



K12

unleash the xPotential

K12 Virtual Academies

January 28, 2014



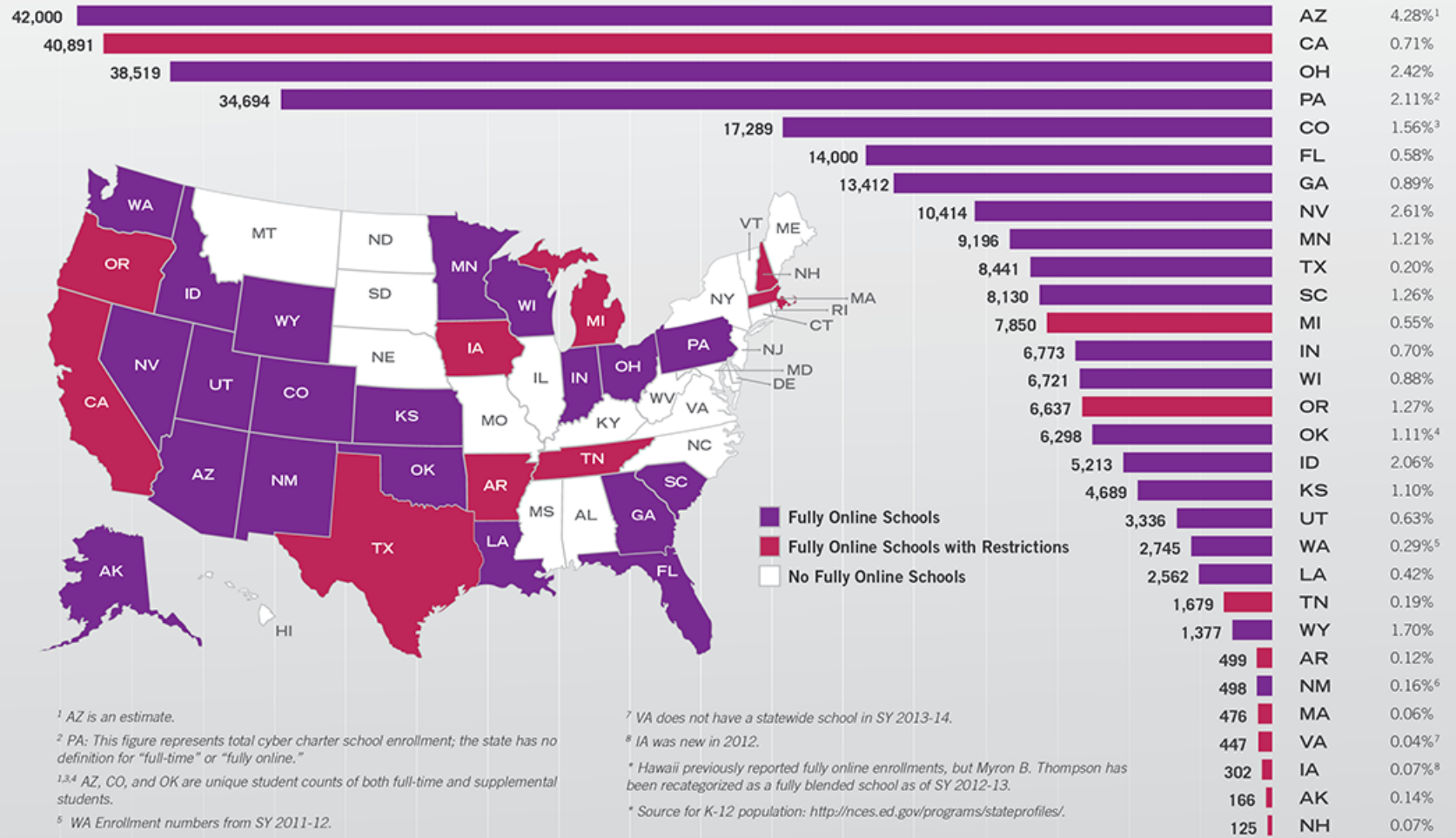
tinyurl.com/summershelton

2013

States with Multi-district Fully Online Schools

NUMBER OF ENROLLMENTS RELATIVE TO STATE K-12 POPULATION

Number of Course Enrollments in SY 2012-13



¹ AZ is an estimate.

² PA: This figure represents total cyber charter school enrollment; the state has no definition for "full-time" or "fully online."

^{3,4} AZ, CO, and OK are unique student counts of both full-time and supplemental students.

⁵ WA Enrollment numbers from SY 2011-12.

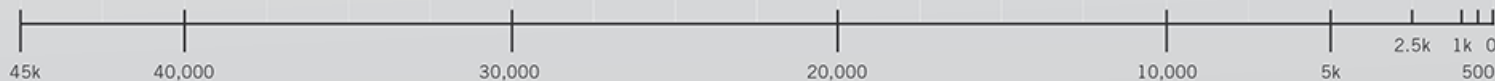
⁶ NM was new in 2012.

⁷ VA does not have a statewide school in SY 2013-14.

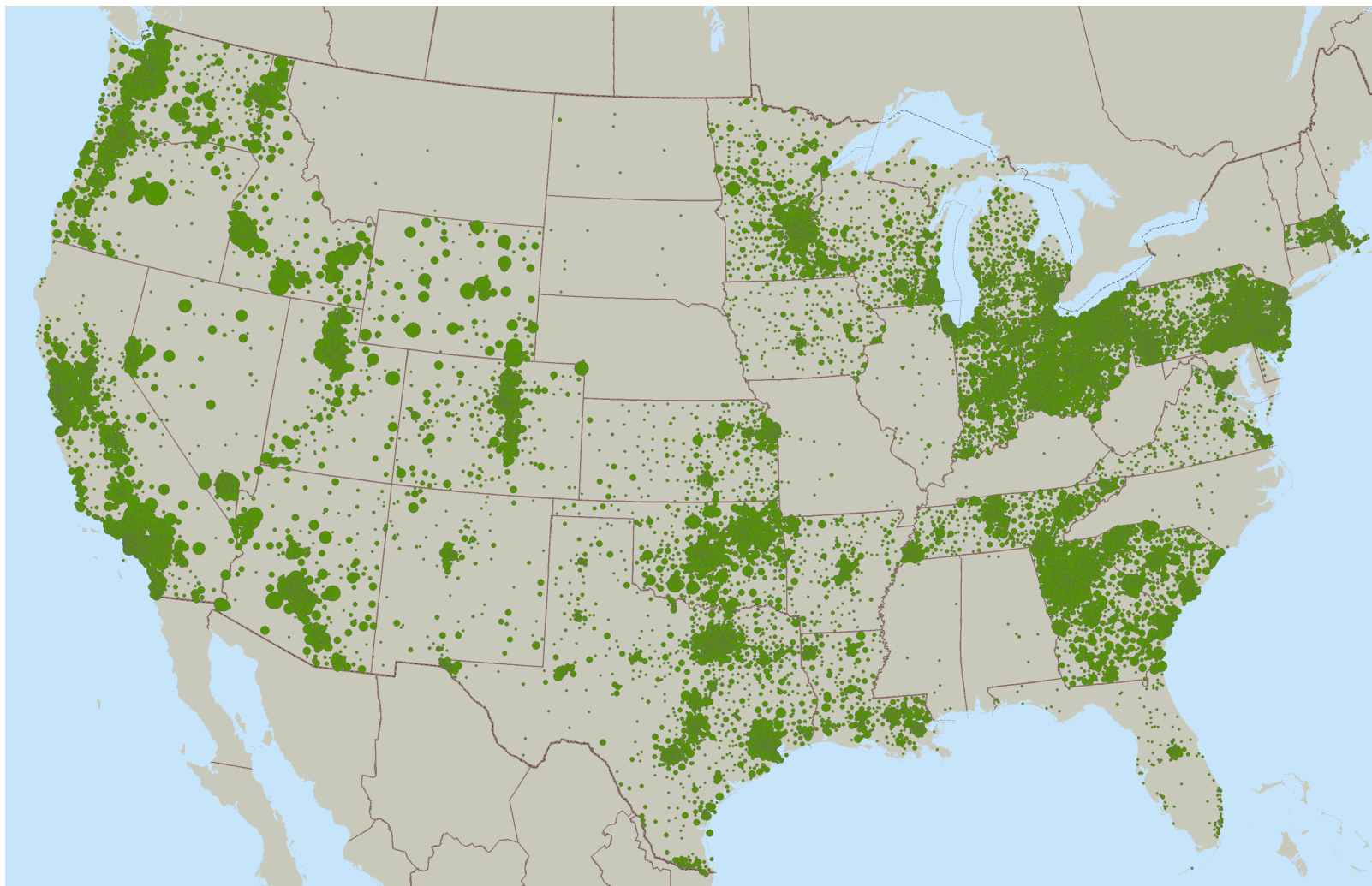
⁸ IA was new in 2012.

* Hawaii previously reported fully online enrollments, but Myron B. Thompson has been recategorized as a fully blended school as of SY 2012-13.

* Source for K-12 population: <http://nces.ed.gov/programs/stateprofiles/>.



Map of enrollment



K12 Profile



- Provide curriculum and administrative services to 48 full time online partner schools in 38 states and 5 blended, or “flex,” sites
- Develop partnerships with non profit governing boards, charter schools, districts, charters
- Operate two main full time online programs: traditional virtual academies and secondary schools better suited for at-risk students with a focus on college/career readiness, and blended/flex schools
- Provide courses to thousands of state programs and district, private and charter schools nationwide; Courses include credit recovery, core, electives, Advanced Placement and dual credit
- 13 year-old organization; publicly-traded company
- Company includes approximately 7100 employees, including 5400 educators

Fulltime Virtual Academy

Demographics



Prior School Enrollment

68.7 Public District or Charter
13.6 Home School
11.7 Other/not in school
6 Private

Special Populations

14% Special Education
4% 504
50% Title I

1% ELL

Ethnicity

64% White
15.0% African American
2.2% American Indian/AK Native
3.1% Asian/Pacific Islander
7% Hispanic
7% Multi racial/other

Free/Reduced Lunch Eligibility

50%

(Changing) Demographics of Full Time Online Students



- From 2009-2011, **high school enrollments** increased by 29 percent, and elementary enrollments declined by 29 percent
- **New** high school students were **below proficient** on prior state math assessments at a rate of 9 percent higher than returning students; range of up to 53 percent more below proficient
- Internal assessments demonstrate 50-70 percent of **new** students are **below proficient** upon enrollment
- Over last five years, percent **low income increased** in all but one of the large partner schools; all but two schools exceed the national average of 48 percent
- African American population **grew by 40 percent** in last five years
- **Percent special education** consistent at **13.5 percent** for last five years
- Percent students who **previously attended a public district school** increased by **28 percent** in last five years
- More than one-half of **parents** of high school students and one-third of elementary school **chose a K12** partner school to get their child “**caught up**”

Role of Teacher



- Certified and highly qualified subject area specialist
- Develops individualized learning plan, ensures implementation of plan and analyzes data
- Provides instruction through small group, individual and classroom synchronous sessions
- Differentiation and intervention through direct instruction
- Manages the pace of the course
- Conducts office hours in Blackboard Collaborate & through threaded discussions
- Supports Learning Coaches and students
- Grades student work and provides feedback
- Conferences with students & their mentors, as needed
- A resource for curriculum questions & supplemental activities.

Instructional Model



- **Lower Elementary** – generalist teachers; students spend approximately 50 percent of time online
- **Upper Elementary** – content-specific teachers; students spend approximately 65 percent of time online
- **Middle School** – content-specific teachers; students spend approximately 75 percent of time online
- **High School** – content-specific teachers; students spend approximately 96 percent of time online; counselors and advisory model
- **Special Populations** – special education and/or Title specialist teachers assigned to students pursuant to school's plan (approved by state)

Types of Assessments in Virtual Academies



- Scantron Fall/Spring – measures growth against a norm-referenced group of national students
- Lesson/Unit Assessments – teacher and computer scored
- Semester/Cumulative Assessments – teacher and computer scored
- Work Samples – teacher scored
- Benchmarks – aligned to state standards; determine individual instructional paths
- State Assessments

Classroom Gradebook by Subject broken down by Topic



Shows Entire Class and ALL grade level topics
 Highlight shows Blue Ribbon/Passport Earned
 Number of items (questions) also shown
 Hyperlink data will provide more data



Class Gradebook Report (Class By Subject, By Topic)

Report Filters



Class: Kantz, John_4th
 School: K12, INC. TRAINING SCHOOL
 Program: 4th Grade (Common Core)
 Subject: Math (Common Core)

Math (Common Core) Results

Student	Real World Problems 4.OA.2 4.OA.3		Multiplicative Comparisons 4.OA.1 4.OA.2 4.OA.3		Estimate Solutions 4.OA.3		Factors & Multiples 4.OA.4		Patterns 4.OA.5		Place Value 4.NBT.1 4.NBT.2		Compare Numbers 4.NBT.2		Expanded Notation 4.NBT.2		Rounding Numbers 4.NBT.3		Addition & Subtraction 4.NBT.4		Multiplication 4.NBT.5 4.NF.6		Equivalent Fractions 4.NF.4					
	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score	Items	Score				
Floyd, Pink	0	-	0	-	0	-	0	-	10	90%	16	75%	10	90%	10	80%	10	90%	10	70%	10	90%	0	-	0	-		
Heep, Uriah	0	-	0	-	0	-	0	-	0	-	0	-	0	-	12	75%	12	61.5%	0	-	14	42.9%	0	-	0	-		
Python, Monty	10	100%	13	76.9%	10	80%	10	80%	10	90%	10	90%	3	38.5%	0	-	10	90%	10	70%	0	-	0	-	0	-		
Tull, Jethro	0	-	0	-	0	-	0	-	11	18.2%	10	90%	0	-	10	90%	0	-	10	70%	0	-	0	-	0	-	0	-
Total	10	100%	13	76.9%	10	80%	10	80%	31	64.5%	36	83.3%	23	60.9%	32	81.3%	33	78.8%	30	70%	24	62.5%	0	-	0	-		

Top Online Learning Policy Issues



- ***Finance*** – Four “Fs:” Fractional, Fungible, Follows Child, Fair
- ***Attendance/participation*** – Define attendance and participation within the online setting; empower schools to find appropriate setting for students who do not successfully engage in online courses; Arizona and Wisconsin models
- ***Alternative accountability*** – Develop framework to measure progress of students in online courses; students enroll behind; students may enroll at any time; students may take additional time to master standards
- ***Students records and state data management systems*** – Require public schools to timely send student records; Ensure state systems timely capture totality of student records, such as cohort year, credits earned, attendance, etc.

North Carolina Statute



- **SECTION 7.22.(h)** Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each year. The report shall use data from the previous fiscal year and shall include statistics on actual versus projected costs to local school administrative units and charter schools, student enrollment, virtual teacher salaries, and measures of academic achievement.
- The Director of NCVPS shall continue to ensure the following:
 - (1) Course quality standards are established and met.
 - (2) All e-learning opportunities ***other than virtual charter schools offered by State-funded entities to public school students*** are consolidated under the NCVPS program, eliminating course duplication.
 - (3) All courses offered through NCVPS are aligned to the North Carolina Standard Course of Study. **SECTION 7.22.(h)** Beginning in 2011, the Director of NCVPS shall submit an annual report on NCVPS to the State Board of Education no later than December 1 of each Page 64 Session Law 2011-145 House Bill 200

Funding Models- General



- States rely on existing funding models for districts or charters, as appropriate (Utah, Kansas, New Mexico)
- States develop specialized fulltime online models, usually within the state charter statute (Arizona, Indiana)
- States evaluate difference between fixed and variable expenses in brick/mortar and online schools; brick/mortar schools have fixed expenses; online schools have variable expenses
- States recognize fulltime schools have different expenses than single course providers

Fulltime Online School Funding Types and Levels



- **Average Daily Membership/Attendance** – Ohio, Arizona, Pennsylvania
- **Count date(s)** – Kansas, Colorado
- **Performance** – Wyoming, Texas, Minnesota
- **Same** as brick/mortar charters – Utah, New Mexico
- **Percent** of brick/mortar charters or districts – Indiana, Arizona
- **Course level** funding, usually based on some form of course completion - Texas

Additional policy issues to consider



- School planning and scaling
 - fulltime online schools do not require traditional school buildings
 - enrollment and orientation processes are expedited due to online tools
 - teacher training driven by online tools
 - fewer constraints to ensure a timely school launch
- Students perform better the longer they are enrolled in fulltime online schools
 - Effect of persistence is most noticeable when students enroll in early elementary grades
 - Schools need policies to ensure parents understand expectations of model and ability to enforce consequences for non-engaged students
- Data collection and metrics generation
 - fulltime online schools have systems to collect and analyze student- and teacher-level data on a daily basis
 - ability to develop customized dashboards for charter boards and authorizers