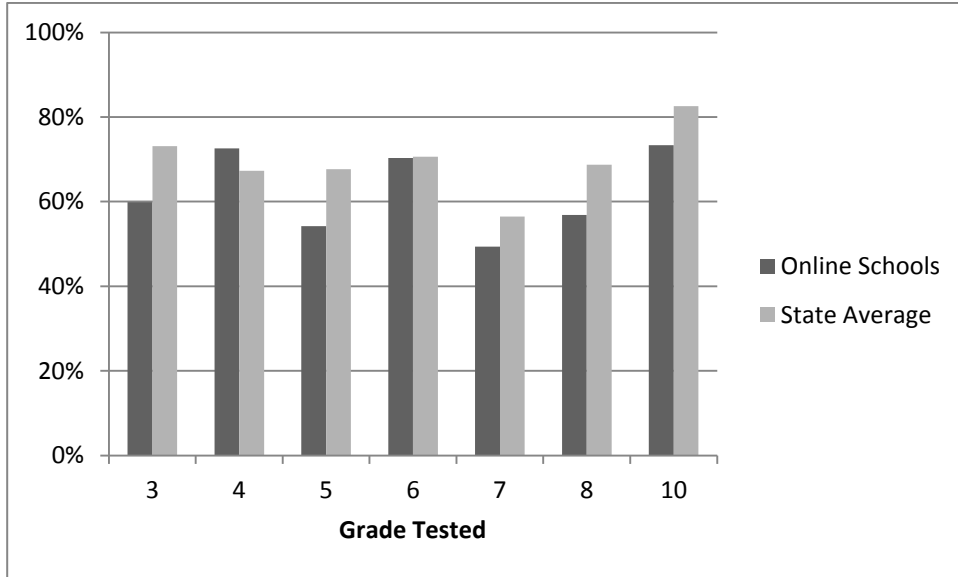


Figure 16: Reading, Met Standard, Excluding No Score, 2011

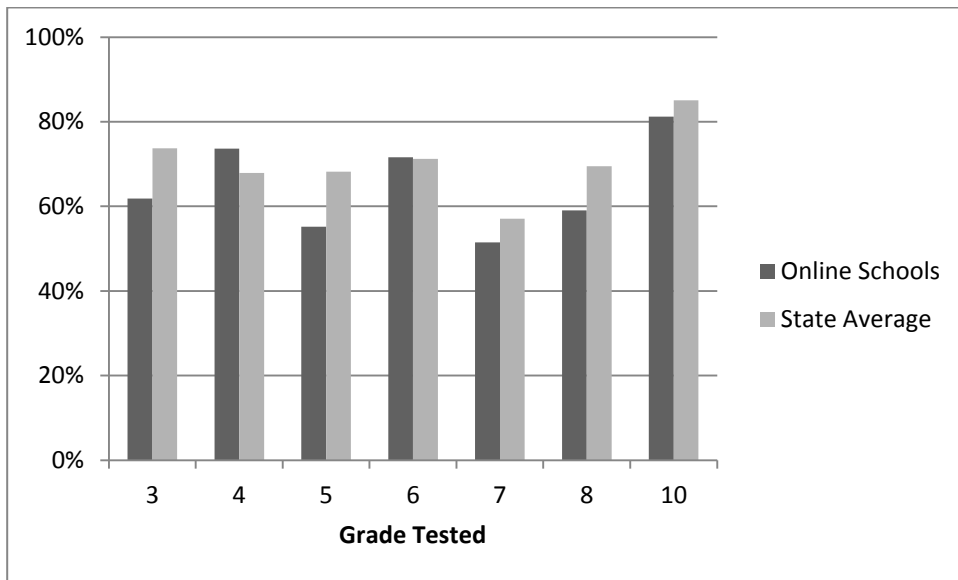


Table 24: Reading, Met Standard, 2011

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
3	59.9%	73.1%	61.8%	73.7%
4	72.6%	67.3%	73.6%	67.9%
5	54.2%	67.7%	55.2%	68.2%
6	70.3%	70.6%	71.6%	71.2%
7	49.3%	56.5%	51.5%	57.1%
8	56.8%	68.7%	59.0%	69.5%
10	73.3%	82.6%	81.2%	85.1%
All Grades	64.4%	69.7%	67.0%	70.3%

Math MSP and HSPE

As was the case in 2010, math scores were problematic for online schools in 2011. But, in 2011, high school students took end-of-course (EOC) exams instead of the math HSPE. EOC results are covered on page 55.

The most concerning result is with the eighth grade exam: only 23.3 percent of online students met standard, compared to a statewide average of 51.0 percent.

Figure 17: Math, Met Standard, Including Previous Pass, 2011

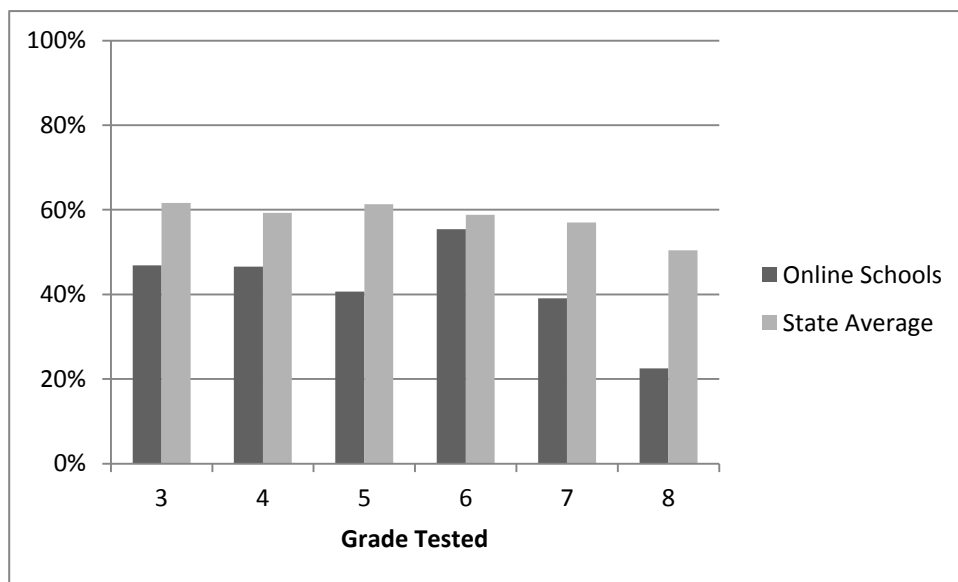


Figure 18: Math, Met Standard, Excluding No Score, 2011

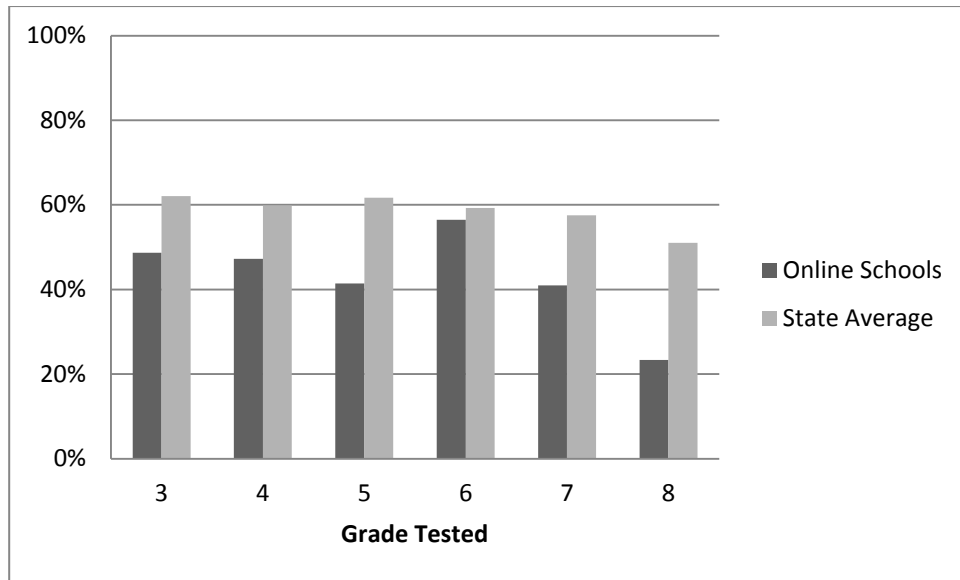


Table 25: Math, Met Standard, 2011

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
3	46.8%	61.6%	48.7%	62.1%
4	46.6%	59.3%	47.2%	59.8%
5	40.7%	61.3%	41.4%	61.7%
6	55.4%	58.8%	56.5%	59.3%
7	39.1%	57.0%	41.0%	57.5%
8	22.5%	50.4%	23.3%	51.0%
All Grades	38.1%	58.0%	39.4%	58.6%

Writing

In 2010, tenth grade online school students met standard at nearly the same rate as the state average, while students in fourth and seventh grade lagged behind. The 2011 data show a very similar pattern, albeit with a slightly larger gap at the tenth grade level.

Figure 19: Writing, Met Standard, Including Previous Pass, 2011

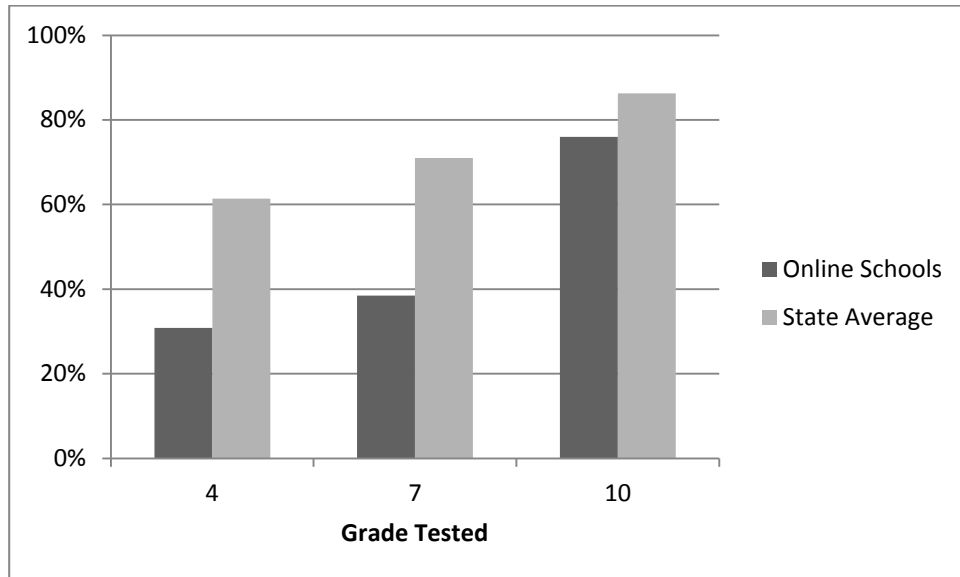


Figure 20: Writing, Met Standard, Excluding No Score, 2011

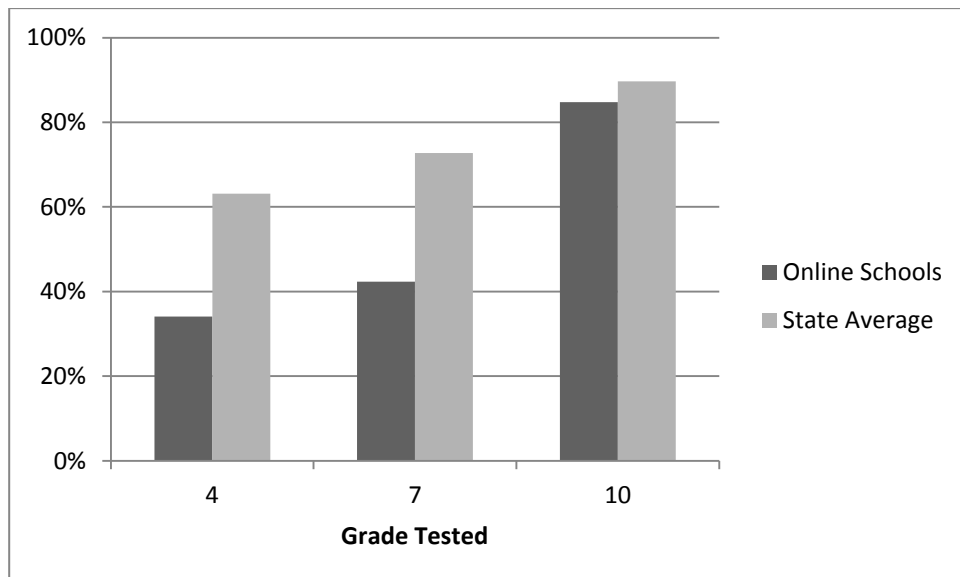


Table 26: Writing, Met Standard, 2011

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
4	30.8%	61.4%	34.1%	63.1%
7	38.4%	71.0%	42.3%	72.7%
10	75.9%	86.3%	84.8%	89.7%
All Grades	62.4%	73.3%	66.4%	75.0%

Science

Students in online schools fell short of the state average in all three grades that took the science MSP/HSPE. The 2011 pattern is similar to the 2010, except for gains in both online and the state average in fifth grade.

Figure 21: Science, Met Standard, Including Previous Pass, 2011

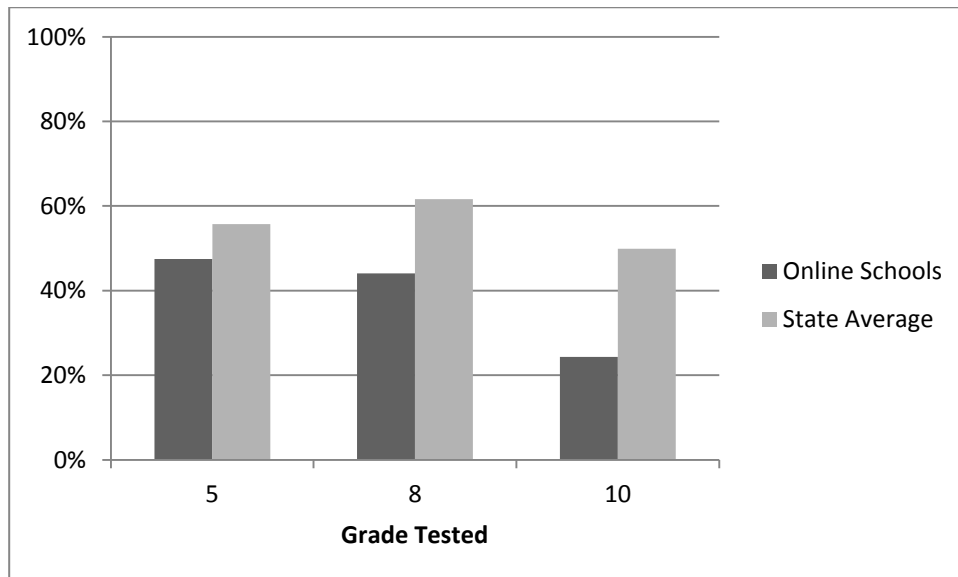


Figure 22: Science, Met Standard, Excluding No Score, 2011

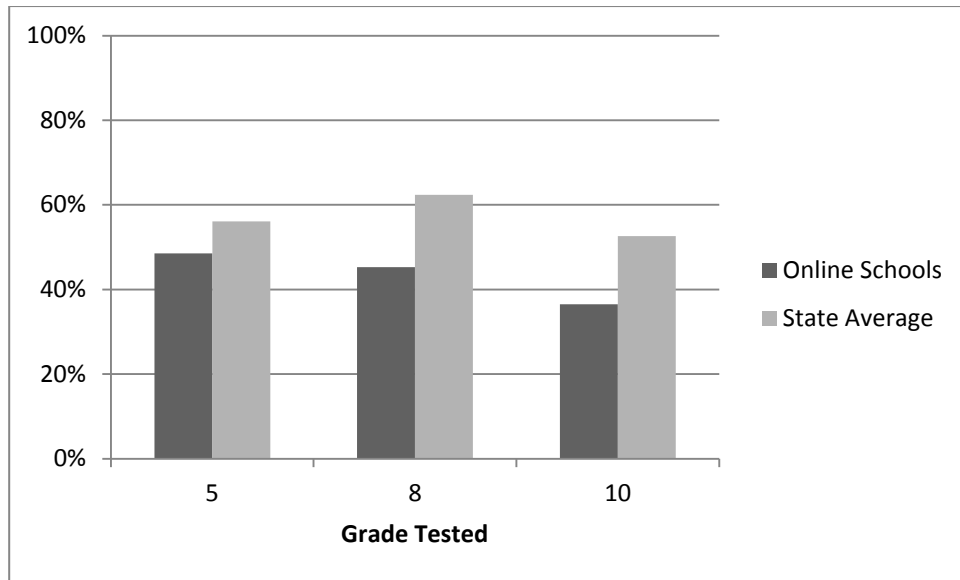


Table 27: Science, Met Standard, 2011

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
5	47.5%	55.7%	48.6%	56.1%
8	44.0%	61.6%	45.3%	62.4%
10	24.4%	49.9%	36.5%	52.6%
All Grades	31.9%	55.8%	41.2%	57.1%

Math End-of-Course Exams

Students taking the end-of-course (EOC) exams met standard at a rate below that of the state average.

Figure 23: EOC Math (Year 1, All Grades)

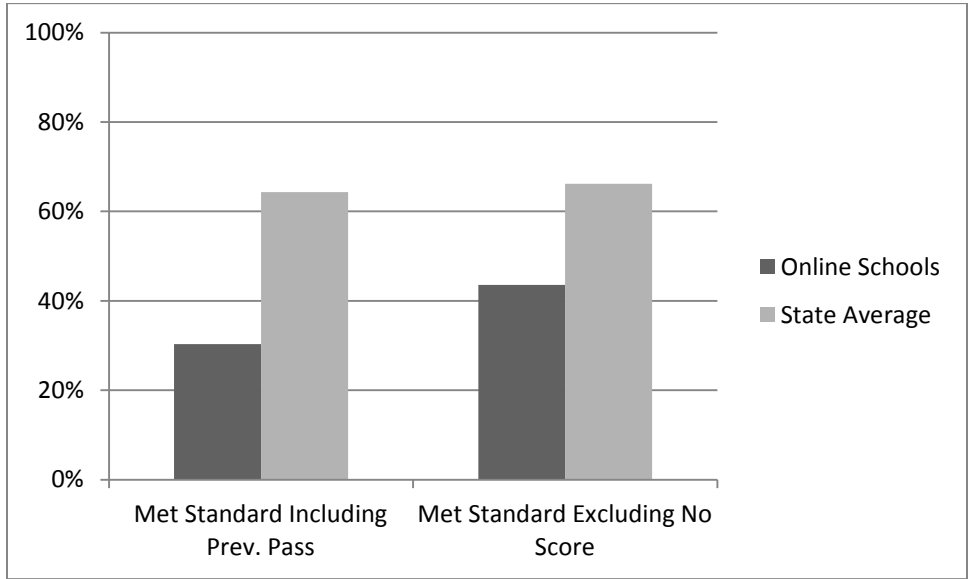


Table 28: EOC Math (Year 1, All Grades)

	Online Schools	State Average
Met Standard Including Prev. Pass	30.3%	64.3%
Met Standard Excluding No Score	43.6%	66.2%

Figure 24: EOC Math (Year 2, All Grades)

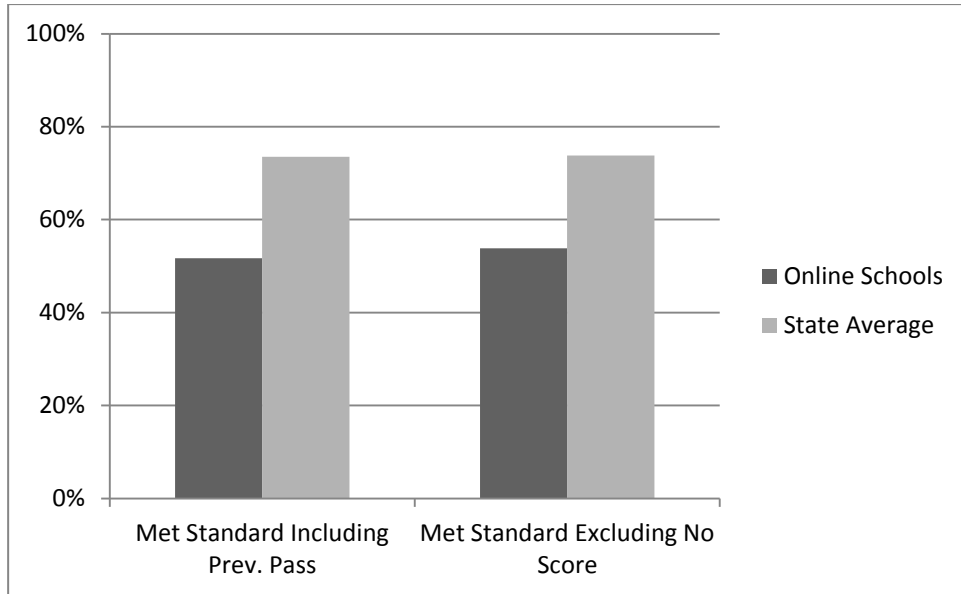


Table 29: EOC Math (Year 2, All Grades)

	Online Schools	State Average
Met Standard Including Prev. Pass	51.7%	73.5%
Met Standard Excluding No Score	53.8%	73.8%

Combining the two tests together, we get the following totals:

Table 30: EOC Math (Years 1 and 2, All Grades)

	Online Schools	State Average
Met Standard Including Prev. Pass	34.8%	67.1%
Met Standard Excluding No Score	46.3%	68.5%

Alternate EOC Exam Analysis

As with the other assessment results, the EOC exam results displayed above are based on the “known online school programs.” That is to say that they do not include all online students who took an Algebra 1 or Geometry course. But, they could also include students at those schools who had not taken an Algebra 1 or Geometry course but still took the test. Furthermore, student mobility is another factor that makes it difficult to draw conclusions about program effectiveness based on test results. Although many schools deal with students entering and exiting throughout the year, the online environment seems to be more conducive to this sort of mobility. Many students have only been enrolled in an online program for a relatively short time prior to testing, meaning that the scores may not be a complete reflection of the school’s abilities.

In an attempt to control for these factors, we examined the EOC exam results for students who *completed* an online Algebra 1 course during the spring 2011 semester, prior to taking the exam.

Eleven schools had students who completed an online Algebra 1 course during spring 2011. A total of 442 students took an online Algebra 1 course and should have taken the EOC exam, and 93.4 percent did so. Excluding the “no score” students, 39.4 percent (168 students) met standard.

The vast majority of students came from four online programs: Insight, WAVA (Omak and Monroe), and Kaplan. The remaining students were enrolled in non-online high schools. Because of the low number of students in the non-online schools, we are only reporting school totals for those four online schools.

Table 31: Math EOC by Online School

School	Students	Percent Tested	Met Standard	Met Standard Excluding No Score
Insight School of Washington	196	99.5%	30.6%	30.8%
Kaplan Academy of Washington	27	88.9%	29.6%	33.3%
Washington Virtual Academy (Omak, High School)	31	80.6%	32.3%	40.0%
Washington Virtual Academy (Monroe)	164	89.6%	43.9%	49.0%

It appears that online programs are able to administer the test in rates approaching the state average, alleviating some concerns about participation rates. Regardless of our attempt to control for some of the variables listed above, student performance remains a disappointment.

Student Achievement: Completion, Passing, and Grades

CEDARS provides us with data on course completions and grades through “grade history” data submitted by school districts to OSPI. Grade histories are only submitted for students in Grades 9–12, so we do not have any grade-based achievement data for students in Grades K–8.

The 2010–11 data set is significantly improved compared to the 2009–10 set. When examining the 2009–10 grade history data, we found a number of online school programs with data reporting problems. In these cases, the data set contained a fairly small percentage of some schools’ student population, and this made it difficult to draw conclusions about school performance. Those concerns do not apply to the 2010–11 data, and we can use this data set with a much higher degree of confidence.

Completion Rates

For grade history data from CEDARS, the definition of “**completion rate**” is:

The completion rate is the percentage of total enrollments where the student was not marked as withdrawn (“W”) or no credit (“NC”), and for which the student received a final grade.

A course withdrawal does not necessarily imply failure, as many courses are dropped, especially early in the course, for reasons independent of the student’s or provider’s performance in the course. A student may withdraw from a course due to a schedule change, for example, or a realization that the course content or environment does not match his or her educational needs. In some cases, however, a dropped course does represent a failed course. Unfortunately, the data set available to us does not explain *why* a student dropped the course, so we do not have insight into that aspect.

The definition does represent a slight change from last year. In the 2009–10 report, we grouped the grade “NC,” or no credit, as a “F.” As we examined the 2010–11 data set, we noticed inconsistency from school to school in the percentage of students receiving NC grades. While most schools had very few to no enrollments marked as NC, some schools had NC rates exceeding 40 percent. When we asked the schools that made heavy use of NC, the schools offered the following explanations:

- NC is used as a way to “pause” a course. The student hasn’t completed the course, and they are no longer actively working on it, but the school will allow them to restart the course at a later date during the school year.
- NC is an alternative to an “incomplete” grade, in part to work around district policy that requires students to complete “incomplete” courses within a limited timeframe. As with the first reason, this allows a student an elongated time period in which to complete the course.
- Students who move to another school and are enrolled in a similar course are given an NC in the first course.
- Incorrect course placement.

Of the schools we questioned, one school offered an explanation that was quite different. In this school, administrators used NC instead of failing grades “because it has the least amount of negative impact for the [student] in a system of grading that is inconsistent within itself and flawed.” In short, they used NC to “protect” students from failing grades being counted as a part of a student’s GPA. (While a course graded NC is not included in a student’s GPA, it does appear on the student’s transcript.) Given that this approach appears to be an outlier, and that this particular school has a fairly small number of online enrollments, we are comfortable in continuing to view NC as a withdrawal.

Note that enrollments marked NC were *not* completed during the school year. Based on this, schools appear to be using NC in much the same way as W (withdrawn). As such, we have combined NC and W when calculating completion rates, passing rates, and grade distributions.

Of the 66,919 online courses where CEDARS has grade history data, 79.1 percent (52,949) were completed. By comparison, students completed 96.8 percent of the 2,851,548 non-online course enrollments with CEDARS grade history data.

Using the same calculation (including NC as non-completed courses), the 2010–11 rate is lower than the 89.3 percent completion rate for online courses taken during 2009–10. As the data quality has improved, we hesitate to draw firm conclusions based on this difference.

Table 32: Course Completion Rates For Large Online Programs

School	Online Enrollments (with grade histories)	Completed Courses	Completion Rate
E. B. Walker High School	632	632	100.0%
Marysville On-line Move Up Program	1,119	1,119	100.0%
Mountain View High School	651	647	99.4%
Vancouver Virtual Learning Academy	1,043	1,009	96.7%
Heritage High School	779	724	92.9%
Internet Academy	1,114	1,013	90.9%
Washington Virtual Academy (Monroe)	8,661	7,876	90.9%
Phoenix Program	1,110	1,001	90.2%
Kaplan Academy of Washington	4,029	3,504	87.0%
Washington Virtual Academy (Omak, High School)	989	821	83.0%
Yakima Online	762	605	79.4%
iQ Academy Washington	2,686	2,122	79.0%
Kent Phoenix Academy	1,012	742	73.3%
Insight School of Washington	31,213	22,205	71.1%
Edmonds Independent Learning	580	408	70.3%
Bethel Online Academy	2,493	1,497	60.0%
Eagle High School	696	406	58.3%

Although programmatic differences undoubtedly account for much of the variation between schools, some of the variation is likely due to differing grading policies. Individual school districts set standards for when a student is considered to have withdrawn from a course, as opposed to having failed a course. So, it can be difficult to compare rates from school to school, as each school may be using a different standard.

As a part of OSPI’s ongoing monitoring role, we collect completion rate information from all approved and exempt providers. The providers are given the following definition:

Completion rate is the percentage of total enrollments where the student did not drop or withdraw from the course and did receive a grade for the course. It is calculated based on the provider’s Washington State enrollments for a given school year. If Washington-specific figures are not available, national statistics for the provider will be used.

The following are the self-reported completion rates from OSPI-approved providers.

Table 33: Self-Reported Course Completion Rates

Provider	Completion Rate	School Year
Advanced Academics	79.9%	2009–10
Apex Learning	89.0%	2010–11
Aventa Learning	92.5%	2010–11
Bethel Online Academy	Not reported	2010–11
Brigham Young University Independent Studies	93.0%	2010–11
Columbia Tech High	82.0%	2010–11
Columbia Virtual Academy	64.0%	2010–11
DigiPen Institute of Technology–Online Academies	88.2%	2010–11
EdOptions Online Academy	60.0%	2010–11
Federal Way Internet Academy	73.7%	2010–11
Florida Virtual School	No WA data	
Giant Campus of Washington	82.0%	2010–11
Greenways Academy	88.0%	2010–11
Insight School of Washington	77.2%	2010–11
iQ Academy of Washington	76.4%	2009–10
K12, Inc.	Completion data is reported by partnering districts	2010–11
Kaplan Virtual Education	75.0%	2009–10
Marysville On-line Virtual Education Program	79.9%	2009–10
National Connections Academy	92.0% (nationally)	2009–10
Northwest Allprep	84.0%	2010–11
Olympia Regional Learning Academy (iConnect Academy)	51.0%	2010–11
Red Comet	91.0%	2010–11
Spokane Virtual Learning	85.0%	2010–11
The American Academy	75.0%	2010–11

Continued on page 61

Table 33: Self-Reported Course Completion Rates (Continued)

Provider	Completion Rate	School Year
Vancouver Virtual Learning Academy	84.0%	2010–11
Virtual High School	93.2%	2010–11
Washington Academy of Arts and Technology and EV Online Learning	91.0%	2010–11
Washington Virtual Academy (Monroe)	76.8%	2010–11
Washington Virtual Academy (Omak)	High School: 72.7% K–8: 77.0%	2010–11
Washington Virtual Academy (Steilacoom)	77.0%	2010–11

Pass Rates

Our definition of a “pass rate” is:

Pass rate is the percentage of total completions where the student received a 70 percent or higher grade (A, B, C, or Pass) in a course. It is calculated based on the provider’s Washington State enrollments for a given school year. If Washington-specific figures are not available, national statistics for the provider will be used.

When examining online schools using data from CEDARS, we have the flexibility to report data in two different ways: courses passed with a C- or better and courses passed with a D or better. This helps to account for the fact that districts often have different definitions of a passed course, some including D grades as passing and others not.

Of the 52,949 completed courses, 57.9 percent passed with a C- or better and 72.2 percent passed with a D or better. Statewide, of the total 2,759,165 completed non-online courses reported in CEDARS, 82.9 percent passed with a C- or better and 91.8 percent passed with a D or better. Note, again, that the pass rate calculation is based on *completed* courses, as dropped or withdrawn courses are removed from the equation.

Among all online enrollments, the 2010–11 passing rates are significantly higher than the 2009–10 rates.

Table 34: Course Completion and Pass Rates From 2009–10 and 2010–11

	2009–10	2010–11
Completed Courses (less W/NC)	45,387	52,949
Pass Rate (C or higher)	47.9%	57.9%
Pass Rate (D or higher)	60.9%	72.2%

The rise could be attributed to a number of factors:

- Improved reporting means that we have more complete and accurate data.
- Online programs may be placing a greater emphasis on student selection and support, and as a result be seeing better student performance.

Table 35: Course Pass Rates by School, 2010–11

School	Completed Enrollments	Pass Rate (C or Better)	Pass Rate (D or Better)
E. B. Walker High School	632	100.0%	100.0%
Edmonds Independent Learning	408	80.4%	100.0%
Heritage High School	724	99.7%	99.7%
Phoenix Program	1,001	62.7%	98.0%
Yakima Online	605	94.5%	95.7%
Mountain View High School	647	95.7%	95.7%
Eagle High School	406	90.1%	93.8%
Kent Phoenix Academy	742	63.7%	82.6%
Marysville On-line Move Up Program	1,119	59.2%	80.3%
Vancouver Virtual Learning Academy	1,009	67.2%	78.6%
iQ Academy Washington	2,122	66.4%	75.4%
Washington Virtual Academy (Monroe)	7,876	61.0%	74.9%
Internet Academy	1,013	70.8%	72.1%
Washington Virtual Academy (Omak, High School)	821	52.7%	69.7%
Insight School of Washington	22,205	45.2%	64.9%
Kaplan Academy of Washington	3,504	32.8%	45.0%
Bethel Online Academy	1,497	44.0%	44.6%

There is significant diversity in the pass rates among the schools with the largest online enrollment, from programs that pass nearly all their students to others with completion rates below 50 percent.

A few notes on school-level data:

- Some programs appear to be using very different grading policies. Both Mountain View High School (Evergreen) and E. B. Walker High School (Puyallup) awarded “Pass” or “Credit” grades, rather than letter grades to the majority of their online students. Mountain View High School did not award any letter grades, so all students were graded on a pass/fail

basis. E. B. Walker High School graded over 70 percent of enrollments as “pass,” with the remaining enrollments given letter grades.

- Some programs on this list serve primarily full-time students (see page 30), while others cater to students enrolling in only one or two courses at a time.

The following are self-reported pass rates from OSPI-approved providers, with a pass defined as a C grade or higher.

Table 36: Self-Reported Course Pass Rates

Provider	Pass Rate	School Year
Advanced Academics	71.4%	2009–10
Apex Learning	86.0%	2010–11
Aventa Learning	70.5%	2010–11
Bethel Online Academy	Not reported	2010–11
Brigham Young University Independent Studies	85.0%	2010–11
Columbia Tech High	94.0%	2010–11
Columbia Virtual Academy	99.0%	2010–11
DigiPen Institute of Technology – Online Academies	93.3%	2010–11
EdOptions Online Academy	97.0%	2010–11
Federal Way Internet Academy	73.7%	2010–11
Florida Virtual School	No WA data	
Giant Campus of Washington	94.0%	2010–11
Greenways Academy	100%	2010–11
Insight School of Washington	64.5%	2010–11
iQ Academy of Washington	79.2%	2009–10
K12, Inc.	Passing data is reported by partnering districts	2010–11
Kaplan Virtual Education	54.0%	2009–10
Marysville On-line Virtual Education Program	65.1%	2009–10
National Connections Academy	93% (nationally)	2010–11
Northwest Allprep	88.0%	2010–11
Olympia Regional Learning Academy (iConnect Academy)	51.0%	2010–11
Red Comet	96.0%	2010–11
Spokane Virtual Learning	90.0%	2010–11
The American Academy	96.0%	2010–11

Continued on page 64

Table 36: Self-Reported Course Pass Rates (Continued)

Provider	Pass Rate	School Year
Vancouver Virtual Learning Academy	68.0%	2010–11
Virtual High School	73.0%	2010–11
Washington Academy of Arts and Technology and EV Online Learning	86.0%	2010–11
Washington Virtual Academy (Monroe)	77.6%	2010–11
Washington Virtual Academy (Omak)	High School: 66.3% K–8: 80% is the minimum required to pass with mastery on 95% of the completion of the curriculum	2010–11
Washington Virtual Academy (Steilacoom)	K–8: 80% is the minimum required to pass with mastery on 95% of the completion of the curriculum	2010–11

Grades

CEDARS provides us with a breakdown of grades earned in online courses.

Grades are reported using the following key:

Table 37: Grading Scale

Letter Grade	Grading Scale
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
E	0
F	0
Continued on page 65	

Table 37: Grading Scale (Continued)

Letter Grade	Grading Scale
P	Pass
N	No Pass
CR	Credit
NC	No Credit
S	Satisfactory
U	Unsatisfactory
W	Withdraw

Figure 25: Grades, 2010–11

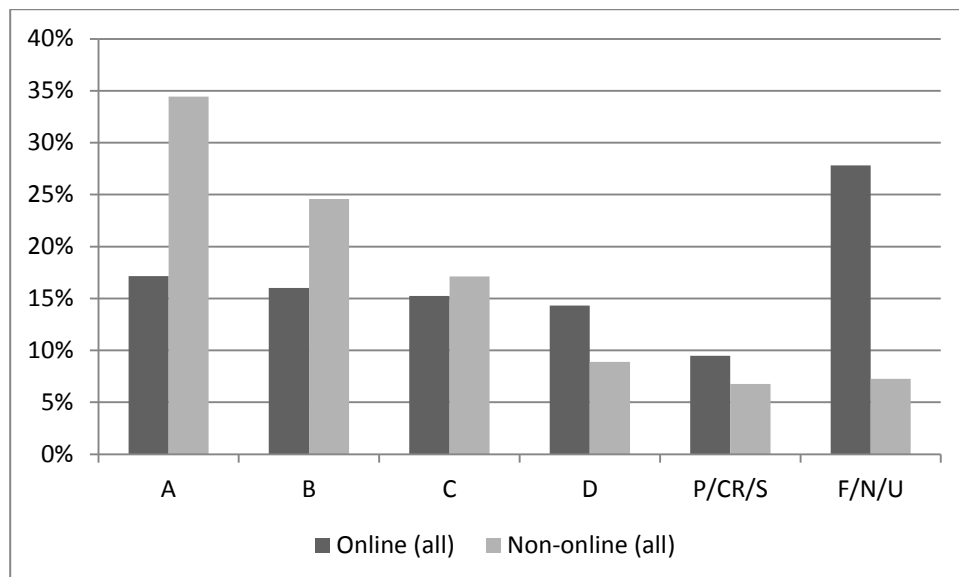


Table 38: Grades, 2010–11

	Online (all)	Non-Online (all)
Completed Courses	52,949	2,759,165
Completion Rate	79.1%	96.8%
A	17.1%	34.4%
B	16.0%	24.6%
C	15.2%	17.1%
D	14.3%	8.9%
P/CR/S	9.5%	6.8%
F/N/U	27.8%	7.2%

As is suggested by the overall increase in pass rate, there were significantly fewer failed courses in 2010–11 as compared to the previous year. The improvements in the other grades were evenly distributed amongst the passing grades.

Figure 26: Grades in Online Courses by Year

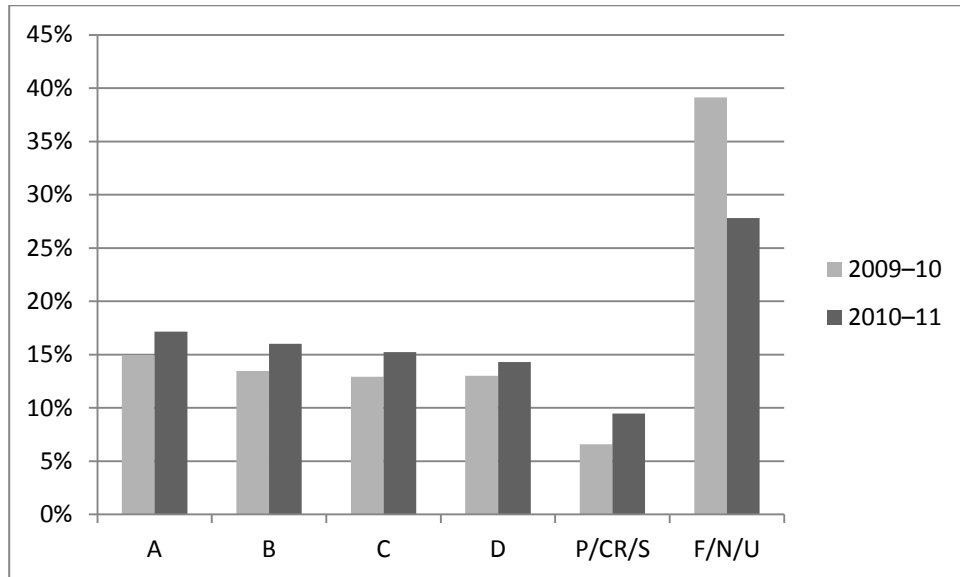


Table 39: Grades in Online Courses by Year

	2009-10	2010-11
Completed Courses	45,387	52,949
Completion Rate	89.3%	79.1%
A	14.9%	17.1%
B	13.4%	16.0%
C	12.9%	15.2%
D	13.0%	14.3%
P/CR/S	6.6%	9.5%
F/N/U	39.1%	27.8%

In spite of the notable improvement in the number of passing enrollments, we are still struck by the significant differences between the grading patterns in online courses as compared to non-online courses. As with previous years, the grading patterns shown in online courses bear almost no resemblance to the patterns for the state as a whole. This may be due to the very different nature of online learning, as compared to traditional face-to-face schooling. Some factors that may explain this are:

- Although online learning models vary from provider to provider, online courses can be more proficiency-based than traditional classroom settings. In this model, students can

only move forward in their courses when they have mastered the content they have worked on to date. Students who are not able to progress in their courses, for any number of reasons, are likely to be given failing grades, and often fairly early on in the process. This trend is balanced somewhat by a much higher percentage of courses marked as W or NC, as students who are not making progress are dropped rather than being awarded a letter grade. The inconsistencies found in district-level grading policies make it very difficult to accurately determine the cause.

- Online courses are often considered to be more rigorous than face-to-face courses. By removing many of the distractions of the traditional classroom environment, online courses can often cover more material. And, monitoring student progress is easier in the online environment. As every student interaction and response can be monitored in an online course, online course providers and programs often have significantly more data on students than their face-to-face counterparts, thus likely raising the bar by which student achievement is measured.
- Online learning programs can attract a very diverse student population, in terms of prior academic achievement and motivation for using online learning. Many programs specifically target students who are at risk of dropping out, and many students come to online learning programs having had limited academic success in the past. Although programs that advertise to this population must be prepared to meet their academic needs, clearly the population being served has some effect on the overall performance.
- Online learning is not necessarily appropriate for all students, and existing online school programs may not filter out students who may be a poor fit for online learning early enough in the admissions process. Many of the students in online school programs actively choose that learning option and, in many cases, they transferred into a new school district to access the program. But, learning online generally requires that students have good reading skills, as most of the lessons are delivered through reading texts. And, students must have the discipline to work in a non-school setting. So, some of the failures might be from students who were not well suited to online learning.

None of these factors should, however, absolve online programs from taking responsibility for student outcomes. Programs with low completion and/or pass rates should closely examine their practices, as the high failure rates seen in some programs are not acceptable.

Grade Comparisons

We have been comparing results in *all* online high school courses with those in *all* non-online high school courses. Obviously, there is a diversity in models and methods in both online and “brick and mortar” classes. With the available data, we can look at more specific categories of students and programs to gain a better understanding of the trends.

Non-Online Schools

Rather than compare online high school courses to all non-online high school courses, we can categorize the non-online courses as either being offered by an ALE program or a non-ALE program. In this case, a non-ALE program will be, in most cases, a traditional comprehensive high school. Seat-time based alternative high schools would also be included in this category.

As has been discussed, online school programs often serve a population of students who have experienced difficulty in other schooling environments. Many of these students enter online programs deficient in both skills and credits. A similar argument can be made about many non-online ALE programs, so a comparison between the program types can shed light on the question.

Even within the ALE category, different program types will attract different types of students. To address this, we have included statistics for non-online “contract-based” programs. Contract-based programs have historically been targeted towards at-risk students. Based on anecdotal conversations with many providers, the contract-based population may be the closest analog to the high school-aged online population. In addition, we have included non-online parent partnership programs (PPP) as well.

Online courses are completed at a much lower rate than non-online courses in general. Online courses are also completed at a lower rate than any of the non-online categories. Given the size of the data set, the non-ALE category is most similar to the entire non-online category. Within all non-online ALE courses, 94.1 percent of courses were completed, as compared to only 79.1 percent of online courses. (**Note:** Many, but not all, online courses are claimed under the ALE funding rules; courses are marked either as online or not so they are not double-counted in the online/non-online comparisons.)

Within the ALE category, non-online courses from contract-based programs are completed at 90.7 percent, below the ALE total of 94.1 percent, and well below the non-ALE level of 97.3 percent. ALE PPP courses are lowest of all, with an 84.2 percent completion rate. So, the programs that serve a student population that could, arguably, be considered the most similar to the online population have a higher pass rate than what is found in online courses.

Figure 27: Completion Rate Comparisons, 2010–11

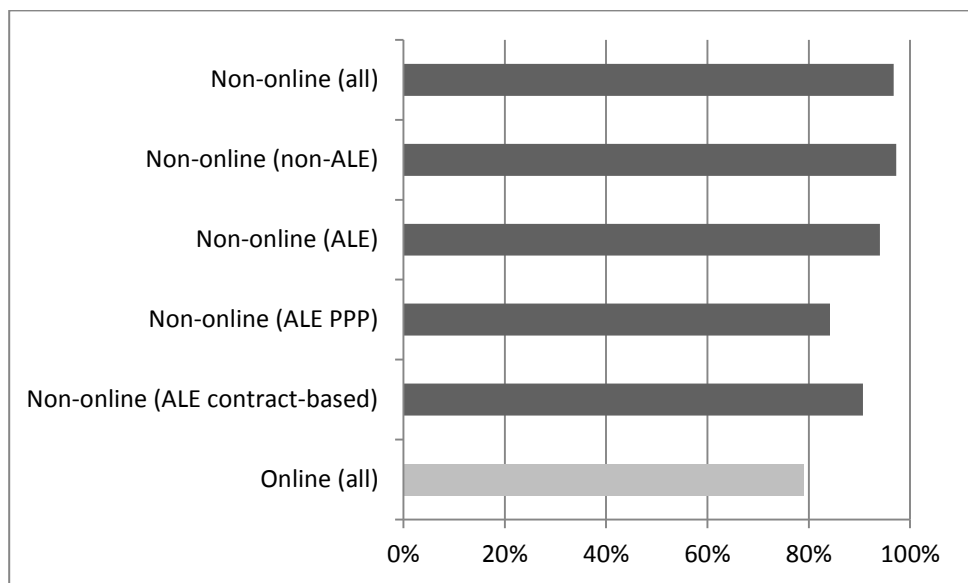


Table 40: Completion Rate Comparisons, 2010–11

	Completed Courses	Completion Rate
Non-online (all)	2,759,165	96.8%
Non-online (non-ALE)	2,189,766	97.3%
Non-online (ALE)	413,391	94.1%
Non-online (ALE PPP)	35,394	84.2%
Non-online (ALE contract-based)	252,009	90.7%
Online (all)	52,949	79.1%

Similarly, when considering pass rates, online courses still rank well below the non-online categories. Notably, the ALE PPP pass rate (96.8 percent) is the highest of the categories, contrasting with the lowest completion rate (84.2 percent) in the non-online category. But, all of the non-online categories had pass rates in excess of 90 percent, while online courses were passed at a rate of 72.2 percent.

Figure 28: Pass Rate (D or Higher) Comparisons, 2010–11

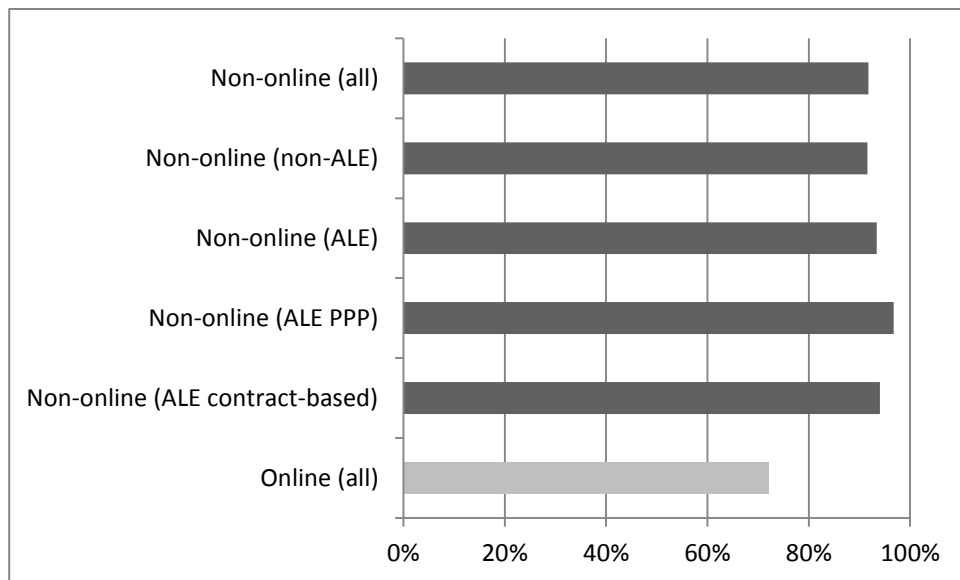


Table 41: Pass Rate (D or Higher) Comparisons, 2010–11

	Completed Courses	Pass Rate (D or higher)
Non-online (all)	2,759,165	91.8%
Non-online (non-ALE)	2,189,766	91.6%
Non-online (ALE)	413,391	93.4%
Non-online (ALE PPP)	35,394	96.8%
Non-online (ALE contract-based)	252,009	94.0%
Online (all)	52,949	72.2%

Grade distributions also differ within these categories. A few observations stand out:

- The percentage of failed online courses is significantly higher than in any other category, even those, such as ALE contract-based, that presumably serve a similar student population.
- ALE courses, in general, have a higher proportion of courses marked as “passed” (P/CR/S) than any other category. In particular, 25 percent of non-online PPP courses are marked “passed.”

Figure 29: Grades, Online Compared to Non-Online

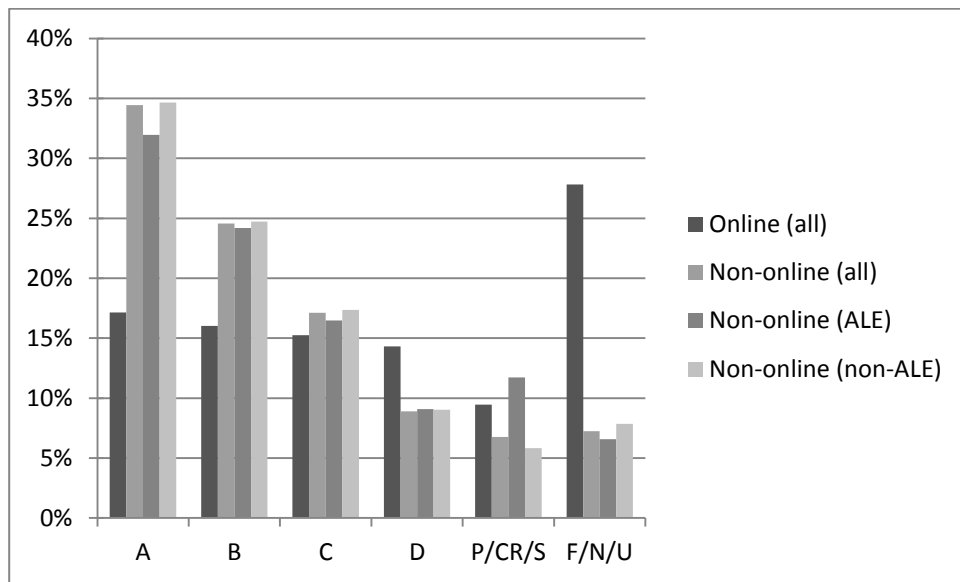


Figure 30: Grades, Online Compared to Non-Online ALE

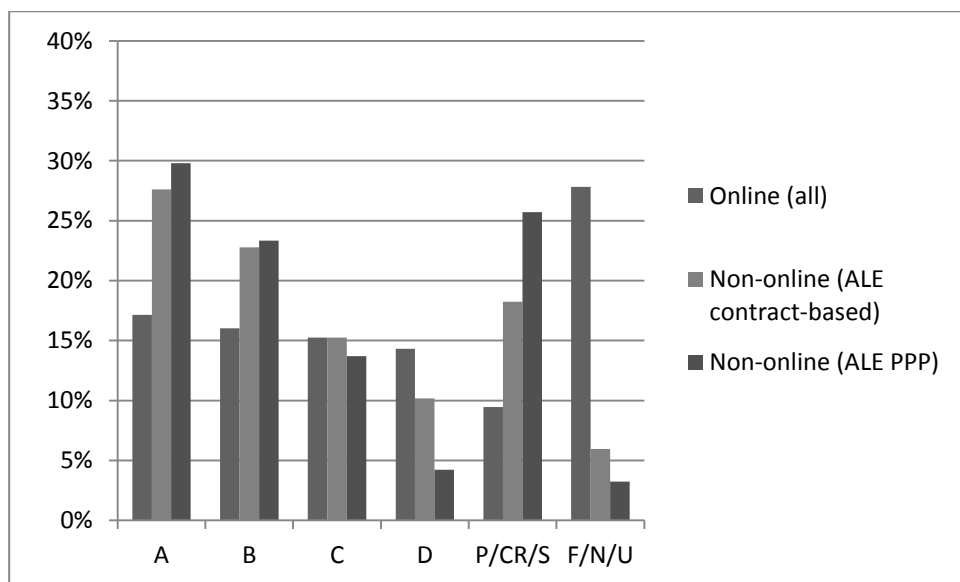


Table 42: Grades, Online and Non-Online Students

	Completed Enrollments	A	B	C	D	P/CR/S	F/N/U
Online (all)	52,949	17.1%	16.0%	15.2%	14.3%	9.5%	27.8%
Non-online (all)	2,759,165	34.4%	24.6%	17.1%	8.9%	6.8%	7.2%
Non-online (ALE contract-based)	252,009	27.6%	22.8%	15.2%	10.2%	18.2%	6.0%
Non-online (ALE PPP)	35,394	29.8%	23.3%	13.7%	4.2%	25.7%	3.2%
Non-online (ALE)	413,391	31.9%	24.2%	16.5%	9.1%	11.7%	6.6%
Non-online (non-ALE)	2,189,766	34.6%	24.7%	17.4%	9.0%	5.8%	7.8%

Individual Courses Compared to Online School Programs

As mentioned on page 32, many online programs serve students who are predominately enrolled in just one or two courses rather than those who are enrolled full-time. Over the school year, a student who takes two year-long courses would have four grade histories reported, as each course is split into two semesters. So, we can compare students who took fewer than five courses with those who took ten or more courses to draw rough distinctions between the two populations. Complicating the comparison is the group in-between, those who took between five and ten courses during the year. This group likely contains both part-time students *and* those who enrolled full-time for one semester or less.

Table 43: Course Completion and Pass Rates by Courses Taken

	Completed Courses	Completion Rate	Pass Rate (D or Greater)
Students taking fewer than 5 courses	10,497	78.8%	80.1%
Students taking 5–10 courses	23,407	73.5%	64.8%
Students with more than 10 courses	19,045	87.5%	76.9%

Full-time students, those taking more than ten courses during the year, had a much higher completion rate than those taking fewer than five courses for the year. This finding may be misleading, because students with more than ten enrollments, almost by definition, are those who have had success in online learning. The students who have not had success would not accumulate ten or more online enrollments during the year. Conversely, students who fail to complete online courses are more likely to have few overall enrollments, thus affecting the completion rates of the students taking fewer than ten courses.

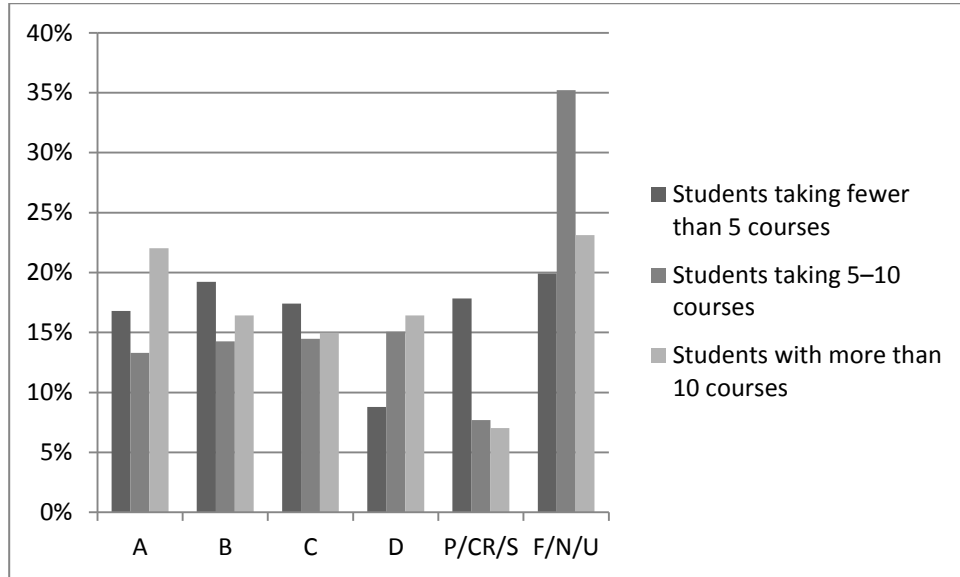
The pass rate, which considers only *completed* courses, is more illuminating. Students taking fewer than five courses during the year show a higher pass rate than any other online students.

The differences could be attributed to the following factors:

- Students in individual online courses tend to have more local support than students enrolled in full-time online programs.

- In that same vein, students in individual online courses often stay enrolled in their local school; they are not transferring to another school (either within the district or in another district).
- Students taking fewer than five courses have a lower failure rate, and they also have a higher rate of “passing” (P/CR/S) grades. The latter finding suggests that many students may be taking courses as pass/fail, making comparisons more challenging.

Figure 31: Grades, by Number of Courses Taken



We can use another lens to examine this same question. We have identified a list of “standalone online school programs.” Although these programs serve both full-time and part-time students, they are structured differently than those schools that offer online courses as supplement to their regular instructional program. The “non-standalone” programs are largely traditional high schools and alternative schools that offer supplemental online courses to their enrolled students. The difference in completion and passing rates is stark.

Table 44: Course Completion and Pass Rates by Program Type

	Completed Courses	Completion Rate	Pass Rate (D or higher)
Standalone online school programs	42,027	77.3%	66.5%
Non-standalone	10,922	87.3%	93.8%

When examining the grade distribution, we notice that the rates of enrollments marked P/CR/S and F/N/U are inverted between the two categories, with the stand alone programs having a significantly higher failure rate. This also highlights the high number of students taking online courses as pass/fail courses.

Figure 32: Grades, Standalone Online School Programs

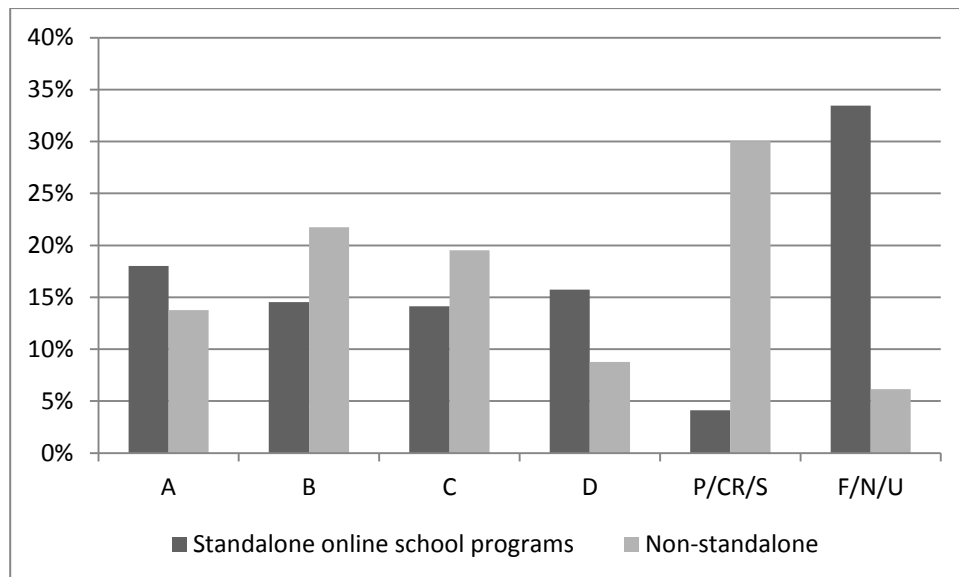


Table 45: Grades by Program Type

	Completed Enrollments	A	B	C	D	P/CR/S	F/N/U
Standalone online school programs	42,027	18.0%	14.5%	14.1%	15.7%	4.1%	33.5%
Non-standalone	10,922	13.8%	21.7%	19.5%	8.8%	30.0%	6.2%

Withdrawal Rates

Traditional graduation rates can be difficult to accurately calculate for online school programs. The challenges include:

1. Graduation rates for 2010–11 will not be finalized until after the writing of this report, due to the process by which both districts and OSPI verify and analyze the data. So, any use of official graduation rate statistics would rely on 2009–10 data. Given the rate of change in the online learning field, reliance on older data would be less useful than more recent information.
2. As discussed earlier, the majority of online learners appear to be enrolled in online courses on a part-time basis. Fewer than 20 percent of online students took enough online courses to be considered full-time online students during 2010–11. Only three programs had more than half of their students enrolled on a full-time basis. Given this, we face a number of issues:
 - a. If we see graduation rate as a tool to measure the effectiveness of a program, a large number of part-time students involved in the analysis can make it difficult to draw firm conclusions about the online program, as there is at least one other non-online program that was providing courses to the student.

- b. For most schools, we simply do not have many full-time students upon which to base an analysis. Including part-time students, as is done, only serves to muddy the analysis.
- 3. There appears to be a fairly high level of mobility in online school programs. In the traditional schooling environment, it is common for students to attend the same school for Grades 9–12. With online, many students attend an online school for just a single year or two. With the standard graduation rate calculation, those students are included in the analysis. Given that a high percentage of students have not attended a school for all four years of high school, graduation rate may not fully speak to a school’s effectiveness.

As a result, we are not including graduation rate data for online programs. Instead, to continue to examine the effectiveness of online schools, we have examined the withdrawal rate. Whenever a student leaves a school, the reason is recorded using a withdrawal code, as displayed in Table 45. We examined records for twelfth grade students based on enrollment data, and found the last enrollment record for a student. The “online” student data set includes any twelfth grade student who took at least one online course, including students who graduated from online schools, who attended an online school but transferred elsewhere, and students who took individual online courses at a non-online school. For comparison, we also examined records for twelfth graders who did not take an online course during 2010–11.

In the online students’ data set, 67.6 percent of students took fewer than five online courses. But, 51.9 percent of online students did attend one of the “known” online school programs. So, students in the “online” set are not necessarily full-time online students, although many of them are attending online schools.

Table 46: Withdrawal Rates for Twelfth Grade Students, 2010–11

Code	Withdrawal Description	Non-Online	Non-Online	Online	Online
None	Still enrolled	10,474	11.9%	771	16.1%
C1	Confirmed receipt of General Education Development (GED) certificate	550	0.6%	0	0.0%
C2	Confirmed completion of Individualized Education Program (IEP)	162	0.2%	19	0.4%
C3	Adult Diploma	18	0.0%	0	0.0%
D0	Other (dropped out, but reason unknown)	1,097	1.2%	113	2.4%
D1	Expelled or suspended and did not return	90	0.1%	2	0.0%
D2	Attended 4 years or more and did not graduate (student drops or ages out)	1,278	1.4%	153	3.2%
D3	Lack of academic progress or poor grades	744	0.8%	204	4.3%
D4	School not for me	585	0.7%	23	0.5%
D5	Married or needs to support family	24	0.0%	2	0.0%
D6	Pregnant or had baby	57	0.1%	5	0.1%
D7	Offered training or chose to work	205	0.2%	15	0.3%
D8	Chose to stay home	313	0.4%	17	0.4%

Continued on page 75

Table 46: Withdrawal Rates for Twelfth Grade Students, 2010–11 (Continued)

Code	Withdrawal Description	Non-Online	Non-Online	Online	Online
D9	Drugs or alcohol related	24	0.0%	2	0.0%
G0	Graduated with regular High School Diploma	60,558	68.7%	2,356	49.2%
GA	Graduated with Associates Degree	152	0.2%	0	0.0%
T0	Confirmed transfer out of the school district	5,285	6.0%	497	10.4%
T1	Confirmed transfer out of the school within district	1,335	1.5%	174	3.6%
U1	Unknown	3,257	3.7%	334	7.0%
U2	Enrolled in prior year, but no show this year	629	0.7%	7	0.1%
U3	Transfer reported by student (not confirmed)	1,273	1.4%	97	2.0%
ZZ	Deceased	32	0.0%	0	0.0%
	Total	88,142	100%	4,791	100%

A total of 49.6 percent of online students had a year-end status that indicated a successful outcome, such as graduation or completion of an individualized education program (codes G0, GA, and C2). This is significantly lower than the 69.1 percent of non-online students in those same categories. Beyond the top-level number, there are a number of other concerns found in this data:

- The dropout rate for online students, including all dropout categories, is twice that of non-online students.
- Compared to non-online students, a higher percentage of online students were listed as “still enrolled,” meaning that they are expected to return for a fifth year of high school. In practice, those students should be considered to be at a high risk for dropping out.
- Online students have a high rate of transfer to other districts. In practice, this could mean the student moved to another state, and therefore does not appear elsewhere in Washington’s educational records. It could also mean that the student transferred, but either has not enrolled in another district, or has enrolled but no data has yet been reported. Given the higher rate amongst online students, we assume that many of these students have not, in fact, moved out of state. Hopefully they will enroll in another district as students in this situation are at high risk for dropping out.
- Online students also have a high rate of withdrawals marked as “unknown.” As is the case when students are marked as transferring out-of-state, these students have yet to resurface in another Washington school, and they are at a high risk for dropping out.

Taken as a whole, these figures are concerning, as it appears that a high percentage of online students either drop out or are at risk of dropping out.

There are several factors that somewhat mitigate the concerns presented here. Online learning is often seen as the option of last resort for students who are credit deficient and at risk of dropping out. Many of the twelfth grade students taking individual online courses are likely doing it to make up a previously failed course. We would expect to see a higher dropout rate among credit-deficient students.

Teacher/Student Ratios

Teacher-to-student ratio is the number of students per instructional staff member for a given school year. It is calculated using full-time equivalency measures for both students and staff:

- **Students:** Full-time is 1.0. If a student is less than full-time, divide the number of courses actually taken by the number of courses expected to be taken by a full-time student. For example, if a student took three courses, and a full-time load would be five per semester, the student is $3/5 = 0.6$.
- **Staff:** Full-time is 1.0, or each course taught is 0.2. If a teacher's maximum load is different than five courses per term, adjust the per course rate to 1.0 divided by the number of courses in order to calculate part-time teachers. Staff includes instructional staff only. Staff should not include support staff, librarians, counselors, or administrators.

Based on the reported numbers, there does not appear to be much consistency from provider-to-provider, with some providers reporting very low ratios and others reporting fairly high ratios.

Note: A teacher that saw 30 students per course, five courses a day, would have a 1:30 ratio. Of the providers listed, three reported exactly the 1:30 ratio, eight reported higher ratios, and sixteen reported lower ratios.

Table 47: Self-Reported Teacher/Student Ratios

Provider	Teacher/Student Ratio	School Year
Advanced Academics	1:16	2009–10
Apex Learning	1:59	2010–11
Aventa Learning	1:12	2010–11
Bethel Online Academy	1:30	2010–11
Brigham Young University Independent Studies	1:66.8	2010–11
Columbia Tech High	1:7.1	2010–11
Columbia Virtual Academy	1:35.5	2010–11
DigiPen Institute of Technology–Online Academies	1:9	2009–10
EdOptions Online Academy	1:7	2010–11
Federal Way Internet Academy	1:30	2010–11
Florida Virtual School	No WA data	
Giant Campus of Washington	1:7.1	2010–11

Continued on page 77

Table 47: Self-Reported Teacher/Student Ratios (Continued)

Provider	Teacher/Student Ratio	School Year
Greenways Academy	1:21	2010–11
Insight School of Washington	1:21.7	2010–11
iQ Academy of Washington	1:36	2009–10
K12, Inc.	Ratio data is reported by partnering districts	2010–11
Kaplan Virtual Education	1:27	2009–10
Marysville On-line Virtual Education Program	1:16	2009–10
National Connections Academy	No WA data	
Northwest Allprep	1:26	2010–11
Olympia Regional Learning Academy (iConnect Academy)	1:9.7	2010–11
Red Comet	1:45	2010–11
Spokane Virtual Learning	1:18	2010–11
The American Academy	1:20	2010–11
Vancouver Virtual Learning Academy	1:16	2010–11
Virtual High School	1:20	2010–11
Washington Academy of Arts and Technology and EV Online Learning	1:35	2010–11
Washington Virtual Academy–Monroe	1:19.6	2010–11
Washington Virtual Academy–Omak	High School: 1:21 per subject area K–8: 1:24.7	2010–11
Washington Virtual Academy–Steilacoom	1:23.2	2010–11

ALE programs are required to report the number of certificated instructional staff (CIS) in each program, and their ratio of CIS per 1,000 students is calculated.

In non-ALE settings, districts are required to maintain a ratio of 46 CIS per 1,000 students across the entire district. ESHB 2065 (2011) exempted ALE programs from this ratio, but the figure remains useful when comparing online programs to traditional programs.

Table 48: CIS Ratios for ALE Digital/Online Programs With More Than 10 FTE CIS

School District	School	CIS Annual Average FTE	CIS per 1,000 Students
Quillayute Valley	Insight School of Washington	105.94	53
Steilacoom Historical	Washington Virtual Academy	69.89	43
Omak	Washington Virtual Academy (High School)	39	40

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**Table 48: CIS Ratios for ALE Digital/Online Programs With More Than 10 FTE CIS
(Continued)**

School District	School	CIS Annual Average FTE	CIS per 1,000 Students
Monroe	Washington Virtual Academy	36.43	44
Walla Walla	Walla Walla High School–Digital Learning Program	29	83
Edmonds	Edmonds e-learning	22	2
Marysville	MOVE UP Program	16	112
Bethel	Bethel Online Academy	12.32	46
Federal Way	Internet Academy	10.8	38

The complete list of program CIS ratios can be found in Appendix F.

Although several programs do staff at a much lower rate (higher number) than the 46/1000 standard, many programs are at or below that standard.

Student Satisfaction Survey

In May 2011, OSPI surveyed students and parents to examine student and family experiences with approved multidistrict online providers and to provide a way for prospective students, parents, and schools to compare the options available to them. Providers distributed the survey to enrolled students, and student/parent participation was not mandatory. The results of the survey, as well as all comments submitted by students and parents, are available on the OSPI Web site, displayed by provider, at <http://digitalllearning.k12.wa.us/approval/providers/>.

Some caveats should be noted with this data:

- Because the survey was conducted near the end of the school year, students who had left the online learning program are likely not represented in the responses.
- Some programs had very low response rates.
- The survey included both online school programs and online course providers.
- We instructed high school students to answer the survey on their own, middle school students could work with a parent, and parents were to answer on behalf of elementary-aged students.

Demographics

What was the student's enrollment status?

Figure 33: Satisfaction Survey Enrollment Status

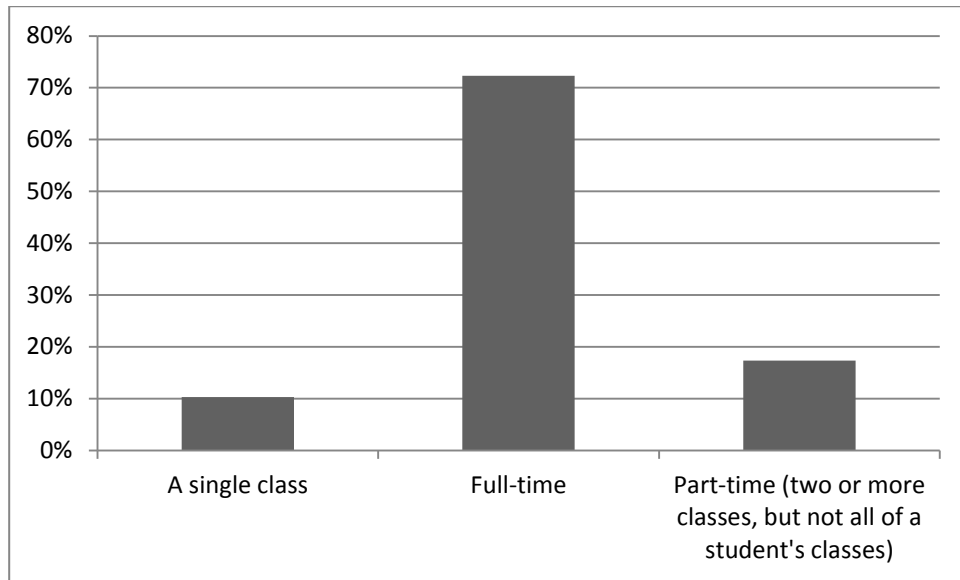


Table 49: Satisfaction Survey Enrollment Status

Response	Number	Percent
A single class	248	10.3%
Full-time	1,737	72.3%
Part-time (two or more classes, but not all of a student's classes)	417	17.4%
Total	2,402	100.0%

Note that most survey respondents were full-time students. This suggests that the demographic make-up of this survey does not line up with that of online students as a whole in the state. It appears that many of the survey responses came from schools with high proportions of full-time students.

What were the grade levels of the students?

Figure 34: Satisfaction Survey Grade Levels

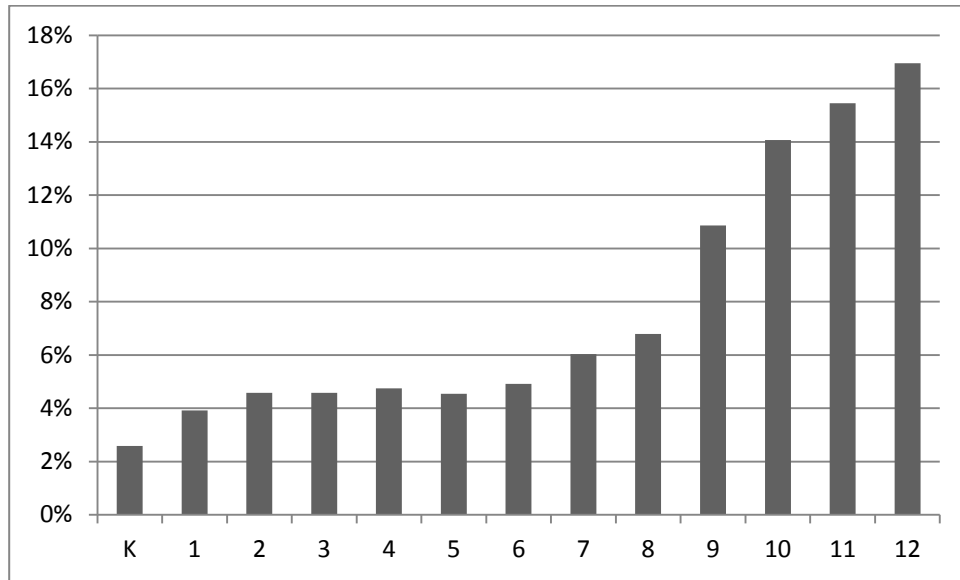


Table 50: Satisfaction Survey Grade Levels

Response	Number	Percent
K	62	2.6%
1	94	3.9%
2	110	4.6%
3	110	4.6%
4	114	4.7%
5	109	4.5%
6	118	4.9%
7	145	6.0%
8	163	6.8%
9	261	10.9%
10	338	14.1%
11	371	15.4%
12	407	16.9%
Total	2,402	100.0%

Who took this survey?

Figure 35: Satisfaction Survey Respondents

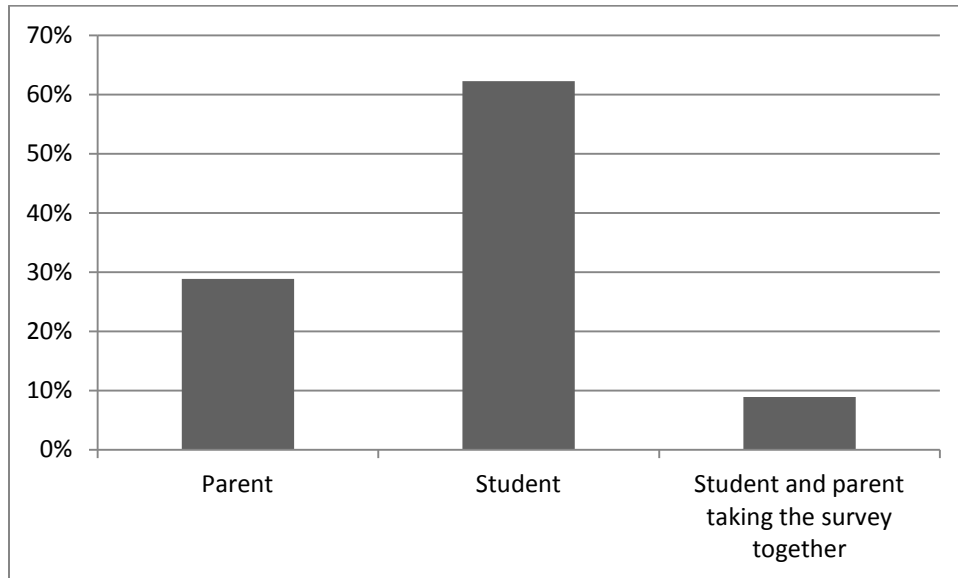


Table 51: Satisfaction Survey Respondents

Response	Number	Percent
Parent	693	28.9%
Student	1,495	62.2%
Student and parent taking the survey together	214	8.9%
Total	2,402	100.0%

Providers

Table 52: Satisfaction Survey Provider Response Rates and Average Ratings

Provider	Responses	Average Rating (1.0–5.0)
Aventa Learning	40	4.0
Bethel Online Academy	23	3.3
Columbia Virtual Academy	413	4.6
DigiPen Institute of Technology–Online Academies	1	5.0
Federal Way Internet Academy	205	4.2

Continued on page 82

**Table 52: Satisfaction Survey Provider Response Rates and Average Ratings
(Continued)**

Provider	Responses	Average Rating
Giant Campus of Washington	33	4.1
Insight School of Washington	738	4.5
iQ Academy Washington	117	4.2
Marysville On-line Virtual Education Program	37	4.3
Northwest Allprep	25	4.3
Olympia Regional Learning Academy (iConnect Academy)	13	4.6
Red Comet	89	4.7
The American Academy	57	4.4
Vancouver Virtual Learning Academy	47	4.0
Washington Academy of Arts & Technology and EV Online Learning	53	4.2
Washington Virtual Academy–Monroe	20	4.4
Washington Virtual Academy–Omak	151	4.6
Washington Virtual Academy–Steilacoom	340	4.8
Total	2,402	

The “average rating” is based on answers to the question “Overall, how satisfied was the student with this provider?” (Scale: 5 = Very Satisfied; 1 = Unsatisfied.)

Results

Overall, how satisfied was the student with this provider?

Figure 36: Overall Satisfaction

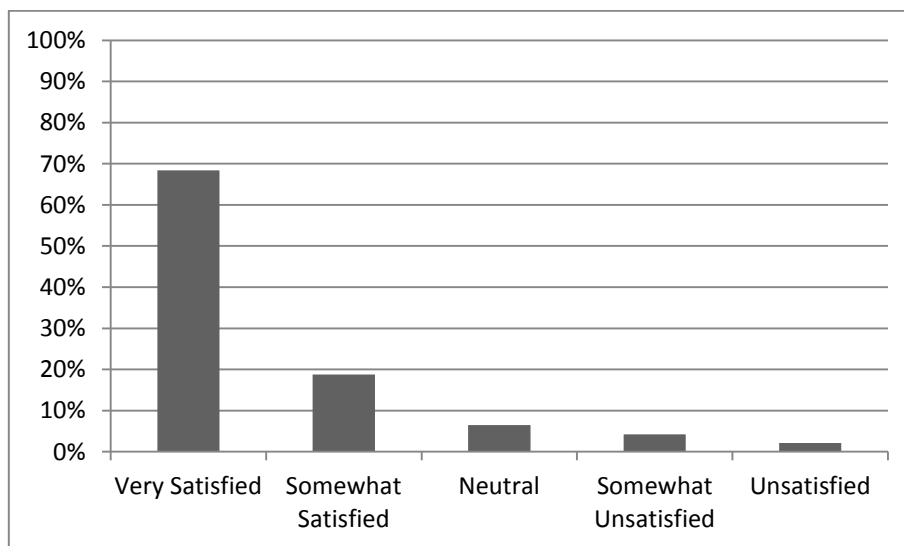


Table 53: Overall Satisfaction

Response	Number	Percent
Very Satisfied	1,643	68.4%
Somewhat Satisfied	451	18.8%
Neutral	156	6.5%
Somewhat Unsatisfied	101	4.2%
Unsatisfied	51	2.1%
Total	2,402	100.0%

The enrollment process was clear and easy. Note: This question was asked only of students enrolled in online school programs, not online course providers, as online course providers do not have full control of the enrollment process. As a result, the number of responses is lower than the other survey totals.

Figure 37: Ease of Enrollment

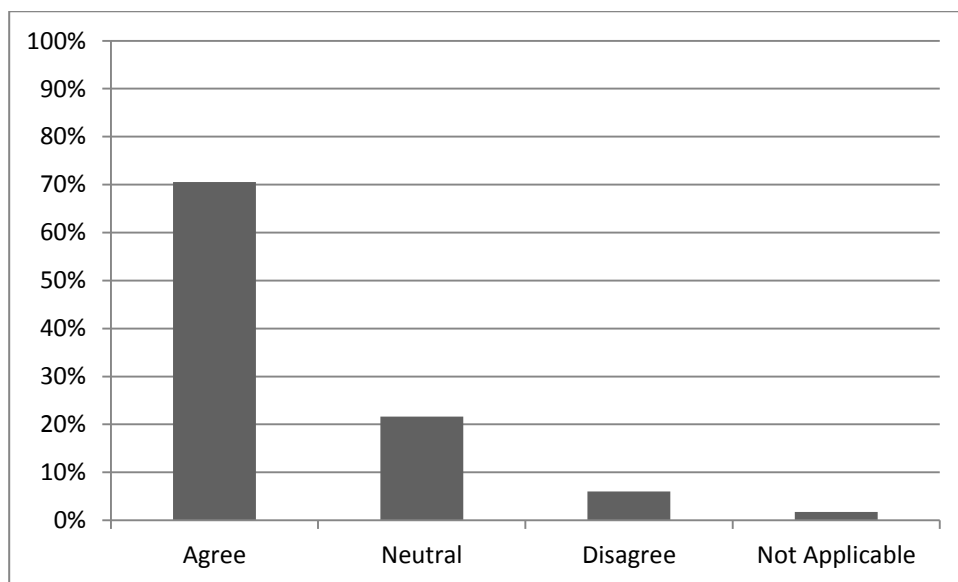


Table 54: Ease of Enrollment

Response	Number	Percent
Agree	1,465	70.6%
Neutral	449	21.6%
Disagree	125	6.0%
Not Applicable	37	1.8%
Total	2,076	100.0%

If there were enrollment issues, program staff resolved the issues in a clear and timely manner. Note: This question was asked only of students enrolled in online school programs, not online course providers, as online course providers do not have full control of the enrollment process. As a result, the number of responses is lower than the other survey totals.

Figure 38: Resolution of Enrollment Issues

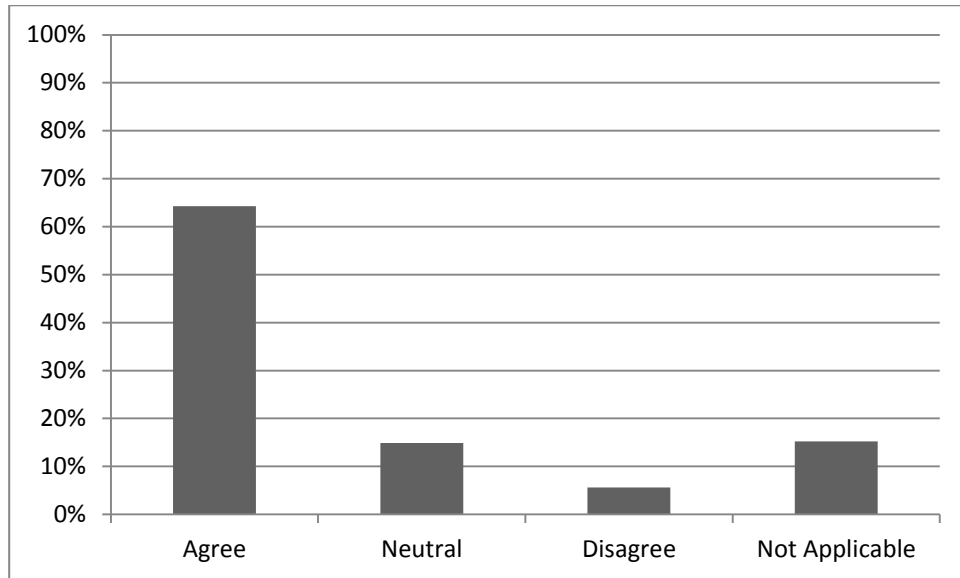


Table 55: Resolution of Enrollment Issues

Response	Number	Percent
Agree	1,334	64.3%
Neutral	309	14.9%
Disagree	117	5.6%
Not Applicable	316	15.2%
Total	2,076	100.0%

Once enrolled, it was easy to get started.

Figure 39: Ease of Starting

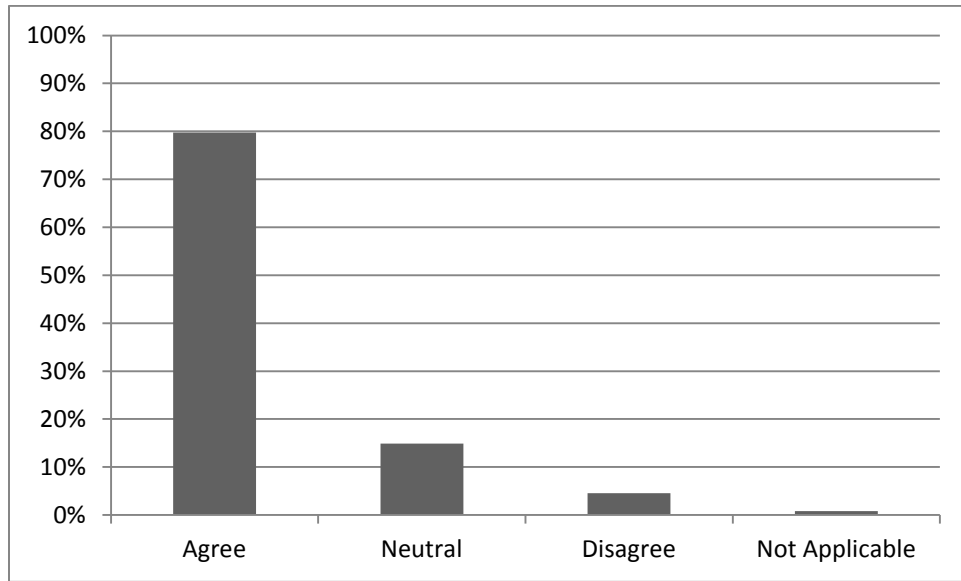


Table 56: Ease of Starting

Response	Number	Percent
Agree	1,916	79.8%
Neutral	358	14.9%
Disagree	109	4.5%
Not Applicable	19	0.8%
Total	2,402	100.0%

The online course met the student's academic needs.

Figure 40: Course Met Academic Needs

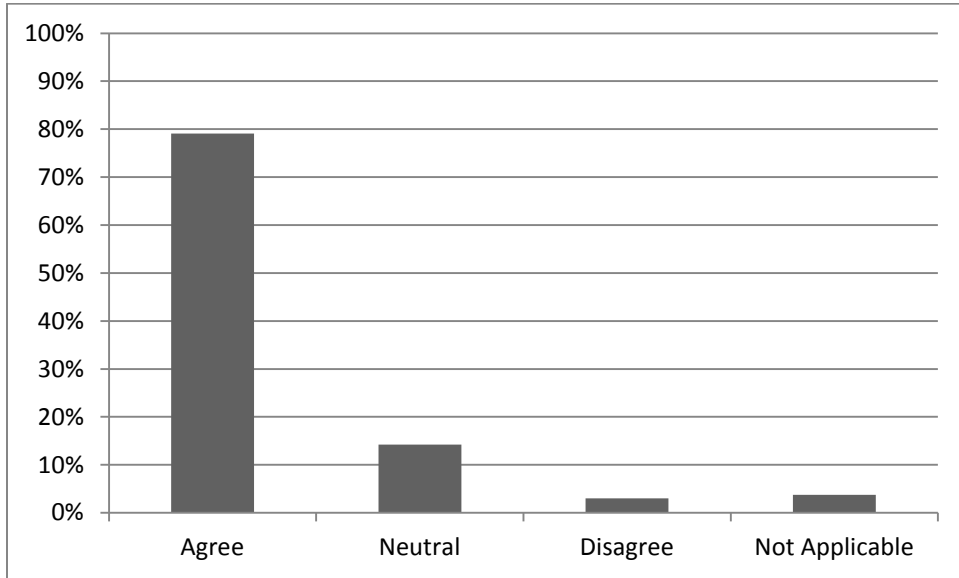


Table 57: Course Met Academic Needs

Response	Number	Percent
Agree	1,899	79.1%
Neutral	341	14.2%
Disagree	72	3.0%
Not Applicable	90	3.7%
Total	2,402	100.0%

The student felt well-served by the online teacher(s).

Figure 41: Well-Served by Online Teacher

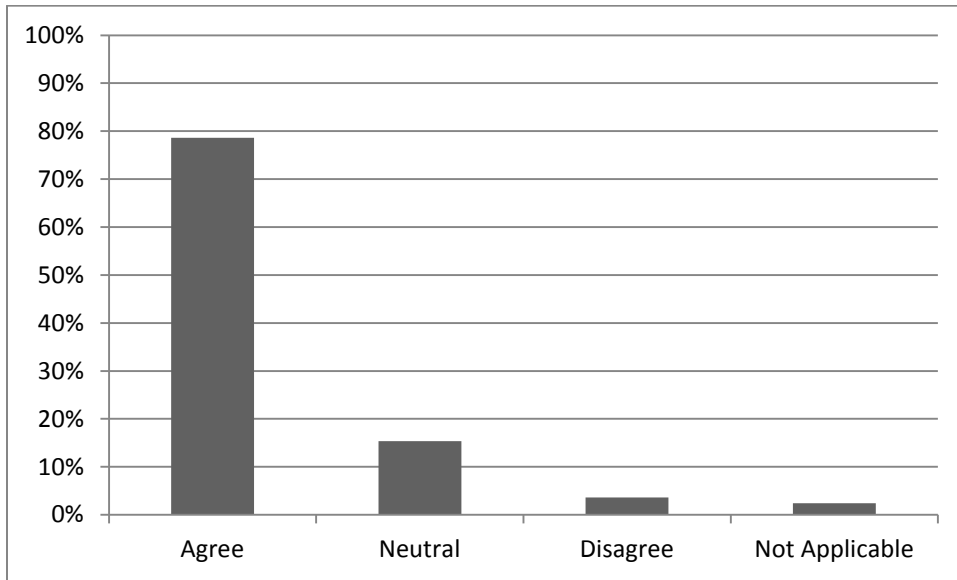


Table 58: Well-Served by Online Teacher

Response	Number	Percent
Agree	1,888	78.6%
Neutral	369	15.4%
Disagree	87	3.6%
Not Applicable	58	2.4%
Total	2,402	100.0%

The online course was easy to navigate and use.

Figure 42: Ease of Use

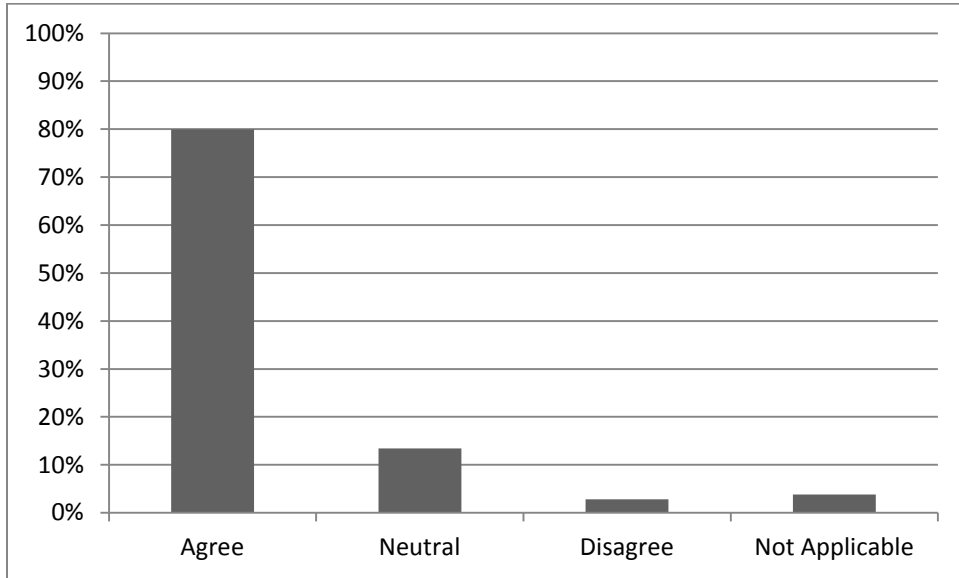


Table 59: Ease of Use

Response	Number	Percent
Agree	1,921	80.0%
Neutral	322	13.4%
Disagree	67	2.8%
Not Applicable	92	3.8%
Total	2,402	100.0%

The course/program schedule and progress reporting assisted the student in managing his/her time and priorities to stay on target with coursework.

Figure 43: Assistance With Time Mangement

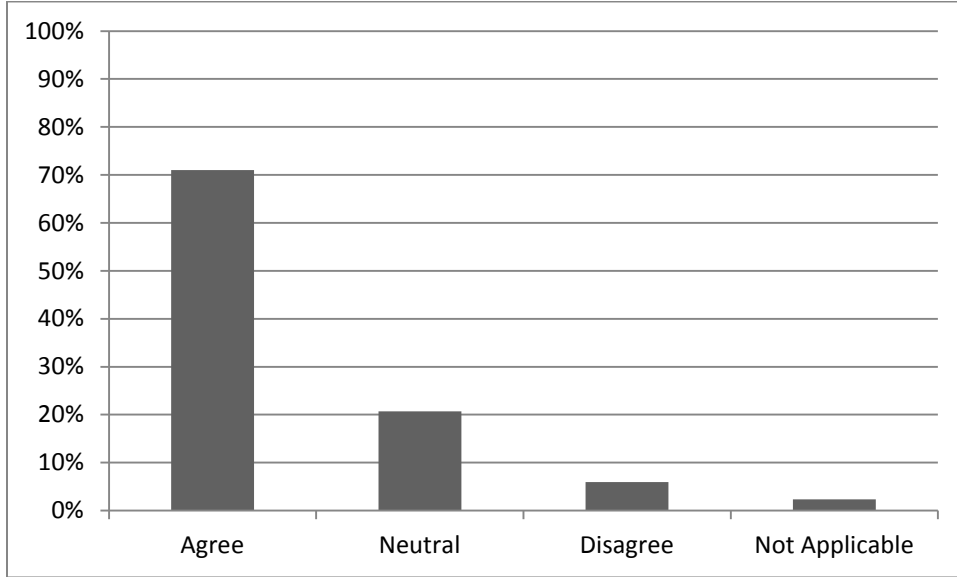


Table 60: Assistance With Time Mangement

Response	Number	Percent
Agree	1,705	71.0%
Neutral	497	20.7%
Disagree	143	6.0%
Not Applicable	57	2.4%
Total	2,402	100.0%

If needed, technical support was helpful.

Figure 44: Helpfulness of Technical Support

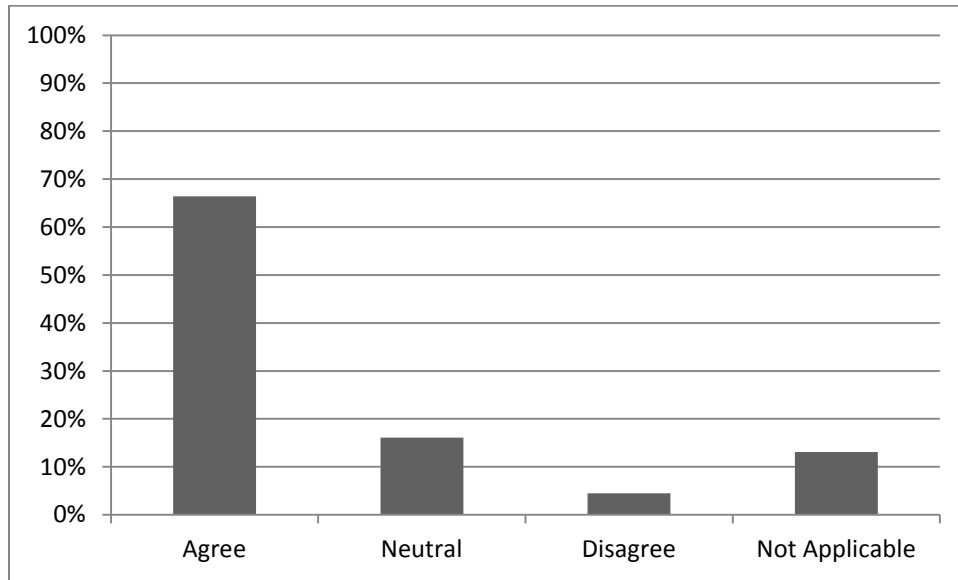


Table 61: Helpfulness of Technical Support

Response	Number	Percent
Agree	1,595	66.4%
Neutral	386	16.1%
Disagree	107	4.5%
Not Applicable	314	13.1%
Total	2,402	100.0%

The student would take another course with this online provider in the future.

Figure 45: Student Would Take Another Online Course

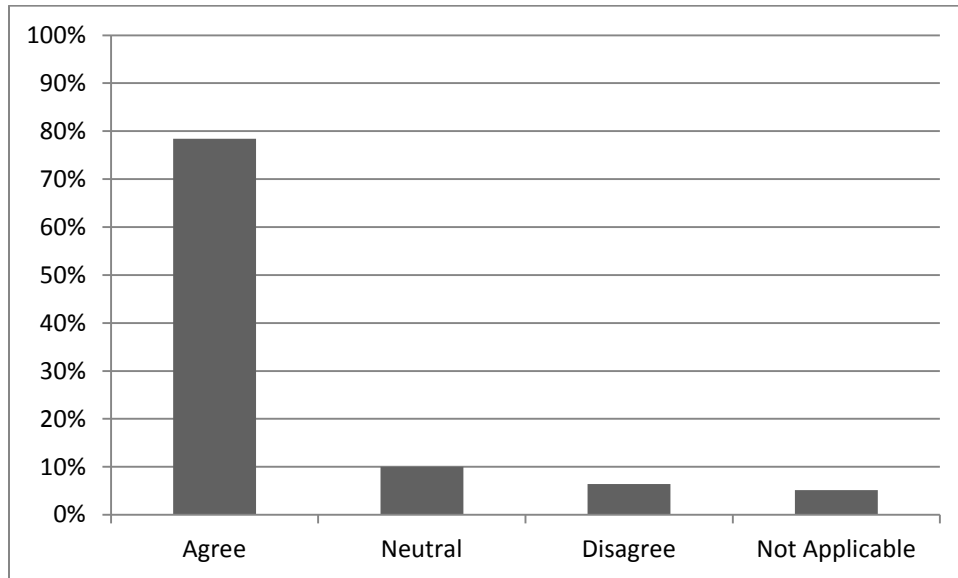


Table 62: Student Would Take Another Online Course

Response	Number	Percent
Agree	1,883	78.4%
Neutral	240	10.0%
Disagree	155	6.5%
Not Applicable	124	5.2%
Total	2,402	100.0%

Trends

Beyond the data presented in this report, we have noticed a number of trends in the online learning field during the past year.

Provider Consolidation

In the past year, there has been significant merger and acquisition activity in the for-profit online learning sector.

Kaplan Virtual Education, a division of the Washington Post Company’s Kaplan, Inc., purchased Insight Schools, Inc. from the Apollo Group (operators of University of Phoenix) in February 2011. Insight Schools operates, in partnership with the Quillayute Valley School District, Insight

School of Washington. Then in May 2011, K12, Inc. purchased Kaplan Virtual Education, including Insight Schools. This consolidated K12, Inc.'s position as the largest for-profit provider in the state, not to mention the country.

In terms of student enrollment, the six largest programs in the state are all affiliated with K12, Inc.:

- Insight School of Washington (Quillayute Valley School District).
- iQ Academy (Evergreen (Clark) School District), operated by K12, Inc. subsidiary KC Distance Learning.
- Kaplan Academy of Washington (Stevenson-Carson School District). Note that this school was closed at the end of the 2010–11 school year.
- Washington Virtual Academy (in Steilacoom Historical School District, Monroe School District, and Omak School District).

Together, these six schools had a combined annual average ALE enrollment of 6,368.9 FTE and 7,197.8 headcount. These totals made up 70.9 percent of the reported ALE “digital/online” FTE and 64.0 percent of the reported ALE “digital/online” headcount.

In addition to students enrolled in online school programs operated by K12, Inc., many other online students in the state use courses or curriculum from K12, Inc. or its subsidiaries. As a result, K12, Inc.'s total share of the market is likely much higher than the figures presented above.

K12, Inc. has not been the only provider involved in merger and acquisition activity:

- In September 2011, Pearson announced an acquisition of Connections Education. Although Connections is an OSPI-approved provider, they have had a minimal presence in Washington to date, despite a strong national reputation and presence.
- Giant Campus, an OSPI-approved provider, was acquired by Weld North, a private equity firm specializing in education.

National Trends—Keeping Pace with K–12 Online Learning

The best overview of online learning across the country is in the Evergreen Education Group's annual report *Keeping Pace with K–12 Online Learning* (<http://kpk12.com/>). The report, now in its eighth year, includes national trends and state-by-state analysis. The report covers both online learning and blended learning activity.

The top national trends identified in the report (pp. 4–5) are listed below, along with notes where appropriate, about how that item aligns with trends in Washington:

- **“Single district programs are the fastest growing segment of online and blended learning.”** In Washington, we are seeing growth in districts providing options to in-district students, although that growth is mixed with improved reporting to make it difficult to quantify the level of growth.
- **“Most district programs are blended, instead of fully online.”** As discussed, blended learning activity is not yet widespread in Washington.

- **“Intermediate units, BOCES, county offices, and other education service agencies are taking on important roles.”** Educational service districts (ESDs) in Washington have had limited impact on online learning to date, serving mostly as gathering places for discussions amongst districts and providers. ESD 123 has, beginning in the 2011–12 school year, started an online learning consortium with several districts in their region.
- **“Full-time, multi-district online schools continue to grow.”** In Washington, the growth is somewhat ambiguous, and there is also significant activity around part-time online enrollments.
- **“State virtual schools are dividing into two tiers—those with significant impact and those without—largely based on funding model.”** This item refers to the fact that some states—Maryland, Missouri, and California were cited—have cut back on funding for online learning, and that has impacted enrollment.
- **“Several states passed important new online learning laws, some of which cited the *Ten Elements of Digital Learning* created by Digital Learning Now.”** Florida, Utah, Idaho, Ohio, and Wisconsin had online learning legislation. See the discussion of Digital Learning Now (DLN) in the next section for details about DLN in Washington.
- **“The Common Core State Standards are taking hold, common assessments are next, and open educational resources are an increasingly important element.”** Washington has adopted the Common Core State Standards, and a common set of standards will aid national online learning companies in developing content that fully meets state standards. Open educational resources are also emerging as a hot topic, but more in the blended learning space than in the online space.
- **“The provider landscape is changing rapidly.”** As we have noted, there has been significant movement in the past year in the provider landscape.
- **“Special student needs gain new focus.”** In Washington, we have focused on ensuring access to online learning for all students. This has primarily taken form in a set of guidelines for online programs around enrolling and serving special education students.

Digital Learning Now

Digital Learning Now (DLN, <http://digitallearningnow.com/>) is an initiative run by former governors Jeb Bush (Florida) and Bob Wise (West Virginia), and managed by the Foundation for Excellence in Education and the Alliance for Excellent Education. In 2010, DLN released the *10 Elements of High Quality Digital Learning* (<http://digitallearningnow.com/ten-elements-of-high-quality-digital-learning/>). Recently, DLN “graded” each of the 50 states against their policy recommendations and released report cards for each state. At the time of this writing, the report cards were still in draft status, and DLN was soliciting feedback prior to finalizing the report cards in January 2012.

Washington had the second highest point total on the draft DLN report card (<http://digitallearningnow.com/wp-content/uploads/2011/10/Washington.pdf>). Of the 72 recommendations, Washington has achieved 47 of them, trailing only Utah and Wyoming (tied at 49).

What Does DLN Mean by “Digital Learning?”

The phrase “digital learning” is broad, and DLN’s usage translates into two distinct activities in Washington:

- **Online learning.** This refers to the activities covered in this report. In this state, we have a regulatory structure designed specifically for online learning (RCW 28A.250, WAC 392-502). OSPI reviews and approves online schools and online course providers.
- **Blended learning.** Broadly, the term “blended learning” refers to bringing significant online content and tools into the face-to-face classroom. The term is also used when students might mix and match an online experience with an in-person experience. In Washington, blended learning can be done under either the “seat time” or the alternative learning experience (ALE) context. There is no additional regulatory structure, as there is with online learning, for blended learning.

DLN’s policy recommendations and report card cover both activities, but without making a distinction between the two activities based on Washington’s legal structure.

DLN Report Card Results

Although Washington scored very highly on DLN’s report card, there were a number of areas where the report card identified gaps between the current system and DLN’s policy recommendations. Those areas fell into the following categories:

- **Washington’s lack of charter schools** (Items 2 and 18). The DLN report assumed the existence of charter schools. As Washington does not authorize charters, the state was graded down as a result. As a practical matter, the existence of online charters in the state would likely not significantly improve student access to online learning. With Washington’s “choice” law, students are already free to transfer into over a dozen online school programs. Charters may add to the number of options, but they would not fundamentally change how students could access digital learning, with one exception: blended learning. Nationwide, much of the innovation in the blended space seems to be coming from charter schools. Washington does not seem to have many good examples of school districts experimenting with blended learning at scale, although the current regulatory structure does not prohibit such activity.
- **Locus of control** (Items 16, 23, 34, 64, 65, 67, 68, 69, and 70). DLN assumes that states will mandate specific policies. In a state like Washington, where individual districts retain a fair amount of control over policy, many of DLN’s recommendations simply do not apply. Because the control for so many items rests in the hands of 295 districts, Washington is unlikely to be able to “achieve” some of DLN’s recommendations. For example, state law does not currently mandate that districts offer online learning. It does, however, require districts to decide and publicize what, if any, online learning options they will offer. In another case, the use of competency-based credit definitions is up to the local district and not a matter of state law, per se.
- **Changes that are in process** (Items 31, 32, 38, 41, 56, 57, and 72). A number of the DLN recommendations are in areas where some work has already been completed, but not enough to fully meet DLN’s criteria. For example:
 - **Item 32** – Washington requires end-of-course exams for algebra, geometry, and biology, while the DLN recommendation seems to extend to all (presumably high school) courses.
 - **Item 41** – Washington’s teacher and principal evaluation system is under development, and it *may* include student data as one component in the evaluation system.

- **Item 56** – Washington does offer, but does not require, online assessment delivery options.
- **Item 57** – As a member of the Smarter Balanced Assessment Consortium (SBAC), Washington will have access to formative assessments developed by SBAC.
- **Policies that are under debate** (Items 8, 28, and 63). There is still debate about the wisdom of a number of the DLN recommendations. For example:
 - **Item 8** – DLN recommends a requirement that students take at least one online course. While some see this as preparing students for college and career, it can also be seen as over-emphasizing the course delivery mechanism rather than focusing on the course content, teaching, and learning.
 - **Item 28** – DLN recommends having state law explicitly define “blended brick-and-mortar schools.” Unless the state is going to regulate these schools in a different manner from any other school in the state, there seems to be little reason to define it in statute. The current regulatory environment does not bar schools from providing blended learning.
 - **Item 63** – DLN recommends tying funding to the completion of a course. While a few states have used this approach (Florida and Utah), it is not clear that this is necessarily the best approach for Washington. The idea merits further discussion, as there are several issues that would need to be resolved in order to properly incentivize districts to provide rigorous, high-quality courses and instruction.
- **Potential inaccuracy in the DLN report card** (Items 30, 33, 36, and 50). Several items in the Washington report card were scored in a way that does not seem to align with current practice. The scores could be a result of an oversight, or of our misreading of the DLN criteria. Problematic items include:
 - **Item 30** – DLN recommends that “state law provides all students with access to any and all approved providers.” DLN’s explanatory statement for this item focuses on school choice. Washington does have “choice,” in that students can transfer to other districts, including those operating approved online schools. School choice within a district is often subject to district policy, not state law, and so that could be why Washington was marked down in this area. Also, the access issues become unclear when considering student access to individual online courses.
 - **Item 33** – DLN recommends that “state law provides multiple opportunities during the year for students to take an end-of-course exam.” While end-of-course exams are not available on an ad hoc basis, there are multiple testing windows during the year.
 - **Item 36** – In order to ensure that states do not bias curriculum reviews towards non-digital content, DLN recommends that states do not “have a more rigorous review process for digital content than print content.” Washington does not have a print content *or* digital content review process. Perhaps the DLN reviewers focused on the OSPI online provider review process, mistaking it for a content review. Although this process does consider content, it is a *provider* review, not a *content* review.
 - **Item 50** – DLN: “State offers not-for-profit options for digital learning, including content, individual online courses and virtual and blended brick-and-mortar

schools.” Washington has at least one not-for-profit course provider (Virtual High School), in addition to a number of public and private options. While there are certainly more providers in the other categories, there is nothing blocking a not-for-profit provider from operating in the state, assuming they pass the OSPI approval process. The approval process itself is neutral with respect to provider type; the same criteria apply to for-profit, non-profit, and district-run programs.

Areas for Improvement

There are several areas, highlighted in the DLN report card, where Washington could improve:

- **Access:** Two of the “10 Elements” are related to student access to digital learning options. In Washington, students who seek a full-time online program have fairly good access to online schools. There are, of course, improvements to the process that could be made to speed choice transfers and eliminate confusion. But, access to individual online courses is often a local decision, and therefore subject to some variation from district to district. A number of policy changes could create a system where students across the state have access to a common set of courses, while still maintaining some control and funding for local districts.
- **Professional development:** DLN recommended that the state mandate professional development for online teachers (Item 42). OSPI’s online provider criteria already speak to professional development for online teachers. Rather than a statutory change, additions to these criteria might be a more effective way to stress professional development.
- **Funding:** Many online schools in Washington have been affected by recent funding cuts to ALE programs. DLN’s only recommendation on the topic is to move to a performance-based funding system, based on course completion. Further work is needed in this area to determine a funding model for online learning that incentivizes student success in rigorous online courses.
- **Blended learning:** As noted earlier, few Washington districts seem to be experimenting with blended learning. There is activity: a number of districts are moving towards providing students with Internet capable devices (laptops, iPads, etc.), and many districts use online content, especially in the credit recovery context. Funding is likely an issue here, especially for districts considering the more flexible scheduling arrangements found in the ALE rules. With funding cuts to ALE, districts are incentivized to run seat-time based programs rather than ALE programs. Beyond funding, districts may need additional state and regional (ESD) support and leadership to pivot classrooms into the blended space.

Funding

Although not necessarily an issue during the 2010–11 school year, the ALE funding reduction instituted for the 2011–12 and 2012–13 school years has the potential to stunt the growth of online learning in Washington. ESHB 2065 reduced by 15 percent state basic education funding for ALE programs. As online programs are generally funded by ALE, this cut impacts online programs as well.

At the time of this writing, we do not yet have definitive enrollment figures for the first part of the 2011–12 school year. But, anecdotally, many programs are struggling with the funding cuts.

We have talked to a number of programs, some of them fairly large, who are contemplating closure as a result of the reduced funding.

Recommendations

Based on the data presented in this report, we have a number of recommendations.

Part-Time Students

The majority of online learners are not enrolled full-time in an online program. Instead, most students are combining online courses with other educational options, including traditional (“brick and mortar”) schools, non-online ALE programs, and home-based instruction. Fifty-five percent of high school students taking online courses took fewer than five courses during the 2010–11 school year. Only 17.7 percent of students took enough (ten or more) courses to be considered full-time for the entire school year. It is worth noting that most online students are enrolled full-time in the public school system, as only 5.7 percent were part-time homeschooled. So, students who are taking less than a full load of courses online are using non-online courses for the remainder of their schooling.

Given this reality, policymakers should ensure that ALE and online learning laws and rules are structured in a way that supports both students in full-time online environments and part-time online students. At this juncture, OSPI does not have any specific recommendations for policy changes, but the agency will continue to review current rules and practices in order to recommend changes at a later date.

Meanwhile, school districts should continue their efforts to support these part-time online students. One of the most important things a district can do is to provide staff to locally support online learners. Staff should meet regularly with online students, especially if those students are working outside of the traditional classroom environment or schedule, to ensure students are on track. Should a student fall behind, the local staff should be well-positioned to intervene to ensure course completion and student success. Many districts already operate successful support models along these lines, but all districts offering online courses should consider providing a high level of support to part-time students.

Student Selection and Support

As we have seen, student achievement in online courses often lags behind the outcomes seen in non-online environments. While there are many factors that play into this, there are a number of variables that online providers can address, including student selection and support.

Online providers and local districts offering online courses should continue to refine their practices for matching students to appropriate educational options. Online courses aren’t going to be the right fit for all students, and educators should work with students to set appropriate expectations at the outset. Providers should ensure that any enrollment criteria are non-discriminatory while at the same time working to position students for success.

Once students are enrolled, online providers and districts need to provide increased levels of student support. For districts, this could mean providing local support staff, as described in the previous section. For providers, this means providing adequate information to the local support staff to ensure that staff can monitor progress and assist students. Online programs and online course providers should also continue to ensure that online teachers have meaningful instructional contact with students on a regular basis.

Common Metrics

Online providers should, working together, define a common set of metrics for use in defining student outcomes. This would address two problems.

The first problem is that providers use varying definitions of a course “completion.” Some programs will withdraw a student from a course after a few weeks of inactivity. Others will essentially never withdraw a student, instead coding it as a “No Credit.” These variations make it difficult to compare success rates between programs.

The second issue centers on improving student performance. As we have seen, student achievement is an ongoing concern in the online learning field. And, many online programs seem to attract students who are already at risk for dropping out. Some programs have put forth the argument that their overall achievement numbers are lower largely because of the population they serve. The data analysis tools used in this report, despite our attempts to tease into this issue, often are not granular enough to account for individual student growth. As a result, we may not be telling the complete story. To do this, programs need to be able to quantify the successes they are having in remediating students.

To that end, programs should attempt to define a common growth model that can be used to evaluate program effectiveness.

OSPI will help to facilitate discussions among providers in order to define common metrics.

Funding

Online learning, along with ALE programs in general, should be fully funded.

Conclusions

Looking at the data presented here, we see several surprises, some concerns, and bright spots.

Surprises

The first “surprise” is that the majority of online students are not “full-time” online students. Fifty-five percent of high school students taking online courses took fewer than five courses during the 2010–11 school year. Only 17.7 percent of students took enough (ten or more) courses to be considered full-time for the entire school year. Only a handful of the online school programs are serving mostly full-time students. As a result, policymakers and educators need to remember to account for this large population of part-time students in future policies.

The level of consolidation among course providers is surprising as well. As a result of the purchase of Kaplan Virtual Education, K12, Inc. now operates the online programs that serve over 70 percent of online students in the state. And, when individual courses are included, K12, Inc.'s market share is much higher.

Concerns

Student achievement continues to be a concern, both in terms of completion/passing rates and state assessment scores. Online students are not meeting standard on the state assessments at the same rate as the state as a whole. And, even when comparing non-online students of similar backgrounds, online students lag in completion and passing rates.

Bright Spots

There were a number of positive indications in this year's data.

Online student participation in the state assessments was higher than in previous years. Many programs redoubled their efforts to test students. That, coupled with several operational changes made by OSPI, helped to ensure that more students were able to take the tests.

Overall, the data quality improved in 2010–11, as compared to previous years. More districts are properly coding online courses, meaning that we have a much more reliable data set to use for analysis.

Students and parents are largely satisfied with their online experience, according to the student satisfaction survey. Despite ongoing concerns about student achievement, online learning is filling an important need, and many students are well-served by their online educational experience.

Appendices

Appendices B through G are available as electronic files at <http://digitallearning.k12.wa.us/about/reports/>.

Appendix A: Columbia Virtual Academy

Columbia Virtual Academy's (CVA) data on online enrollments arrived too late to be considered in the body of the report, so we have included some highlights here.

According to CVA's data, only 274 students took at least one online course during 2010–11, accounting for 895 course enrollments. Across all participating districts, CVA had 3,646 students, meaning that the online students made up only 7.5 percent of CVA's population.

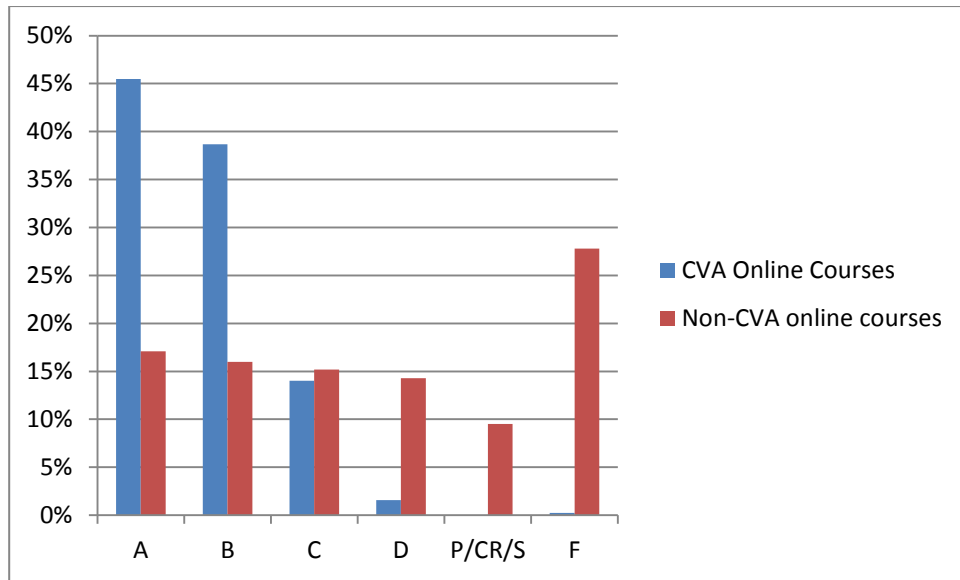
CVA online students had a gender distribution that was not nearly as skewed as that shown by other online students. Female students made up 51.5 percent (140) of CVA's online population, and males 48.9 percent (134).

CVA students are overwhelmingly white, with 250 (91.2 percent) of CVA's online students listed in that ethnicity category. Hispanics were the next largest category with 15 students (5.4 percent).

Many of the 895 enrollments were taken as year-long courses, with a single grade awarded at the end. In total, there were 712 grades reported by CVA. Of those, 270 were marked as withdrawals, giving CVA a 62.1 percent course completion rate.

Of the 442 completed courses, nearly all were passed. CVA's pass rate, with a D or higher, is 99.8 percent. With a C or higher, the pass rate is 98.2 percent. When comparing CVA's grade distribution to other online enrollments, we see that CVA has a much higher rate of students earning As and Bs, and a much lower rate of Ds and Fs. No CVA students earned a P/CR/S.

Figure 46: Grades in CVA Online Courses



Appendix B: Online School Programs

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_B_Online_School_Programs.xls.

Appendix C: Part-Time Homeschooled Students

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_C_PT_Homeschooled_Students.xls.

Appendix D: Non-Resident Student Enrollment

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_D_Nonresident_students.xls.

Appendix E: Assessment Results

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_E_Assessment.xls.

Appendix F: Certificated Instructional Staff (CIS) Ratios

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_F_CIS.xls.

Appendix G: Online Student Demographics from CEDARS

Available as a Microsoft Excel file at: http://digitallearning.k12.wa.us/about/reports/2010-11/Appendix_G_Online_Enrollment.xls.

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