

# **Summary Report of the Operations and Activities of Online Programs in Colorado**

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## EXECUTIVE SUMMARY

The *Summary Report of the Operations and Activities of Online Programs in Colorado* provides in-depth analysis of Colorado's online programs for the 2010-2011 school year. A significant part of the analysis comes from annual reports submitted by the online schools. The annual reports provide qualitative and quantitative information about each program's budget, enrollment, contact information, course and course development processes, adult-to-student ratio, course completion rates, number of highly qualified teachers on staff, student demographic information, strategies and initiatives for supporting students, academic achievement data, and program alignment to quality standards. Annual report data are combined with information from other sources, such as the School Performance Framework (SPF) ratings and scores; interviews with 16 leaders of online schools and four district authorizers; research findings on funding models; regression analysis of student achievement data; and historical context information. The report concludes with policy considerations for lawmakers.

The Unit of Online Learning (UOL) broadened the scope of this report so that lawmakers might gain greater insight into an education sector that is growing at an unprecedented rate. In the 2010-2011 school year, 15,249 students (1.8 percent of all students) registered at online educational programs. The total represents a 14 percent increase from 2009-2010. Given the growth in this sector, it is not surprising that the General Assembly and the HB 1412 Committee (an ad hoc advisory committee on charter schools created by the legislature) each considered the issue of online schools and their regulatory and reporting requirements. The expanded format of this report to the Colorado General Assembly is intended to enrich the dialogue with the public and among legislators in preparation for the next session.

### **Historical Context of the Report**

The summary document, like the individual program annual reports, has been required by law since 2007. Although nominally involved in online education over the previous decade, the Colorado legislature enacted major legislation in 2007 to regulate online programs. In response to findings from an official audit and recommendations from the Trujillo Commission, the legislature created the UOL at the Colorado Department of Education (CDE) to oversee online programs.

The UOL certifies online programs that serve a student population drawn from two or more school districts and enrolling more than 10 students from outside the authorizing school district (hereafter called multi-district programs). Once a program receives certification, it is valid for two years before recertification is required. Thereafter, the authorizer applies for recertification of the online program at three year intervals. Certification and recertification are based on program alignment with 15 quality standards.

Single district schools are exempt from certification requirements; however, like multi-district programs, they must annually report on how the program meets these standards along with additional program data.

After analyzing the qualitative and quantitative information contained in the reports, the UOL is required to present a summary of the data to the Colorado State Board of Education and the Education Committees of the General Assembly by the end of the legislative session.

### **Multi-District and Single District Programs**

In Colorado, there are 22 multi-district online programs and 12 single district programs. Of the multi-district programs, six (Provost Online Academy, Colorado Virtual Academy (COVA), Colorado Calvert Academy, Guided Online Academic Learning (GOAL) Academy, Hope Online Learning Academy Co-Op, and College Pathways) are charter schools. Three districts (Douglas County School District, Jeffco Public Schools, and Academy District 20) and the Charter School Institute authorize more than one program each.

### **Demographics and Accountability**

COVA had the highest full time enrollment in the 2010-2011 school year (4,595 students), and Virtual Village had the lowest (four students). Colorado Connections Academy, COVA, GOAL, Hope Online Learning Academy Co-Op, and Insight School of Colorado enrolled more than 1,000 students each. As compared to the entire Colorado student population, a greater percentage of students in online schools tend to be White, Black, or American Indian, while fewer tend to be Asian or Hispanic. Girls tend to enroll at slightly greater rates than boys. Although the difference based on Individualized Education Program status is nominal, online schools see notably smaller percentages of both English Language Learner students and those whose families qualify for free and reduced lunch, as compared to non-online schools.

### **Adult-to-Student Ratio**

Online schools in Colorado have relatively low adult-to-student ratios (ratios range from 1:4 to 1:43). Many schools report that they employ part-time teachers; thus, the ratios may not be comparable to a typical classroom where teachers are typically employed full-time.

### **Highly Qualified Standards**

To be deemed “highly qualified” under the federal No Child Left Behind (NCLB) Act, teachers must demonstrate a subject matter competency in all core academic areas to which they are assigned. At the secondary level, teachers must have a bachelor’s or master’s degree specific to the subject area being taught, or have at least 24 semester hours in the subject area (30 hours in social studies or science), pass a National Board

Certification in the subject area, or pass a content assessment, such as the PLACE or Praxis exams, in the subject area. Because the report template does not require programs to identify the percentage of highly qualified versus non-highly qualified teachers, such data could not be provided in the summary report.

### **School Performance Frameworks**

The School Performance Frameworks (SPF) assign to each school one of four plan types: Performance, Improvement, Priority Improvement, and Turnaround. Each category reflects the total framework points earned by that school across all the indicator areas. SPF ratings are not available for single district online programs that do not have separate school codes and programs in the first year of operation as a school. If the number of participating students is too small for a school that has been in operation at least one year, there is no SPF report, and the school's automatic school performance rating is "Improvement." Of the 21 schools for which SPF ratings are available, three schools have Performance Plans, six have Improvement Plans, six have Priority Improvement Plans, and six have Turnaround Plans.

### **Individual Student Performance Analysis**

When CSAP scale scores and proficiency levels (not proficient and proficient/advanced) between online programs and traditional education settings are compared, online students consistently lag behind those of non-online students, even after controlling for grade levels and the following student characteristics: sex, race/ethnicity, English Language Learner status, Individual Education Plan status, and federal free and reduced lunch program eligibility.

### **Alignment to Quality Standards**

This section focuses on the descriptive information provided by online school operators in their annual reports. Because the length and specificity of the answers varied considerably from report to report, comparison among the schools is problematic. For this reason, the analysis identifies trends in the descriptive material for each of the 10 sections in the annual report template. Responses reveal that in most programs, students independently take online classes created by national online curriculum providers. Teachers monitor student progress and supplement the primary curriculum with additional online or teacher-created curricula. Teachers meet with students by phone, Skype, video conference, online discussion board, or in person to conduct one-on-one or small group tutoring. Some programs deliver synchronous online classes to large groups of students. Other programs require students to come on site once or twice a week for direct instruction, tutoring, or enrichment. All programs require students to come to a central location for CSAP testing. Attendance, participation, and truancy expectations vary among programs. In some cases, teachers have considerable discretion to determine if students are participating at expected levels while some schools have specific seat time or completion expectations.

## **Annual Budgets**

The average total budget across online schools was \$2.5 million. Some online schools spent more than \$30 million in total. The greatest percentage of spending was for salaries and benefits, professional services, and other services. On average, programs spent the least amount of money on property.

## **Funding Online Schools**

Currently, states report four primary options for funding virtual schools: (1) state appropriation, (2) funding formula, (3) no direct state role, and (4) a combination approach. In Colorado, funding for online schools is governed by state statute (CRS 22-30.7-107) and fits under the second option. Online students are counted on the October 1 “count day,” and then the school receives the respective per-pupil funding for each student enrolled in the program.

## **Themes from Interviews with Online Leaders and Authorizers**

The authors of this report requested interviews or written feedback to a series of survey questions from all online school leaders and authorizers in Colorado. Based on responses, the authors conducted in-person and telephone interviews and gathered responses via email from 16 leaders of online schools and four district authorizers. Responses focused on six themes—the definition of online programs, vision for the future of online learning, funding, reporting, accountability, and teacher preparedness.

## **Policy Considerations**

Following the analysis of the data and feedback from providers, the authors drafted policy considerations. These include: (1) modifying the definition of online learning to accommodate blended models; (2) revising the way online schools are funded; (3) removing duplicative reporting requirements; (4) enabling students to take CSAP in an online format; (5) adopting standards and guidelines for authorizers to use in evaluating the quality of online schools; (6) creating state-level training for authorizers to ensure consistency and quality standards across all online schools; and (7) facilitating the creation of training programs in Colorado’s universities for online teachers.

## **Additional Resources**

The report also provides references for further study and appendices with extended data on online program expenditures, student demographics, and survey questions.

## **Disclaimer**

The authors have attempted to ensure full accuracy in reporting data about individual schools and programs; however, data presented in most of the tables are based on the self-



reported information provided by individual schools in their annual reports. Please notify this department if any errors or omissions are discovered with respect to the data so that it can be corrected in the database.

## INTRODUCTION

By law, Colorado online programs must annually report information to the Colorado Department of Education's (CDE's) Unit of Online Learning (UOL) regarding the program's budget, enrollment, contact information, course and course development processes, student-to-adult ratio, course completion rates, number of highly qualified teachers on staff, student demographic information, strategies and initiatives for supporting students, academic achievement data, and program alignment to quality standards. After analyzing the qualitative and quantitative information, the UOL is required to present a summary of the data to the Colorado State Board of Education and the Education Committees of the General Assembly by the end of the legislative session.

The 2011 report combines the required analysis with other bodies of data and research including the most recent School Performance Framework (SPF) ratings and scores; interviews with 16 leaders of online schools and four district authorizers; research findings on funding models; CSAP data; and historical context. As in past years, the report compares student academic proficiency rates between online and traditional programs. The 2011 report goes a step further by providing a comparison of student proficiency scores that controls for student characteristics, such as sex, race/ethnicity, English Language Learner status, IEP status, and federal free and reduced lunch program eligibility. This analysis shows how students perform at online programs as compared to those in traditional settings regardless of individual characteristics.

By combining information from the online reports with these other qualitative and quantitative data sources and national research findings, the authors of the report were able to formulate policy considerations for lawmakers. For example, the authors noted similarities between the reporting requirements in the annual report submitted to the UOL and the reporting requirements of other district and state agencies. The policy considerations, regression analysis of student achievement, provider testimony, research findings, and other sections new to this report format have been included so as to provide a richer, more in-depth body of knowledge of the state's online school programs. Lawmakers, the primary audience of this report, and members of the public will benefit from having a clearer picture of this education sector, which is growing in popularity among families across the state.

## SUMMARY OF LEGISLATIVE AND RULE HISTORY

The legislature and the State Board of Education have overseen and supported online schools for more than a decade. Foreseeing a future trend in education, the Colorado General Assembly assigned a section in the Colorado Revised Statutes (CRS) for online schools in 1998. That same year, the Colorado Department of Education (CDE) provided a grant for the Colorado Online School Consortium, a project undertaken by 14 school

districts to develop virtual education. Subsequently renamed Colorado Online Learning, the organization developed online courses and a Quality Assurance Program. Today, Colorado Online Learning offers more than 70 courses in art, music, business, world languages, social studies, technology, health, life skills, fitness, science, math, and language arts.

The legislature revisited the issue of online schools in 2002 when it passed CRS 22-33-104.6. The new law defined online programs, authorized the first study committee on the subject, mandated that online students live within the state and participate in state assessments, and dictated funding requirements. For a district to have received state funding for an online student, the student must have been enrolled in a district public school the preceding school year. The legislature revised this requirement in 2003 and 2006 to enable more students to be served.

In 2006, the Colorado State Auditor, at the request of the legislature, released an audit of K-12 online education. The auditors reported gaps in oversight of online schools. To research the issue further, the Donnell-Kay Foundation created the Trujillo Commission to examine the issues raised by the audit. Commissioners chosen from online education, higher education, and traditional public education published a report in February 2007 with multiple recommendations for the legislature.

The legislature passed Senate Bill 07-215, which created the Division of Online Learning at CDE, subsequently renamed the Unit of Online Learning (UOL). The Unit is responsible for establishing quality standards for online programs, certifying multi-district online programs (single district and supplementary programs are not required to be certified), reviewing online schools through annual reports, and enforcing corrective action. The law also requires that online schools obtain a memorandum of understanding with a district in order to open a learning center within its borders. In the 2011 legislative session, legislators considered reducing annual reporting requirements as they substantially duplicate information provided in the Unified Improvement Plan and district/school accreditation documents.

The UOL also conducts support activities, such as training and technical assistance, overseeing the Supplemental Online Grant program, and granting the Colorado Online Teacher of the Year Awards.

## MULTI-DISTRICT AND SINGLE DISTRICT PROGRAMS

Colorado has 22 multi-district online schools and 12 single district programs. Of the multi-district schools, six (COVA, Provost Online Academy, Colorado Calvert Academy, GOAL Academy, Hope Online Learning Academy Co-Op, and College Pathways) are charter schools, which means the bulk of online schools were created by school districts as an alternative to the traditional classroom.

Online schools that serve a student population drawn from two or more school districts and enrolling more than 10 students from outside the authorizing school district must apply for certification. Once a program receives certification, it is valid for two years before recertification is required. Thereafter, the authorizer applies for recertification of the online school at three year intervals. Note that single district online schools do not always have an assigned school code.

| <b>Table 1: Multi-District Online Programs</b> |  |                     |                    |                             |
|--|--|---------------------|--------------------|-----------------------------|
| <b>Authorizer</b>                              | <b>Online School</b>                           | <b>Grade Levels</b> | <b>School Code</b> | <b>Recertification Date</b> |
| Academy District 20                            | Academy Online High School                     | 9-12                | 0110               | 2014                        |
| Colorado Springs School District 11            | ACHIEVEk12                                     | K-12                | 0269               | 2014                        |
| Boulder Valley RE-2                            | Boulder Universal                              | K-12                | 0930               | 2014                        |
| Branson School District                        | Branson School Online                          | K-12                | 0948               | 2013                        |
| Charter School Institute                       | Colorado Calvert Academy                       | K-8                 | 1901               | 2015                        |
| Mapleton 1                                     | Colorado Connections Academy                   | K-12                | 1796               | 2013                        |
| Adams 12 Five Star Schools                     | Colorado Virtual Academy (COVA)                | K-12                | 1752               | 2013                        |
| Academy District 20                            | College Pathways (The Classical Academy)       | 7-12                | 8779               | 2015                        |
| Crowley County School District                 | Crowley County Online Academy                  | 9-12                | 1967               | 2013                        |
| Denver County School District                  | DPS Online High School                         | 9-12                | 6509               | 2014                        |
| Douglas County School District                 | eDCSD  | K-12                | 5405               | 2013                        |
| Edison School District 54JT                    | Edison Academy                                 | 6-12                | 2504               | 2013                        |
| Charter School Institute                       | Guided Online Academic Learning (GOAL) Academy | 9-12                | 3475               | 2013                        |
| Douglas County School District                 | Hope Online Learning Academy Co-op             | K-12                | 3995               | 2013                        |
| Julesburg School District RE-1                 | Insight School of Colorado                     | 9-12                | 4369               | 2013                        |
| Jefferson County R-1                           | Jeffco's 21st Century Virtual Academy          | 9-12                | 4408               | 2014                        |
| Garfield RE-2                                  | Kaplan Academy of Colorado                     | 9-12                | 3325               | 2013                        |
| Karvel RE-23                                   | Karval Online Education                        | K-12                | 4504               | 2013                        |
| Monta Vista C-8                                | Monte Vista Online Academy                     | 6-12                | 6520               | 2013                        |
| Poudre School District                         | PSD Online Academy                             | 6-12                | 7198               | 2015                        |
| Charter School Institute                       | Provost Online Academy                         | 9-12                | 1877               | 2015                        |
| VILAS RE-5                                     | Vilas Online                                   | K-12                | 9085               | 2013                        |

| <b>Table 2: Single District Online Programs</b> |  |                     |                    |
|---|--|---------------------|--------------------|
| <b>Authorizer</b>                               | <b>Online School</b>                         | <b>Grade Levels</b> | <b>School Code</b> |
| Adams-Arapahoe 28J                              | APS Online                                   | 9-12                | 0219               |
| Buena Vista R-31                                | Buena Vista Online                           | 3-12                | 1154               |
| Widefield 3                                     | D3 My Way                                    | K-12                | n/a                |
| Falcon 49                                       | Falcon Virtual Academy                       | K-12                | 2877               |
| Fremont RE-2                                    | Focus Academy                                | 6-12                | 2870               |
| Pueblo County 70                                | Futures Digital Academy                      | 6-12                | 3279               |
| Mesa County #51                                 | Grande River Virtual Academy                 | 9-12                | n/a                |
| Littleton Public Schools                        | LPS@home                                     | K-6                 | n/a                |
| Jefferson County R-1                            | McClain LIVE                                 | 9-12                | n/a                |
| Pueblo City School District 60                  | Ridge Academy                                | 9-12                | n/a                |
| Thompson R-2J                                   | Thompson Online                              | K-12                | 8855               |
| Park County RE-2                                | Virtual Village - Lake George Charter School | K-8                 | n/a                |

## DEMOGRAPHICS AND ACCOUNTABILITY

According to the CDE, there are 15,249 students registered in online educational programs in the 2010-2011 school year. That total represents 1.8 percent of all students statewide.

The current enrollment reflects a 14 percent increase from 2009-2010, when there were 13,128 students in online schools. In 2002-2003, there were just 1,876 students in online programs, and, at the time, those students represented .25 percent of the entire statewide enrollment.

This section of the report includes data on student enrollment, demographic profiles of students, student-to-adult ratio data, highly qualified standards data, school performance framework data, and individual student performance analysis.

## ENROLLMENT DATA

Table 3 shows student enrollment data as reported by the individual online schools.

| TABLE 3: STUDENT ENROLLMENT DATA     |                                    |                                      |                                     |                                     |   |                                       |
|--------------------------------------|------------------------------------|--------------------------------------|-------------------------------------|-------------------------------------|---|---------------------------------------|
| Authorizer                           | Online School                      | 2009 - 2010 Full-Time Student Count* | 2010 - 2011 Full-Time Student Count | 2010 - 2011 Part-Time Student Count | Dec. 2010 End-of-Year Full-Time Student Count | Dec. 2010 Part-Time Course Enrollment |
| Academy District 20                  | Academy District 20 Online Program | 35                                   | 24                                  | 186                                 | 5   | 394                                   |
| Colorado Springs District 11         | Achievek12                         | 59                                   | 57                                  | 7                                   | 75  | 3                                     |
| Adams-Arapahoe 28J                   | APS Online (Aurora Public Schools) |                                      | 101                                 | 0                                   | 0   | 606                                   |
| Boulder Valley RE 2                  | Boulder Universal                  |                                      | 69                                  | 10                                  | 4   | 20                                    |
| Branson Reorganized 82               | Branson School Online              | 447                                  | 397                                 | 0                                   | 376   | 3486                                  |
| Buena Vista R-31                     | Buena Vista Online                 |                                      | 7                                   | 5                                   | 0   | 52                                    |
| Academy District 20                  | College Pathways (TCA)             |                                      | 213                                 | 93                                  | 33  | 244                                   |
| Charter School Institute             | Colorado Calvert Academy           |                                      | 166                                 | 0                                   | 0   | 166                                   |
| Mapleton 1                           | Colorado Connections Academy       | 1060                                 | 1372                                | 0                                   | 933   | 0                                     |
| Douglas County                       | Colorado Cyberschool               |                                      | 235                                 | 75                                  | 158   | 2958                                  |
| Adams 12 Five Star Schools           | Colorado Virtual Academy (COVA)    | 5006                                 | 4595                                | 439                                 | 4008  | 1236                                  |
| Crowley County School District RE1-J | Crowley County Online Academy      | 20                                   | 11                                  | 0                                   | 1   | 58                                    |
| Widefield E                          | D3 My Way                          |                                      | 14                                  | 31                                  | 3   | 192                                   |

**TABLE 3: STUDENT ENROLLMENT DATA**

| <b>Authorizer</b>                | <b>Online School</b>                           | <b>2009 - 2010 Full-Time Student Count*</b> | <b>2010 - 2011 Full-Time Student Count</b> | <b>2010 - 2011 Part-Time Student Count</b> | <b>Dec. 2010 End-of-Year Full-Time Student Count</b> | <b>Dec. 2010 Part-Time Course Enrollment</b> |
|----------------------------------|--|---|--|--|--|--|
| Denver County 1                  | DPS Online High School                         | 128   | 99   | 50   | 65   | 790  |
| Edison 54 JT                     | Edison Academy                                 | 42  | 17   | 1  | 82   | 83   |
| Falcon 49                        | Falcon Virtual Academy                         |   | 102  | 6  | 0  | 18   |
| Fremont RE-2                     | FOCUS Academy                                  |   | 10   | 0  | 0  | 0  |
| Pueblo County 70                 | Futures Digital Academy                        |   | 9  | 1  | 0  | 3  |
| Charter School Institute         | Guided Online Academic Learning (GOAL) Academy | 603   | 1350                                       | 0  | 610  | 0  |
| North Conejos School District    | Heartlight Academy                             |   | 14   | 0  | 10   | 0  |
| Douglas County                   | Hope Online Learning Academy Co-Op             | 2846  | 2851                                       | 0  | 2520   | 0  |
| Julesburg School District Re-1   | Insight School Of Colorado                     | 976   | 1527                                       | 25   | 493  | 27   |
| Jefferson County R-1             | Jeffco's 21st Century Virtual Academy          | 108   | 144  | 188  | 31   | 242  |
| Garfield RE-2                    | Kaplan Academy of Colorado                     | 338   | 298  | 11   | 205  | 52   |
| Karval RE-23                     | Karval Online Education                        | 208   | 168  | 17   | 164  | 70   |
| Littleton Public Schools         | LPS @ Home                                     |   | 6  | 0  | 6  | 0  |
| Jefferson County R-1             | McLain LIVE (JEFFCONET ACADEMY)                |   | 45   | 2  | 81   | 225  |
| Mesa County Valley 51            | Mesa County Valley School District             |   | 37   | 0  | 0  | 29   |
| Monte Vista C-8                  | Monte Vista On-Line Academy                    | 82  | 92   | 0  | 95   | 0  |
| Charter School Institute         | Provost Academy Colorado                       |   | 388  | 1  | 0  | 3  |
| Poudre School District           | PSD Online Academy                             |   | 108  | 0  | 22   | 0  |
| Pueblo City School District (60) | Ridge Academy                                  |   | 70   | 76   | 83   | 547  |
| Thompson R-2J                    | Thompson Online                                |   | 38   | 21   | 0  | 71   |
| Vilas RE-5                       | V.I.L.A.S. Online School                       | 343   | 294  | 3  | 340.5  | 13   |
| Park County RE-2                 | Virtual Village - Lake George Charter School   |   | 4  | 1  | 80   | 16   |

\* 2009 – 2010 data are included where available

## DEMOGRAPHIC STUDENT PROFILE

Table 4 reports the demographic profiles of students based on school type. Beginning with race ethnicity, compared to their non-online peers, a greater percentage of students in online schools tend to be White, Black, or American Indian, while fewer tend to be Asian or Hispanic. Girls tend to enroll at slightly greater rates than boys. Although the difference based on IEP status is nominal, online schools see notably smaller percentages of both English Language Learner students and those whose families qualify for free or reduced lunch, as compared to non-online schools.

| <b>Table 4: Demographic Profile of Students by School Type</b> |                           |                       |
|--|---------------------------|-----------------------|
|  | <b>Non-Online Student</b> | <b>Online Student</b> |
| <b>Race/Ethnicity</b>  |                           |                       |
| American Indian  | 1.19                      | 1.85                  |
| Asian  | 3.82                      | 1.69                  |
| Black  | 5.99                      | 8.01                  |
| Hispanic   | 28.51                     | 20.80                 |
| White  | 60.49                     | 67.64                 |
| <b>Gender</b>  |                           |                       |
| Female   | 48.95                     | 50.65                 |
| Male   | 51.05                     | 49.35                 |
| <b>IEP Status</b>  |                           |                       |
| No IEP   | 90.92                     | 91.27                 |
| Yes IEP  | 9.08                      | 8.73                  |
| <b>ELL Status</b>  |                           |                       |
| Non ELL  | 82.99                     | 93.46                 |
| ELL  | 17.01                     | 6.54                  |
| <b>Free/Reduced Lunch Status</b>                               |                           |                       |
| Non FRL  | 60.90                     | 70.93                 |
| FRL  | 39.10                     | 29.07                 |

## ADULT-TO-STUDENT RATIO

Online schools in Colorado have relatively low adult-to-student ratios (ratios range from 1:4 to 1:43). In an online environment, these ratios may not be a significant measure for predicting student achievement because many other variables influence how students perform. Moreover, many schools report that they employ part-time teachers; thus, the ratios shown below may not completely reflect the complexity of the environment. Table 5 shows the number of adults, the number of students in each online school, and the adult-to-student ratio.



**Table 5: Adult-to-Student Ratio**

| <b>Authorizer</b>                | <b>Online School</b>                           | <b>Number of Adults</b> | <b>Number of Students</b> | <b>Adult/Student Ratio</b> |
|----------------------------------|--|-------------------------|---------------------------|----------------------------|
| Academy District 20              | Academy District 20 Online Program             | 20                      | 117                       | 1:6                        |
| Colorado Springs District 11     | Achieve K12                                    | 17                      | 371                       | 1:22                       |
| Adams-Arapahoe 28]               | APS Online (Aurora Public Schools)             | 7                       | 120                       | 1:18                       |
| Boulder Valley RE 2              | Boulder Universal                              | 1                       | 4                         | 1:4                        |
| Branson Reorganized 82           | Branson School Online                          | 33                      | 397                       | 1:12                       |
| Buena Vista R-31                 | Buena Vista Online                             | 7                       | 11                        | 1:2                        |
| Academy District 20              | College Pathways (TCA)                         | 20                      | 306                       | 1:15                       |
| Charter School Institute         | Colorado Calvert Academy                       | 4.5                     | 166                       | 1:37                       |
| Mapleton 1                       | Colorado Connections Academy                   | 1                       | 35                        | 1:35                       |
| Douglas County                   | Colorado Cyberschool                           | 52                      | 230                       | 1:5                        |
| Adams 12 Five Star Schools       | Colorado Virtual Academy (COVA)                | 119                     | 5034                      | 1:43                       |
| Crowley County School District   | Crowley County Online Academy                  | 18                      | 11                        | *                          |
| Widefield 3                      | D3 My Way                                      | 6                       | 24                        | 1:4                        |
| Denver County 1                  | DPS Online High School                         | 14                      | 149                       | 1:11                       |
| Edison 54 JT                     | Edison Academy                                 | 6                       | 82                        | 1:14                       |
| Falcon 49                        | Falcon Virtual Academy                         | 7                       | 108                       | 1:16                       |
| Fremont RE-2                     | FOCUS Academy                                  | 24                      | 10                        | *                          |
| Pueblo County 70                 | Futures Digital Academy                        | 7                       | 108                       | 1:15                       |
| Charter School Institute         | Guided Online Academic Learning (GOAL) Academy | 1                       | 25                        | 1:25                       |
| North Conejos School District    | Heartlight Academy                             | 5                       | 16                        | 1:4                        |
| Douglas County School District   | Hope Online Learning Academy Co-Op             | 267                     | 2851                      | 1:11                       |
| Julesburg School District RE-1   | Insight School of Colorado                     | 72                      | 1527                      | 1:22                       |
| Jefferson County R-1             | Jeffco's 21st Century Virtual Academy          | 20                      | 302                       | 1:16                       |
| Garfield RE-2                    | Kaplan Academy of Colorado                     | 12.5                    | 309                       | 1:25                       |
| Karval RE-23                     | Karval Online Education                        | 20                      | 168                       | 1:9                        |
| Littleton Public Schools         | LPS @ home                                     | 1                       | 6                         | 1:6                        |
| Jefferson County R-1             | McLain LIVE (JEFFCONET ACADEMY)                | 9                       | 47                        | 1:16                       |
| Mesa County Valley 51            | Mesa County Valley School District             | 26                      | 45                        | 1:2                        |
| Monte Vista C-8                  | Monte Vista On-Line Academy                    | 9                       | 92                        | 1:11                       |
| Charter School Institute         | Provost Academy Colorado                       | 16                      | 389                       | 1:25                       |
| Poudre School District           | PSD Online Academy                             | 8                       | 108                       | 1:14                       |
| Pueblo City School District (60) | Ridge Academy                                  | 3                       | 83                        | 1:28                       |
| Thompson R-2]                    | Thompson Online                                | 4                       | 60                        | 1:15                       |

**Table 5: Adult-to-Student Ratio**

| Authorizer       | Online School                                | Number of Adults | Number of Students | Adult/Student Ratio |
|------------------|--|------------------|--------------------|---------------------|
| Vilas RE-5       | V.I.L.A.S. Online School                     | 29               | 298                | 1:11                |
| Park County RE-2 | Virtual Village - Lake George Charter School | 1                | 5                  | 1:5                 |

\*Self-reported data did not allow for meaningful ratio computation in this category.

## HIGHLY QUALIFIED STANDARDS

One of the key components of the federal No Child Left Behind (NCLB) Act is to require that all core content teachers be “highly qualified” in their subject area. To meet NCLB’s highly qualified criteria, teachers must demonstrate a subject matter competency in all core academic areas to which they are assigned. At the secondary level, teachers must have a bachelor’s or master’s degree specific to the subject area being taught, or have at least 24 semester hours in the subject area (30 hours in social studies or science), pass a National Board Certification in the subject area, or pass a content assessment, such as the PLACE or Praxis exams, in the subject area.

Core academic areas include the following:

- English, reading, or language arts
- Math
- Science
- World (foreign) languages
- Social studies (civics, government, history, geography, and economics)
- Arts (visual arts, drama, music)

Elementary (grades K-6) teachers may demonstrate subject-area competency by completing an approved teacher preparation program in elementary education, holding an elementary endorsement with a teaching license, passing an approved elementary content test in another state, or passing the National Board Certification elementary assessment.

Teachers at both the elementary and secondary levels may also satisfy highly qualified criteria by passing a HOUSSE (High Objective Uniform State Standard of Evaluation) evaluation. HOUSSE evaluations provide an alternative and more flexible way for certain categories of teachers to demonstrate subject matter competency. Colorado has created HOUSSE provisions for veteran elementary teachers, multi-subject special education teachers in secondary settings, and multi-subject secondary teachers in rural settings.

Table 6 reports on the number of highly qualified teachers working in each online program. Ideally, this table would include the percentage of highly qualified teachers, but these

percentages were not reported, and the data necessary to determine such percentages were not available.

| <b>Table 6: Highly Qualified Standards</b> |  |                                  |
|--|--|----------------------------------|
| <b>Authorizer</b>                          | <b>Online School</b>                           | <b>Highly Qualified Teachers</b> |
| Academy District 20                        | Academy District 20 Online Program             | 17                               |
| Colorado Springs District 11               | ACHIEVE K12                                    | 9                                |
| Adams-Arapahoe 28]                         | APS Online (Aurora Public Schools)             | 4                                |
| Boulder Valley RE 2                        | Boulder Universal                              | 30                               |
| Branson Reorganized 82                     | Branson School Online                          | 25                               |
| Buena Vista R-31                           | Buena Vista Online                             | 6                                |
| Adams District 20                          | College Pathways (TCA)                         | 17                               |
| Charter School Institute                   | Colorado Calvert Academy                       | 4.5                              |
| Mapleton 1                                 | Colorado Connections Academy                   | 35                               |
| Douglas County                             | Colorado Cyberschool                           | 11                               |
| Adams 12 Five Star Schools                 | Colorado Virtual Academy (COVA)                | 119                              |
| Crowley County School District             | Crowley County Online Academy                  | 16                               |
| Widefield 3                                | D3 My Way                                      | 6                                |
| Denver County 1                            | DPS Online High School                         | 11                               |
| Edison 54 JT                               | EDISON ACADEMY                                 | 2                                |
| Falcon 49                                  | Falcon Virtual Academy                         | 6                                |
| Fremont RE-2                               | FOCUS Academy                                  | 22                               |
| Pueblo County 70                           | Futures Digital Academy                        | 18                               |
| Charter School Institute                   | Guided Online Academic Learning (GOAL) Academy | 72                               |
| North Conejos School District              | Heartlight Academy                             | 2                                |
| Douglas County School District             | Hope Online Learning Academy Co-Op             | 30                               |
| Julesburg School District RE-1             | Insight School of Colorado                     | 68                               |
| Jefferson County R-1                       | Jeffco's 21st Century Virtual Academy          | 19                               |
| Garfield RE-2                              | Kaplan Academy Of Colorado                     | 17                               |
| Karval RE-23                               | Karval Online Education                        | 16                               |
| Littleton Public Schools                   | LPS @ home                                     | 1                                |
| Jefferson County R-1                       | McLain LIVE (JEFFCONET ACADEMY)                | 6                                |
| Mesa County Valley 51                      | Mesa County Valley School District             | 4                                |
| Monte Vista C-8                            | Monte Vista On-Line Academy                    | 8                                |
| Charter School Institute                   | Provost Academy Colorado                       | 8                                |
| Poudre School District                     | PSD Online Academy                             | 5                                |
| Pueblo City School District (60)           | Ridge Academy                                  | 3                                |
| Thompson R-2]                              | Thompson Online                                | 1                                |
| Vilas RE-5                                 | V.I.L.A.S. Online School                       | 21                               |
| Park County RE-2                           | Virtual Village - Lake George Charter School   | 1                                |

## SCHOOL PERFORMANCE FRAMEWORKS

The Education Accountability Act of 2009 (SB 09-163) identifies a goal to prepare all students for postsecondary learning or to enter the workforce by the time they graduate from the K-12 system. The state includes four performance indicator areas as measures for achievement of this goal:

1. Academic Achievement
2. Academic Growth
3. Gaps in Academic Growth
4. Postsecondary and Workforce Readiness

The School View program, which was first introduced in 2010, can be accessed from the Colorado Department of Education's website at: <http://www.schoolview.org/index.asp>. The School View Data Center provides a wealth of data on federal and state accountability results, academic performance, and student and school demographics. The School View program also contains School Performance Framework (SPF) reports, which provide information about the levels of attainment in each of the four key performance areas identified above. For districts, the evaluation of overall performance on these indicators leads to an accreditation rating. For schools, including online schools, the evaluation of overall performance in these indicators leads to the assignment of the type of improvement plan schools will implement.

The SPF assigns to each school one of four plan types: Performance, Improvement, Priority Improvement, and Turnaround. Each category reflects the total framework points earned by that school across all the indicator areas. Since the SPF reports are new this year, school performance information has never before been presented in this format.

Table 7 reports SPF scores for online schools. Not all schools are listed, as some single district online programs do not have separate school codes and, thus, do not have a separate SPF report. Other single district online programs and multi-district programs are in the first year of operation as a school. These schools do have a separate school code, but they do not yet have reportable data. Finally, if the number of participating students was too small for a school that has been in operation at least one year, there was no SPF report, and the school's automatic school performance rating was "Improvement."

**Table 7: School Performance Framework**

| Authorizer                           | Online School                                   | Type  | Summary SPF Rating                  | Academic Achievement                      | Academic Growth                            | Academic Growth Gaps                      | Post-secondary and Workforce Readiness    | Total                      |
|--------------------------------------|---|-------|-------------------------------------|---|--|---|---|----------------------------|
| Academy District 20                  | Academy District 20 Online Program              | Multi | Performance Plan (revised)          | N/A                                       | N/A  | N/A                                       | N/A                                       |                            |
| Colorado Springs District 11         | ACHIEVEk12                                      | Multi | Improvement Plan (revised)          | N/A                                       | N/A  | N/A                                       | N/A                                       |                            |
| Branson Reorganized 82               | Branson School Online                           | Multi | Improvement Plan                    | Meets, 75% (18.8 out of 25 points)        | Approaching, 58.3% (29.2 out of 50 points) | N/A                                       |   | 64% (48 of 75 points)      |
| Academy District 20                  | College Pathways (TCA)                          | Multi | Performance Plan (revised)          | N/A                                       | N/A  | N/A                                       | N/A                                       | N/A                        |
| Adams 12 Five Star School            | Colorado Virtual Academy (COVA) – Elementary    | Multi | Priority Improvement Plan (Revised) | Approaching, 43.8% (11 out of 25 points)  | Does not meet, 25% (12.5 out of 50 points) | Does Not Meet, 25% (6.3 out of 25 points) | N/A                                       | 29.8% (29.8 of 100 points) |
| Adams 12 Five Star School            | Colorado Virtual Academy (COVA) – Middle School | Multi | Priority Improvement Plan (Revised) | Approaching, 37.5% (9.4 out of 25 points) | Does not meet, 25% (12.5 out of 50 points) | Does Not Meet, 25% (6.3 out of 25 points) | N/A                                       | 28.2% (28.2 of 100 points) |
| Adams 12 Five Star School            | Colorado Virtual Academy (COVA) – High School   | Multi | Priority Improvement Plan (Revised) | Approaching, 37.5% (5.6 out of 15 points) | Approaching, 50% (17.5 out of 35 points)   | Approaching, 50% (7.5 out of 15 points)   | Does Not Meet                             | 42.3% (42.3 of 100 points) |
| Crowley County School District RE1-J | Crowley County Online Academy                   | Multi | Turnaround Plan                     |   |  |   | Does Not Meet                             | 25.1% (8.8 of 35 points)   |
| Denver County 1                      | DPS Online High School                          | Multi | Turnaround Plan (Revised)           | Approaching, 50% (7.5 out of 15 points)   | N/A  | N/A                                       | Approaching, 37.5%, 13.1 out of 35 points | 41.2% (20.6 of 50 points)  |
| Edison 54 JT                         | EDISON ACADEMY                                  | Multi | Priority Improvement Plan           | N/A                                       | N/A  | N/A                                       | Meets, 62.5%                              | 62.6% (21.9 of 35 points)  |
| Douglas County School                | Colorado Cyberschool                            | Multi | Priority Improvement Plan           | N/A                                       | N/A  | N/A                                       | N/A                                       | N/A                        |

|                                |  |        |                            |   |  |  |  |                            |
|--------------------------------|--|--------|----------------------------|---|--|--|--|----------------------------|
| District                       |  |        |                            |   |  |  |  |                            |
| Pueblo County 70               | Futures Digital Academy                        | Single | Improvement Plan (revised) | N/A   | N/A  | N/A  | Does Not Meet, 25%, 8.8 out of 35 points     | 25.1% (8.8 of 35 points)   |
| Charter School Institute       | Guided Online Academic Learning (GOAL) Academy | Multi  | Improvement Plan (revised) | Does not meet, 25% (3.8 out of 15 points)   | Does not meet, 25% (8.8 out of 35 points)    | Does not meet, 25% (3.8 out of 15 points)  | Does not meet, 25% (8.8 out of 35 points)    | 25.2% (25.2 of 100 points) |
| Douglas County School District | Hope Online Learning Academy Co-Op             | Multi  | Turnaround Plan            | Does not meet, 25% (6.3 out of 25 points)   | Does not meet, 25% (12.5 out of 50 points)   | Does not meet, 25% (6.3 out of 25 points)  | N/A  | 25.1% (25.1 of 100 points) |
| Julesburg School District RE-1 | Insight School Of Colorado                     | Multi  | Turnaround Plan            | Does not meet, 31.3% (4.7 out of 15 points) | Approaching, 58.3%, (29.2 out of 50 points)  | Approaching, 41.7% (6.3 out of 15 points)  | Does not meet, 33.3% (11.7 out of 35 points) | 37.3% (37.3 of 100 points) |
| Jefferson County R-1           | Jeffco's 21st Century Virtual Academy          | Multi  | Improvement Plan (revised) | N/A   | N/A  | N/A  | N/A  | N/A                        |
| Garfield RE-2                  | Kaplan Academy Of Colorado                     | Multi  | Turnaround Plan            | Does not meet, 31.3% (4.7 out of 15 points) | Does not meet, 33.3% (11.7 out of 35 points) | Approaching, 50% (7.5 out of 15 points)    | Does not meet, 33.3% (11.7 out of 35 points) | 35.6% (35.6 of 100 points) |
| Karval RE-23                   | Karval Online Education                        | Multi  | Priority Improvement Plan  | Approaching, 39.3% (5.9 out of 15 points)   | Approaching, 50% (17.5 out of 35 points)     | Does not meet, 25% (3.8% out of 15 points) | Approaching, 41.7% (14.6 out of 35 points)   | 41.8% (41.8 of 100 points) |
| Monte Vista C-8                | Monte Vista On-Line Academy                    | Multi  | Improvement Plan (revised) | Approaching, 50% (7.5 out of 15 points)     | Approaching, 50% (20.4 out of 35 points)     | N/A  | Does not meet, 33.3% (11.7 out of 35 points) | 46.6% (39.6 of 85 points)  |
| Poudre School District         | PSD Online Academy                             | Multi  | Performance Plan (revised) | N/A   | N/A  | N/A  | N/A  | N/A                        |
| Vilas RE-5                     | V.I.L.A.S. Online School                       | Multi  | Turnaround Plan            | N/A   | N/A  | N/A  | N/A  | N/A                        |

## INDIVIDUAL STUDENT PERFORMANCE ANALYSIS

This section of the report presents results from a comparison of student achievement of online to traditional public school students. Student-level data used for the comparison were reading, math, writing, science, and cross-subject composite CSAP results from the 2010 administration. Comparisons were made in two ways. The first used CSAP scale scores; the second used proficiency levels.

Overall, results indicate achievement among online students consistently lags behind those of non-online students, even after controlling for grade levels and various student characteristics. This is true when using either scale scores or proficiency levels as the outcome measure.

In both analyses, student scores were separated by grade level. Within grade levels, scores of online students were compared to those of non-online students after controlling for the following student characteristics: sex, race/ethnicity, English Language Learner status, IEP status, and free and reduced lunch status. The analyses of scale scores used multiple regression, while the analyses of proficiency levels used logistic regression. All data came from the Colorado Department of Education.

Table 8 provides the average scale scores for each group (online versus non-online) by grade level. As indicated in the means column, average scores for non-online students were consistently greater than those among online students. The smallest mean difference was in third grade reading, while the greatest difference was in fourth grade math. Regression analyses revealed all differences in Table 8 were statistically significant ( $p < .05$ ), or greater than what might be expected by chance or error.

| <b>Table 8: Average Differences in Scale Scores between Online and Non-Online Students</b> |                |              |          |             |           |
|--|----------------|--------------|----------|-------------|-----------|
| <b>Grade</b>   | <b>Subject</b> | <b>Group</b> | <b>N</b> | <b>Mean</b> | <b>SD</b> |
| 3  | Reading        | Non-online   | 61,540   | 551.97      | 84.23     |
|  |                | Online       | 549      | 539.38      | 93.25     |
|  | Math           | Non-online   | 61,404   | 468.02      | 92.42     |
|  |                | Online       | 335      | 423.99      | 88.72     |
|  | Writing        | Non-online   | 61,382   | 466.44      | 51.68     |
|  |                | Online       | 335      | 433.96      | 60.22     |
| Composite  | Non-online     | 61,685       | 495.47   | 69.55       |           |
|  | Online         | 554          | 500.56   | 93.44       |           |
| 4  | Reading        | Non-online   | 60,844   | 585.15      | 61.36     |
|  |                | Online       | 354      | 541.33      | 89.02     |
|  | Math           | Non-online   | 60,848   | 493.33      | 78.74     |
|  |                | Online       | 355      | 428.08      | 83.06     |
|  | Writing        | Non-online   | 60,852   | 485.75      | 51.91     |
|  |                | Online       | 355      | 440.49      | 51.90     |
|  | Composite      | Non-online   | 60,958   | 521.28      | 59.47     |
|  |                | Online       | 355      | 469.82      | 68.55     |

|           |            |            |        |        |        |
|-----------|------------|------------|--------|--------|--------|
| 5         | Reading    | Non-online | 59,425 | 612.49 | 67.40  |
|           |            | Online     | 361    | 567.37 | 102.98 |
|           | Math       | Non-online | 59,441 | 520.22 | 71.98  |
|           |            | Online     | 362    | 458.49 | 82.92  |
|           | Writing    | Non-online | 59,361 | 507.20 | 55.22  |
| Online    |            | 361        | 467.31 | 66.15  |        |
| Science*  | Non-online | 59,399     | 498.89 | 63.08  |        |
|           | Online     | 589        | 480.74 | 73.62  |        |
| Composite | Non-online | 59,546     | 534.60 | 59.67  |        |
|           | Online     | 589        | 496.05 | 72.36  |        |
| 6         | Reading    | Non-online | 58,335 | 628.96 | 67.36  |
|           |            | Online     | 478    | 597.40 | 74.65  |
|           | Math       | Non-online | 58,403 | 537.54 | 74.74  |
|           |            | Online     | 477    | 479.54 | 87.98  |
| Writing   | Non-online | 58,375     | 523.79 | 61.50  |        |
|           | Online     | 478        | 488.20 | 66.85  |        |
| Composite | Non-online | 58,492     | 563.25 | 63.48  |        |
|           | Online     | 478        | 521.79 | 71.32  |        |
| 7         | Reading    | Non-online | 57,284 | 641.17 | 64.21  |
|           |            | Online     | 480    | 618.86 | 70.83  |
|           | Math       | Non-online | 57,326 | 552.11 | 74.90  |
|           |            | Online     | 480    | 500.00 | 78.19  |
| Writing   | Non-online | 57,290     | 552.45 | 70.31  |        |
|           | Online     | 481        | 521.45 | 70.49  |        |
| Composite | Non-online | 57,410     | 581.76 | 65.16  |        |
|           | Online     | 483        | 546.06 | 67.87  |        |
| 8         | Reading    | Non-online | 56,547 | 652.37 | 59.86  |
|           |            | Online     | 573    | 625.74 | 63.89  |
|           | Math       | Non-online | 56,578 | 575.70 | 71.50  |
|           |            | Online     | 575    | 519.02 | 78.69  |
|           | Writing    | Non-online | 56,520 | 565.27 | 71.23  |
| Online    |            | 573        | 525.83 | 73.19  |        |
| Science*  | Non-online | 56,535     | 499.04 | 60.63  |        |
| Online    | 909        | 464.53     | 67.61  |        |        |
| Composite | Non-online | 56,767     | 572.85 | 61.13  |        |
|           | Online     | 910        | 512.42 | 67.86  |        |
| 9         | Reading    | Non-online | 58,070 | 661.55 | 52.64  |
|           |            | Online     | 979    | 639.21 | 52.23  |
|           | Math       | Non-online | 58,140 | 579.03 | 71.57  |
|           |            | Online     | 978    | 526.99 | 70.03  |
| Writing   | Non-online | 58,111     | 562.11 | 79.25  |        |
|           | Online     | 980        | 520.81 | 68.36  |        |
| Composite | Non-online | 58,368     | 600.52 | 63.59  |        |
|           | Online     | 986        | 562.14 | 58.67  |        |
| 10        | Reading    | Non-online | 54,399 | 680.92 | 58.42  |
|           |            | Online     | 825    | 659.74 | 60.14  |
|           | Math       | Non-online | 54,540 | 588.55 | 72.89  |
| Online    |            | 830        | 536.99 | 72.20  |        |
| Writing   | Non-online | 54,388     | 575.60 | 88.01  |        |
|           | Online     | 824        | 536.25 | 75.91  |        |



|            |           |            |         |        |       |
|------------|-----------|------------|---------|--------|-------|
|            | Science*  | Non-online | 54,454  | 495.30 | 63.98 |
|            |           | Online     | 1054    | 470.15 | 64.81 |
|            | Composite | Non-online | 54,855  | 584.52 | 65.93 |
|            |           | Online     | 1,070   | 537.33 | 65.31 |
| All Grades | Reading   | Non-online | 466,444 | 625.44 | 76.44 |
|            |           | Online     | 4599    | 609.65 | 84.23 |
|            | Math      | Non-online | 467,231 | 537.84 | 86.75 |
|            |           | Online     | 4392    | 498.24 | 87.31 |
|            | Writing   | Non-online | 466,539 | 528.48 | 76.92 |
|            |           | Online     | 4387    | 503.35 | 76.80 |
|            | Science   | Non-online | 170,506 | 497.76 | 62.62 |
|            |           | Online     | 2554    | 470.60 | 68.17 |
|            | Composite | Non-online | 468,670 | 555.63 | 72.30 |
|            |           | Online     | 5,425   | 524.41 | 74.55 |

\*Science is tested only in grades five, eight, and ten.

As with the pattern reported in Table 8 above, online students consistently achieve proficiency at rates less than non-online students. The differences in proficiency rates were greatest in math and the smallest in reading and science. Also consistent with Table 8, logistic regression results for data reported in Table 9 indicate the within grade differences between online and non-online students in the likelihood of achieving proficiency were all statistically significant ( $p < .05$ ).

| <b>Table 9: Percent of Students Achieving Proficient/Advanced</b> |                   |               |                   |               |
|---|-------------------|---------------|-------------------|---------------|
| <b>Grade</b>  | <b>Non-Online</b> | <b>Online</b> | <b>Non-Online</b> | <b>Online</b> |
|   | <b>Reading</b>    |               | <b>Math</b>       |               |
| 3   | 69.92             | 64.85         | 71.22             | 54.03         |
| 4   | 66.50             | 42.66         | 70.88             | 40.28         |
| 5   | 70.19             | 50.42         | 66.17             | 32.87         |
| 6   | 72.93             | 54.60         | 62.17             | 35.01         |
| 7   | 68.79             | 58.13         | 49.29             | 21.88         |
| 8   | 69.12             | 51.48         | 51.97             | 24.52         |
| 9   | 69.49             | 52.71         | 40.41             | 13.80         |
| 10  | 68.89             | 54.79         | 31.56             | 9.04          |
| All Students  | 69.48             | 54.19         | 55.88             | 24.27         |
|   | <b>Writing</b>    |               | <b>Science</b>    |               |
| 3   | 51.00             | 30.45         |                   |               |
| 4   | 50.92             | 19.72         |                   |               |
| 5   | 58.03             | 31.58         | 46.95             | 38.71         |
| 6   | 57.81             | 37.45         |                   |               |
| 7   | 58.77             | 40.33         |                   |               |
| 8   | 55.97             | 35.08         | 49.27             | 26.07         |
| 9   | 50.30             | 25.82         |                   |               |
| 10  | 48.94             | 27.43         | 48.69             | 30.27         |
| All Students  | 53.95             | 30.52         | 48.25             | 30.74         |

## ALIGNMENT TO QUALITY STANDARDS

This section focuses on the descriptive information provided by online school operators in their annual reports. The 2010 report template required authorizers to address 36 items grouped in 10 sections. Of these, 22 items required extended descriptive responses. On 16 of the items, descriptions had to consist of a minimum of 150 words and a maximum of 600 words. Remaining items had a smaller minimum word count or none at all. Four of the sections were designated as information required to demonstrate Alignment to Quality Standards.

The length and specificity of the answers varied considerably from report to report. In some cases, authorizers diverged in their interpretation of the question and provided vastly different types of information to fulfill the indicator. These inconsistencies make comparison among the programs problematic and render any determination of alignment to quality standards highly subjective. For these reasons, this analysis only identifies trends in the descriptive material for each of the ten sections (analysis of quantitative material is provided in other sections of this report). Descriptive information from other six sections of the annual report template is included here, where appropriate.

***Standard I: The online program involves representatives of the online program's community, as well as staff, in a collaborative process to develop and communicate the online program's vision, mission, goals, and results in a manner appropriate to the online model for that program. The online program provides leadership, governance, and structure to support this vision and these supports are used by all staff to guide the decision making.***

All respondents provided a mission statement, and a minority of respondents provided a vision statement. Statements varied from one sentence to a paragraph. While each mission statement is unique, some verbiage, such as lifelong learning, 21<sup>st</sup> Century, and personalized/individualized appears in multiple statements. Two schools state in their mission statements a goal to serve at-risk/disenfranchised students, and one school states an aim of working with home school families.

Most district programs (and all of the charter schools) have a School Accountability Committee or similar body with a different name through which the leadership gains parent and community input. All charter schools have boards of directors and authorizers (local district or Charter School Institute). In general, large district online programs are managed by an online program department, technology department, or curriculum department, while small district programs are overseen by a single individual accountable to the superintendent.

**Standard II: *The adopted curriculum of the online program is aligned with the Colorado Model Content Standards, assessment frameworks, and is consistent with grade level expectations. Assessment results are used by staff to obtain information on student learning, monitor student progress, support other academic plans, and to identify achievement and curricular gaps and to refine instruction.***

Most programs purchase services from a third-party provider. Colorado online programs use more than 60 online curriculum programs as primary and supplementary curriculum. Pearson Education, Aventa Learning, K12, Inc., Compass Learning, Colorado Online Learning, Study Island, eDynamic Learning, ALEKS, OdysseyWare, Brain Pop LLC, Rosetta Stone, Powerspeak, Lincoln Interactive, Florida Virtual School, Apex, and Plato Learning are used in multiple schools. A list of programs used in at least one school is included in Appendix D.

Online programs that design their own courses use teachers, administrators, and curriculum committees to create and conduct periodic reviews and revisions. Third-party providers and online schools conduct minor reviews as frequently as twice a year and more commonly every one to two years. Major review cycles are typically every three to six years. Some programs consult national or state standards or models in the creation and monitoring of curriculum and courses, such as Understanding by Design, Colorado Quality Standards for Online Programs, National Standards of Quality for Online Courses, Colorado Council on 21st Century Learning, Partnership for 21st Century Skills, American Diploma Project, McREL, American Council on Online Learning, and Advanced Placement Standards. Most schools conducted an internal alignment of the curriculum/courses to Colorado State Standards or were given an alignment document from the provider. One school hired an alignment company to conduct a systematic comparison of Colorado State Standards and the curriculum.

Most of the programs had plans to explore or add new components and strategies over the next year, such as podcasts, videoconferencing, community liaisons, Professional Learning Communities, additional online courses and tools, lab or center based opportunities, and tutoring.

**Standard III: *The online program has, or has a plan and timeline place to accomplish, the technological infrastructure capable of meeting the needs of students and staff, and of supporting teaching and learning. The online program uses a variety of technology tools and has a user-friendly interface. The online program meets industry accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.***

All respondents said that they currently have the technological capacity to operate the programs. Most programs use a Learning Management System (LMS) such as Blackboard, NovaNet, Moodle, Agilix Brain Honey, My Calvert, Angel Learning, eCollege, and the K12, Inc. proprietary LMS.

Synchronous online teaching is facilitated by such programs as Adobe Connect, Edmodo, Elluminate Live! GoToMeeting, or Dimdim. Teachers and students also communicate through Skype, phone, email, and instant messaging.

In addition to computers and software, some online programs provide students with webcams and printers. Many of the narratives noted that the program had assistive technology available for students with disabilities.

All Hope Online courses are conducted at a learning center. Several district programs require students to come into a center one to two days a week for direct instruction, tutoring, monitoring, and test taking. GOAL Academy has “drop-in centers” where students take assessments and connect with teachers in person. Other districts are investigating but have not implemented hybrid education opportunities. State policy requires students to take the CSAP on site.

***Standard IV: The online program has, and implements, a technology plan that includes (but is not limited to) documentation that all students and parents know and understand acceptable use of the internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or “at location”) to students, the online program will use filtering software to prevent access to inappropriate materials.***

Most online programs require parents and students to sign an acceptable use policy for computers and Internet use. A majority of online programs provide students computer hardware, software, and Internet stipends. All programs use filtering software to limit access to dangerous or obscene material. Net Nanny, 8e6, BlueCoat, and Netsweeper were named in multiple reports as the preferred Internet filtering systems.

***Standard V: Online programs must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support of student academic achievement.***

Many respondents use data management programs such as QuickBooks. In general, district programs have the support of the district office finance and accounting personnel, while online charter schools have their accounting and bookkeeping personnel and consultants.

All online programs submitted individual budget information, the summary of which can be reviewed in the next section and the appendices of this document.

***Standard VI: Individual student academic growth, mastery of content standards, and progress toward grade level performance expectations satisfy state standards for district accreditation and the federal "Elementary and Secondary Education Act of 1965," 20 U.S.C. sec. 6301 et seq., as amended.***

Online programs employ multiple strategies to help students maintain progress with the online curriculum, including onsite and virtual tutoring, advisors/mentors, regular phone/email/Skype communication between teachers and students, orientation classes, home visits, 24/7 technical support, student/family contracts, individualized placement, daily and weekly monitoring, pacing guides, synchronous webinar discussions for large and small groups and individuals, and counseling. As with other public schools, online programs identify students for extra help through a Response to Intervention (RtI) protocol. Some online programs have well-developed RtI identification and tracking procedures, while others are still establishing their procedures. Like traditional education settings, online programs create Advanced Learning Plans, Individual Learning Programs, and Individual Education Programs for students who need extra support or challenge.

***Standard VII: The online program's teachers use ongoing, research-based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.***

Schools employ multiple testing strategies including quizzes, pre- and post-tests, writing prompts, and other assessments embedded in the online curriculum, teacher-made assessments, and standardized tests, such as the Colorado State Assessment Program (CSAP), Colorado English Language Assessment (CELA), North West Evaluation Association Measure of Academic Progress (NWEA MAP), Scantron Performance Series, Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Developmental Reading Assessment (DRA), Basic Achievement Skills Inventory (BASI), PALS, Linda Mood-Bell Reading Assessment, Test of Adult Basic Education (TABE), Woodcock Johnson III, Galileo, ACT, PLAN, EXPLORE, Acuity, Accuplacer, and AIMSweb.

***Standard VIII: An online program has a policy regarding course completion.***

Course completion expectations vary by program. For example, at one online program students must finish a course with a grade of 59.5 percent or greater, and students who withdraw after 40 days may be charged a \$250 course fee to recoup the fee charged by the service provider to the district. At four schools, students must earn a "D" or higher on summative assessments and graded work, and at four schools students must pass with a "C minus" or better.

**Standard IX: *An online program follows policies for tracking attendance, participation, and truancy. The policy includes documentation of teacher/student interaction.***

Expectations for student attendance and truancy vary considerably. Some programs have a broad policy that enables the teacher to determine how much progress students need to make in order to remain on track. Other programs require students to complete two to eight hours of seat time every day. Time on task is tracked through the online program and off-line logged interactions between the teacher and student. Still other schools require a certain number of course completions per month or quarter.

**Standard X: *The online program has a policy, and the infrastructure to store, retrieve, analyze and report, required student, teacher, financial, and other required data collections.***

At most online programs, achievement and attendance data reporting, disaggregation, and storage are facilitated by programs such as Alpine Achievement, Infinite Campus, Sycamore Education Student Information System, and Power School. In terms of financial practices, many respondents use data management programs such as QuickBooks. In general, district programs have the support of the district office finance and accounting personnel, while online charter schools have their accounting and bookkeeping personnel and consultants.

**Standard XI: *The online program has a policy providing guidance counseling services as appropriate to grade level and student need.***

All schools provide students with access to counselors. In a small minority of schools, the student's advisor is expected to fulfill this role. High school programs generally require students to complete a Colorado Individual Career and Academic Plan through College in Colorado.

**Standard XII: *The online program has a policy guiding school/home communication about student and program progress, program governance, and program accountability that is relevant, regular, and available in native language where reasonable.***

Most respondents included information about the types of home-school communication employed by the program, including progress reports, report cards, periodic check-ins, home visits, newsletters, Internet portals for viewing grades, blogs, and web sites. Large online programs routinely make parent information available in Spanish. Other programs note that they are willing to translate documents in the future if there is a need.

**Standard XIII: *Instructional strategies, practices, and content address various learning needs and styles of students. The online program uses a body of evidence to identify advanced, underperforming, economically disadvantaged, or other special***

***needs students. The online program will work with its authorizer to ensure that support structures and programs, including but not limited to Title I, ESL, special education, and gifted and talented, are integrated into the school's instructional program to promote and support student learning.***

Online programs provide the same kinds of supports for English Language Learners, Special Education, and Gifted and Talented as do onsite programs, such as testing, tutoring, extended time, language support, and access to specialists. District online programs utilize district services, while online charter schools purchase outside services from the district or private sector and employ their own Special Education personnel.

***Standard XIV: The online program evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the online program's leadership, teachers, parents, students, community members, and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the Student Accountability Report (SAR) and other state accountability reports.***

Programs use assessments to track student progress. Most programs use a combination of online assessments embedded in the online course curriculum and nationally normed or benchmarked assessments. As with all public schools, online programs are required to administer Colorado Assessment of Student Progress (CSAP) exams in grades 3-10 and the ACT in grade 11. Twenty-one of the 34 online programs completed School Performance Framework (SPF) plans, which include test scores, root cause analyses, and goals. See the section on SPF results for more information. Most single district programs did not produce an SPF. Some of the district and charter programs were in their first year of operation and therefore did not produce a report.

***Standard XV: The online program shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators, or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.***

All programs have procedures for conducting the necessary background checks.

## ANNUAL BUDGETS

The budget section summarizes online schools' budgets in 13 categories: salaries, benefits, salaries plus benefits, professional services, other services, supplies, other, property capitalized, property non-capitalized, Internet, hardware, software, and total. In addition to summary data, this section also lists the types of expenditures made within each budget category. Budget details for each school can be found in Appendix A.

As Table 10 indicates, the average total budget across online schools was \$2.5 million, the greatest percentages of which included salaries and benefits, professional services, and other services. Aside from the "other" category, online schools spent, on average, the least on property—both capitalized and non-capitalized.

The minimum and maximum columns illustrate the great variation evident in the online budgets. Some online programs spent no money, while others spent more than \$30 million in total. Those that spent no money across all or many of the budget categories did so for three primary reasons:

1. The program was a pilot and had no budget for that year.
2. The program was in its first year of operations as a multi-district online program and had no relevant budget data for that year.
3. A specific item was available at no cost from another source, therefore resulting in no expenses in a budget category.

|                          | Mean           | Standard Deviation | Minimum | Maximum         |
|--------------------------|----------------|--------------------|---------|-----------------|
| Salaries                 | \$626,095.94   | \$1,019,507.28     | \$0.00  | \$4,698,304.00  |
| Benefits                 | \$138,593.30   | \$212,571.40       | \$0.00  | \$973,523.00    |
| Salaries plus benefits   | \$764,689.23   | \$1,226,401.46     | \$0.00  | \$5,671,827.00  |
| Professional services    | \$785,050.13   | \$3,675,541.57     | \$0.00  | \$21,817,157.00 |
| Other services           | \$497,134.71   | \$2,310,036.86     | \$0.00  | \$13,719,806.00 |
| Supplies                 | \$124,721.00   | \$318,241.99       | \$0.00  | \$1,492,359.00  |
| Other                    | \$6,162.90     | \$14,775.34        | \$0.00  | \$55,262.00     |
| Property capitalized     | \$15,442.77    | \$48,743.09        | \$0.00  | \$194,000.00    |
| Property non-capitalized | \$18,428.57    | \$66,960.20        | \$0.00  | \$385,544.65    |
| Internet                 | \$43,084.14    | \$112,807.67       | \$0.00  | \$573,868.00    |
| Hardware                 | \$137,775.75   | \$358,469.46       | \$0.00  | \$1,764,934.00  |
| Software                 | \$134,064.49   | \$384,254.31       | \$0.00  | \$2,120,640.00  |
| Total budget             | \$2,526,553.69 | \$5,994,270.45     | \$0.00  | \$30,056,748.00 |

Table 11 lists the type of expenditures for salaries, benefits, professional services, and other services. The salaries column lists the various positions within the schools receiving compensation. The benefits column indicates the types of benefits offered in schools, most



of which include various types of insurance. The two services columns demonstrate a wide diversity of services purchased in online schools.

| <b>Table 11: Expenditures Types for Salaries, Benefits, Professional Services and Other Services</b>  |   |
|---|---|
| <b>Salaries</b>   | <b>Benefits</b>   |
| administrative assistants<br>assessment coordinator<br>counselor<br>educational support<br>faculty assistant<br>interventionist<br>mentors<br>online facilitator<br>principal, director, coordinator<br>PSEO advisor<br>reading coach<br>registrar<br>Rtl specialist<br>social worker<br>special education<br>teachers<br>technology staff  | life insurance<br>Medicaid<br>medical/health insurance<br>PERA<br>unemployment  |
| <b>Professional Services</b>  | <b>Other Services</b>   |
| 3rd party vendor for digital content and instruction<br>accounting<br>advertising<br>audit services<br>community outreach<br>consulting<br>curriculum licensing<br>extra duty pay<br>interview expenses<br>professional development<br>programming<br>software<br>special ed expense<br>staff recruiting and training<br>startup services--legal, consulting, marketing<br>tech support<br>tutor support<br>website hosting and maintenance | administration expenses<br>advertising<br>BOCES<br>bus passes<br>college costs<br>consulting<br>curricular support<br>data entry<br>field trips<br>insurance<br>Internet reimbursements<br>leased equipment<br>mileage<br>nurse<br>office rent<br>postage<br>professional development<br>repairs<br>software<br>student activities<br>student testing<br>student tuition<br>telephone<br>travel |

Likewise, Table 12 illustrates the variety of items purchased in the supplies and other categories. Under property, schools tended to purchase many of the same types of items, such as computers, office equipment, and furniture.

| <b>Table 12: Expenditures Types for Supplies, Other and Property</b>  |   |
|---|---|
| <b>Supplies</b>   | <b>Other</b>  |
| administration supplies<br>books<br>computers<br>CSAP testing costs<br>curriculum<br>custodian<br>database<br>gas for the online administrative building<br>general office supplies<br>postage/UPS freight<br>software<br>special education<br>student supplies<br>vehicle repair and fueling costs<br>vision and hearing | administration dues<br>Colorado League of Charter Schools membership<br>dinner, refreshments, and awards for school<br>celebrations and commencement for students and<br>families.<br>equipment and refreshments for Open House and<br>Information Events for the local community<br>field trips<br>instructional materials<br>insurance<br>legal<br>marketing<br>phone<br>postage<br>print shop<br>professional development<br>referral fees<br>school board fees<br>testing materials<br>travel |
| <b>Property Capitalized</b>   | <b>Property Non-Capitalized</b>   |
| building/garage construction<br>computer replacement<br>equipment<br>land<br>office furniture<br>storage  | capital construction<br>computers purchased<br>emergency funds<br>equipment for staff<br>hardware<br>hosting of Moodle<br>office furniture<br>online office relocation<br>safes<br>server   |

Finally, Table 13 lists the expenditures for Internet, software, and hardware. While most were product or service related, some schools also provide Internet service, hardware, and software for students and families in need.

| <b>Table 13: Expenditures Types for Internet, Software, and Hardware</b>   |  |
|--|--|
| <b>Internet</b>  | <b>Hardware</b>  |
| Comcast<br>computer network and solutions wireless<br>DSL<br>Eastern Slope<br>Internet for families with financial need and<br>for staff<br>start up<br>stipends<br>student Internet service<br>Verizon  | Computer<br>headsets for students<br>laptops<br>mic<br>netbooks<br>office equipment<br>printer<br>provide computers for students with financial need<br>routers<br>server<br>software<br>speakers<br>student technology assistance<br>switches<br>video equipment<br>webcams |
| <b>Software</b>  |  |
| annual e2020 subscription<br>anti-virus<br>Compass curriculum<br>courseware<br>curriculum and content provider<br>filtering system<br>Illuminate<br>library<br>licenses for RtI interventions.<br>licensing fee for the OdysseyWare<br>LMS system<br>online instructor fees for Lincoln Interactive<br>operating system<br>platform fee<br>PLATO Learning subscription fees<br>software for digital art courses<br>software for student use computers<br>staff computers<br>student and teacher software<br>SuccessMaker<br>Windows Office |  |

## ONLINE SCHOOL FUNDING MODELS

As online schools have developed nationwide, funding models have evolved (Rice, 2009). Currently, states report four primary options for funding virtual schools (Anderson, Augenblick, DeCescre, & Conrad, 2006; also see Center for Digital Education, 2008 and 2009 and Watson et al., 2010 for detailed state funding information and comparisons):

1. State appropriation
2. Funding formula
3. No direct state role
4. A combination approach

### STATE APPROPRIATION

State appropriations are a common way for states to fund state-led online programs, which are online schools created by legislation or by a state-level agency, and/or administered by a state education agency, for the purpose of providing online learning opportunities across the state (Cavanaugh, 2010; Center for Digital Education, 2008). Like other state appropriations, the funding either flows directly from the state to the school or through another channel, such as the state department of education. Although this model leaves a program open to capricious political climates and makes it difficult to budget and plan for the future, it can be advantageous in the early years of implementation as it enables the program to have a solid base of support separate from the vagaries of student enrollment.

Some states—like Florida—that have used this approach have transitioned the program to a per-pupil funding formula (described below). The appropriation model is more suitable for state-led online programs than local virtual schools, since a state generally has only one state virtual school, whereas it might have numerous locally run virtual schools. For locally-based online schools, direct state support could best be provided in a couple of ways (Anderson, et al., 2006):

- Develop a startup grant program to provide seed money to help in the initiation of schools.
- Give local school districts the authority to tax their constituents to support the creation and growth of virtual schools (in the same way that districts can use such taxes to support their facility needs).
- Allow local districts to fund digital curriculum and materials development with state funds that may be currently restricted for textbook, curriculum, and materials.

## FUNDING FORMULA

A funding formula provides money to online schools on a per pupil basis similar to traditional funding formulas, sometimes according to the number of students enrolled, other times based on average daily attendance, or still others based on the number of courses or units of instruction taken or completed (Anderson, et al., 2006). The first of these models parallels the practice of funding brick-and-mortar schools, but it is an approach some have come to see as poorly aligned with the online school environment (Darrow, 2010; Watson & Gemin, 2009). Among other shortcomings, this model does not capture students who begin a program after a designated count day, and it fails to address the possibility of a student switching districts right before or after the count day and creating a situation where the district receiving funding for the student is not the district that does most of the teaching of that student (Watson & Gemin, 2009).

Average daily attendance is a model that improves upon a census date approach. Since student “attendance” is logged and calculated, this facilitates a more accurate designation of a student’s school of record and provides some measure of accountability of a student’s “presence in school.” Although this is an improvement over the census date approach, several states have moved to a course completion approach. This model places far more pressure on schools to ensure their students’ success than exists in traditional public school systems. An example comes from Florida with the Florida Virtual School (FLVS). Florida funds six credits per high school student per year, so each time a student successfully completes a one-credit course, FLVS receives one-sixth of its per-pupil funding level (Tucker, 2009).

Often, the formula used in states is at a lower rate than applied to brick-and-mortar schools (Center for Digital Education, 2008, 2009). Because almost no research has documented the costs of online schools, such reduced rate formulas are likely based more on assumptions and a desire to cushion traditional schools from financial loss than on actual measures of cost.

## NO DIRECT STATE ROLE

Not all online schools operate using direct state funds. Some states permit the formation of virtual schools but rely on local school districts (through the use of general funds), grants, private individuals, student tuition/fees, or private institutions to cover the costs (Anderson, et al., 2006; Center for Digital Education, 2008, 2009).

## COMBINATION APPROACH

A combination model can take one or all of the aforementioned approaches (Anderson, et al., 2006; Center for Digital Education, 2008, 2009). Some states provide an appropriation or financial incentive (i.e., planning and initiation grant) for online school startup and then move to a formula-based system or other non-direct state funding sources to finance the ongoing operations of these schools.

Such an approach allows people to access online schooling via multiple channels (i.e., more than one type of virtual school) and encourages a local investment in virtual schools instead of relying on state dollars. With any of the above approaches, a state could choose to create additional incentives for virtual schools. For example, state funds could flow to schools successful at raising a certain level of resources from local-based sources. Or, states could provide weighted funding to districts that choose to send students to the state online school to take selected courses.

## FUNDING IN COLORADO

In Colorado, funding for online schools is governed by state statute (CRS 22-30.7-107). The model takes the form described in “Funding Formula” above. Online students in single district online or online charter schools or a Charter School Institute online charter school are counted on the October 1 “count day,” and then the school receives the respective per-pupil funding for each student enrolled in the program.

In multi-district programs, students are counted on the census date, as described above, and then funding is determined thus:

“A district's on-line funding for the applicable budget year shall be the greater of:

- The district’s on-line funding amount calculated for the applicable budget year...minus the district’s state budget stabilization reduction amount calculated for the applicable budget year...; or
- An amount equal to the base per pupil funding amount...for the applicable budget year multiplied by the district’s on-line pupil enrollment for the applicable budget year.”

## THEMES FROM INTERVIEWS WITH ONLINE LEADERS AND AUTHORIZERS

The authors of this report requested interviews or written feedback to a series of survey questions from all online school leaders and authorizers in Colorado. Based on responses, the authors conducted in-person and telephone interviews and gathered responses via email from 16 leaders of online schools and four district authorizers. Table 14 summarizes the responses by leader and authorizer to the following major themes: definition, vision for the future of online learning, funding, reporting, accountability—CSAP, accountability—evaluation, and teacher preparedness. The questions asked of all online leaders and authorizers are included in Appendix C.

| <b>Table 14: Themes from Interviews with Online Leaders and Authorizers</b> |   |
|---|---|
| <b>Definition</b>   |   |
| Leader  | <ul style="list-style-type: none"> <li>• The current definition of online learning is too narrow and it does not allow for movement or growth in the online model. Because the definition is confining, many school leaders believe they are not able to best serve students as a result of this limitation. The definition needs to be flexible enough to allow for delivery of the curriculum in innovative ways.</li> <li>• The definition needs to accommodate blended/hybrid models that center on student/teacher education rather than on limitations based on definitions. The foundation should be on student learning rather than on forcing the model to conform to the definition. For example, face-to-face instruction does not fall within the current definition, which puts blended models at a disadvantage. Focus on student learning rather than on mechanism for delivery of learning.</li> <li>• Large multi-district programs favor eliminating “teacher” from the current definition to broaden allowable types of delivery mechanisms. District-led programs tend not to favor broadening the delivery mechanisms because of concerns that the quality of instruction will decrease. For example, a district-led program leader stated: “It is vital that the delivery method be from a teacher to a student. However, ‘teacher to student’ should not be interpreted to mean direct, live, synchronous instruction. A teacher needs to be in charge of the curriculum that is delivered to the student, but wordage needs to allow for delivery of that curriculum in numerous innovative ways! Proposed wording opens the door for large corporations to come in and provide a generic, sterile curricular program and is the first step toward de-individualization of Colorado online education.”</li> </ul> |
| Authorizer  | <ul style="list-style-type: none"> <li>• Related to the inclusion of “teacher” in the definition, a district-led program authorizer stated: “Removing the teacher from the definition of online learning will turn online education into a corporate behemoth completely bypassing local districts and designed for nothing more than the creation of corporate profits with little or no educational merit.”</li> <li>• Some districts are waiting for less regulation, which means a broader definition of what constitutes an online program. However, online programs have a lot to prove. Districts need to define what meets quality standards.</li> </ul>  |
| <b>Vision for the Future of Online Learning</b>                             |   |
| Leader  | <ul style="list-style-type: none"> <li>• Blended/hybrid programs that combine face time with online content delivery is the future of education. Our current educational model is outdated in that it does not accommodate the needs of all learners.</li> <li>• Supplemental programs (students stay enrolled in their brick-and-mortar school but take one or two courses online, usually in the school building) is another vision of the future of education.</li> <li>• Adaptive learning models focus on what students know and are less concerned with traditional schedules and sequencing of curriculum.</li> </ul>  |

|                        |  |
|------------------------|--|
|                        | <ul style="list-style-type: none"> <li>• In 15 to 20 years, education will accommodate a variety of different settings with fewer school buildings needed because students will be learning in a variety of settings. The delivery model will become more fluid as the learning becomes more tailored to the student rather than the traditional school construct.</li> <li>• Online schools will use face-to-face sessions to maximize student learning, and traditional brick-and-mortar programs will incorporate Internet and online resources to become more effective.</li> <li>• “The bottom line is: online education, in some form, is the future.”</li> </ul>  |
| Authorizer             | <ul style="list-style-type: none"> <li>• There should no longer be a separate category for online schools. A school is a school.</li> <li>• Blended programs are designed to serve at-risk students. Definitions should include a hybrid/blended model that are variations on a theme.</li> </ul>  |
| <b>Funding</b>         |  |
| Single District Leader | <ul style="list-style-type: none"> <li>• Single district schools receive equal funding as district brick-and-mortar schools. Multi-district schools receive less than district brick-and-mortar schools.</li> <li>• Funding is currently ineffective for online learning.</li> <li>• October count is an inaccurate measure of enrollment as many students enroll in online programs later in the school year.</li> <li>• Ideas discussed in the online community to resolve the significant funding issues include funding based on mastery or course completion. However, the opinions on this topic vary widely. Some leaders do not support funding tied to course completion because it encourages passing courses without mastery and it would place a burden on online schools that is not equal to brick-and-mortar counterparts.</li> </ul>   |
| Multi-District Leader  | <ul style="list-style-type: none"> <li>• Current funding model is not effective. The process for validating student enrollment is burdensome and is beyond what is required for brick-and-mortar. State level guidance is needed so that all schools are on the same playing field.</li> <li>• There were several recommendations to commission a study to determine the actual costs of an online school as compared to brick-and-mortar schools.</li> <li>• Multi-district schools strongly favor funding equal to brick-and-mortar schools.</li> <li>• Funding should follow the student through the course level, which would accommodate various levels of part-time students, or students who move through the curriculum at a different pace.</li> <li>• Conduct student count more than once per year. Many schools recommend twice per year or quarterly. Online schools inherently enroll many students mid-year, and the one-time funding process does not support student needs. The counter concern, however, is increasing the administrative burden of that process.</li> <li>• Online education is a partial solution for budget cuts because as online programs grow, there will be less need for school buildings.</li> <li>• Some leaders strongly opposed funding based on mastery because this places a greater burden on online schools than is required of brick-and-mortar schools.</li> <li>• There is no funding mechanism in place to accept out-of-district students; it requires negotiation between districts or schools, which does not always happen.</li> </ul> |
| Authorizer             | <ul style="list-style-type: none"> <li>• Schools should be funded at the same level.</li> </ul>  |
| <b>Reporting</b>       |  |
| Leader                 | <ul style="list-style-type: none"> <li>• With the implementation of the UIP process and the Financial Transparency Act, many schools believe that the reporting requirements to both CDE and their authorizers are redundant. Most schools believe they should report to their authorizer and not also to the CDE. Reporting should be online and only once per year.</li> <li>• School leaders question the value of the Annual Report because they do not see where it is used.</li> <li>• There is no mechanism for data sharing amongst districts and CDE, which creates redundant requirements.</li> <li>• If the program changes significantly (such as adding middle school classes), then that should trigger an update in reporting.</li> </ul>   |



|                                  |   |
|----------------------------------|---|
|                                  | <ul style="list-style-type: none"> <li>Reporting requirements are more stringent for online schools than brick-and-mortar counterparts.</li> </ul>  |
| Authorizer                       | <ul style="list-style-type: none"> <li>Authorizers report similar issues with redundancy in reporting and a lack of a mechanism to share information.</li> </ul>  |
| <b>Accountability—CSAP</b>       |   |
| Leader                           | <ul style="list-style-type: none"> <li>All schools were not opposed to accountability through CSAP, but they are strongly opposed to the current testing process.</li> <li>Leaders strongly recommended an online testing mechanism. The current method of students travelling to a central location for multiple days is significantly cost-prohibitive and logistically difficult for families and schools.</li> <li>Students not accustomed to paper testing in an unfamiliar environment do not perform as well on these standardized tests.</li> <li>Issues that drive cost include: the need to rent space, hire proctors and provide space for single grade tests, and administrative time for coordinating the process.</li> <li>The population of students enrolled in online schools is largely predisposed to not value CSAP testing.</li> <li>Significant issues exist with students not taking the test, creating invalid test scores when automatic zeros are counted. Therefore, it is not an accurate measure of overall school performance.</li> <li>Many school leaders stated they will never achieve AYP because of low participation rates, which they cannot control.</li> <li>District-led blended programs, where students have regularly scheduled face time with teachers, report less difficulty with CSAP participation and administration.</li> <li>Some leaders noticed a difference in accountability criteria for Alternative Education Campuses (AEC), and some consider their programs in this category based on the number of at-risk students served, even if they are not officially categorized as an AEC.</li> </ul> |
| <b>Accountability—Evaluation</b> |   |
| Leader                           | <ul style="list-style-type: none"> <li>Responses on the effectiveness of authorizers to evaluate online schools were highly mixed. Some schools reported that their authorizers were well equipped to evaluate them while others reported their authorizers were not well prepared.</li> <li>State level training would be welcomed by both authorizers and online program leaders.</li> <li>Many leaders state they look to the iNACOL for guidance on best practices. Several stated they would like to attend more conferences, particularly iNACOL, but do not have the funding to do so.</li> <li>People who were previously in a position to evaluate schools recognized that prior to becoming associated with an online school, they did not appreciate the complexity of the online environment in terms of evaluating the schools and the standards for student performance as well as the number of variables that online schools must manage.</li> </ul>  |
| Authorizer                       | <ul style="list-style-type: none"> <li>Districts need more training in evaluating online schools. Many districts have few staff members who understand the online environment well enough to lead a training.</li> <li>Training for authorizers at the state level would be welcomed.</li> </ul>  |
| <b>Teacher Preparedness</b>      |   |
| Leader                           | <ul style="list-style-type: none"> <li>Program leaders report that training opportunities for teachers in best practices for online environments are minimal. Leaders expressed strong recommendations for increased training opportunities for teachers. Training must be expanded on delivery platforms, such as Angel, Blackboard, Moodle, Web 2.0., etc.</li> <li>CU Denver has a certification program for e-learning but opportunities need to be expanded.</li> <li>Communication in an online environment is highly important as the typical in-person classroom cues are not available. Training on how to incorporate a social network so that teachers can develop a rapport and a relationship with students and with each other would be welcomed.</li> <li>“Our teacher readiness varies from acceptable to competent. CDE assistance to organize training would be valuable.”</li> </ul>   |

## POLICY CONSIDERATIONS

A recent report on nationwide online school policies observes, “While the viability and popularity of online learning is gaining widespread acceptance, the policy needed to support its growth is lagging. The continued success and sustained growth of online learning requires state education policy frameworks to be adjusted” (Watson & Gemin, 2009b, p. 3). It is a statement true of Colorado, as with many other states. As the information above indicates, Colorado’s online schools provide increasingly desired options to students in diverse circumstances and settings. The data also show that online schools in Colorado have significant room for improvement and growth, even as student enrollment in online schools continues to grow.

The policy considerations and recommendations below are designed to facilitate such improvement. They grow out of the results presented above coupled with findings from recent research reports on online education nationwide. Further information about the research reports cited in this section can be found in the reference section.

- Modify the definition of online learning to accommodate blended models, including a combination of fully online learning and face time instruction. Recent literature on online learning has noted that blending online and face-to-face learning experiences is taking new forms in many schools and districts as educators and parents think in new ways about the roles of time and place in learning (Cavanaugh, 2010; Watson, 2008; Watson, Gemin, & Coffey, 2010). Blended learning programs combine online learning with elements of the traditional classroom environment. This may mean that students attend a physical school but use online curriculum and instructional methods to complete their work or that students work from home four days a week and at a learning center one day each week. The value of such programs is how they contribute to student success. For example, for students who need personal interaction, a blended program may be a better solution than fully online (Watson, et al., 2010). Some experts predict that blended learning is likely to emerge as the predominant model of the future and to become far more common than either one alone (Watson, 2008).
- Among those involved in online learning in Colorado and nationally, the consensus is that some current funding models—including Colorado’s—are not satisfactory. Funding is one of the most important policy issues in online learning. According to a recent report, online schools often have many of the same costs as their brick-and-mortar counterparts, including salaries, benefits, initial training, and ongoing staff development. Online programs do not incur the same level of facilities and transportation costs as traditional districts, but they have significant technological components, with associated costs for hardware, bandwidth, and the like, plus other costs, such as teacher travel for face-to-face training, telephone technology, and

technical support (Watson & Gemin, 2009). Another study found that ongoing operating costs for online programs are about the same as operating costs of a regular brick-and-mortar school. In addition, the cost per student, whether enrolled in an online course full time or part time, is proportionately the same (Anderson, et al., 2006). Despite such reports, however, few studies have documented the real costs of creating and operating online schools (Darrow, 2010), and the budget numbers presented in this report do little to facilitate the documentation of such costs. Therefore, a study should be commissioned to evaluate the true costs of operating an online learning program in Colorado as compared to a brick-and-mortar counterpart school. The study should also evaluate the option of funding at the course level—perhaps a course completion model—as opposed to funding based on full-time student status using a census date. Such an approach would best be implemented using defined benchmarks for incremental completion (for example, 50 percent and 100 percent complete) rather than “all or nothing” (Watson & Gemin, 2009). Finally, the study should consider a single online base funding level, not including adjustments for special student populations or needs, rather than a base funding tied to specific districts).

- Online students are accustomed to completing coursework and taking assessments in an online setting; thus, CSAPs should be administered in the same way. The current paper and pencil format requirements create an unfamiliar testing environment for online students, and, consequently, may not produce reliable results.
- Streamline the reporting requirements to align with content in the UIP. Eliminate dual reporting requirements to both a district and CDE. Authorizers and CDE should develop systems that share data.
- Implement steps to increase the quality of online schools. Nationwide, the quality of online schools is a serious concern (Olivera, et al., 2009), as is the achievement of online students. One report, for example, lists dropout and failure rates among online students as high as 60 to 70 percent (Roblyer, 2006). Unfortunately, however, given the short history of online schools, research on creating high quality online schools is still in its infancy. And because the online school movement is still in its early years, effective differentiation and specialization of instruction, content, and delivery has not yet been achieved. This is important because despite references to the “ideal online learner” (Booker & Rebman, 2005), online schools serve a wide variety of students from diverse backgrounds, in different circumstances, and with a variety of needs. Thus, although there are some helpful standards and guidelines (referenced below) for creating and implementing quality online schools, it is a field still in development. That said, current knowledge should be harnessed to increase the quality of Colorado’s online schools. As data earlier in this report indicate, online schools in Colorado have much room to grow in quality, and student achievement in online schools significantly

lags non-online counterparts. Therefore, recommended policies to increase the quality of online schools include but are not limited to:

- Adopt standards and guidelines for authorizers to use in evaluating the quality of online schools. An excellent source for these includes reports by Pape and Wicks (2009) and Watson and Gemin (2009a). Each includes detailed quality indicators of online schools organized by school functions, such as management and operation, teaching and learning, support services, and evaluation. These sources could be adapted into standards and aligned rubrics for use by authorizers to measure and evaluate the quality of their online schools and to guide steps necessary to improve schools where necessary.
- Upon adoption of standards and guidelines, create state-level training for authorizers to ensure consistency and quality standards across all online schools. Because online schools are comparably new, authorizers often have to “learn on the job” by fulfilling their oversight roles while simultaneously learning about the online learning environment and their roles therein. Even with creation of standards and rubrics referenced in the prior bullet, training would facilitate a greater understanding of online schools among authorizers and ensure the consistent use of quality standards and rubrics. Such training could be offered similar to what the CDE Schools of Choice Unit does with charter school authorizers.
- Facilitate the creation of training programs in Colorado’s universities for online teachers. Few institutions—including those in Colorado—provide adequate training for online teachers (Darrow, 2010). Because teaching online requires unique skills and knowledge (Davis, 2007; Olivera, et al., 2009), simply placing a traditionally trained teacher into an online environment is not sufficient. Training should be built on research-based best practices proven to work in an online environment, such as those reported by Darabi, Sikorski, and Harvey (2006), DiPietro, Ferdig, Black, and Preston (2008), and others.

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## APPENDIX A: BUDGET

This appendix includes budget details for each school using the same categories listed earlier in the report. Blank cells indicate no details were provided by the school. Information provide in the details column are exactly how schools entered the data.

| <b>Table A.1: Salaries for Each School</b>     |                 |   |
|--|-----------------|---|
| <b>Online School</b>                           | <b>Salaries</b> | <b>Details</b>  |
| Academy District 20 Online Program             | \$219,560.04    | At the school level, salaries are not budgeted in terms of dollar amounts, but in terms of FTE. The amount listed here is the actual expenditure and may include general fund and/or grant sources. |
| Achieve K12                                    | \$316,056.00    | Provides salaries for 2 full time teachers, 10 part-time teachers, 1 educational support person, 1 part-time clerical, and 1 full time administrator.   |
| APS Online (Aurora Public Schools)             | \$204,256.00    | Principal, 2 online instructors   |
| Boulder Universal                              | \$73,610.00     | Clerical .4 FTE, administrative .6 FTE, 2 part-time mentors   |
| Branson School Online                          | \$1,486,705.00  | Instructional, administration, and support staff salaries for the online school   |
| Buena Vista Online                             | \$12,000.00     | Covers the new director position.   |
| College Pathways (TCA)                         | \$0.00          | College Pathways is in its first year of operations as a multi-district online program, so we have no relevant budget data for the previous year.   |
| Colorado Calvert Academy                       | \$32,248.00     | Three months of principal and principal's assistant for startup   |
| Colorado Connections Academy                   | \$1,384,212.00  | 25 teachers and 8 administrative staff  |
| Colorado Cyberschool                           | \$602,865.00    | Includes licensed, substitute, classified employees.  |
| Colorado Virtual Academy (COVA)                | \$4,698,304.00  |   |
| Crowley County Online Academy                  | \$7,500.00      | Director fee  |
| D3 My Way                                      | \$28,733.00     | 2 positions   |
| DPS Online High School                         | \$363,497.00    | Full time salaries  |
| Edison Academy                                 | \$201,754.00    | Principal, 2 teachers, 2 support secretaries, special education support   |
| Falcon Virtual Academy                         | \$324,519.00    |   |
| FOCUS Academy                                  | \$42,000.00     | Coordinator/teacher   |
| Futures Digital Academy                        | \$0.00          |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$1,537,355.02  | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.  |
| Heartlight Academy                             | \$43,000.00     | Shared space with Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$2,933,929.00  | salary expenses for all employees   |
| Insight School Of Colorado                     | \$2,773,455.56  |   |
| Jeffco's 21st Century Virtual Academy          | \$1,055,825.00  | Staff salaries  |
| Kaplan Academy Of Colorado                     | \$765,498.48    |   |
| Karval Online Education                        | \$402,849.00    | Administration, teacher, tech support, secretary  |
| LPS @ home                                     | \$18,288.00     | Part-time teacher assigned at Hopkins Elementary School.  |

|  |                |  |
|--|----------------|--|
| McLain LIVE (Jeffconet Academy)              | \$430,000.00   | Five teachers, 1 secretary, 1 administrator, 1 FTE counselor, .3 social worker, .5 intervention education provider   |
| Mesa County Valley School District           | \$0.00         | Pilot program-no budget at this time   |
| Monte Vista On-Line Academy                  | \$261,575.00   | OLA teacher salaries, ola support salaries, ola teacher sub, OLA SPED teacher salaries, admin salaries   |
| Provost Academy Colorado                     | \$1,027,000.00 |  |
| PSD Online Academy                           | \$107,000.00   | For 2009-2010:<br><ul style="list-style-type: none"> <li>• 70% administrator \$56,000 (partially paid by Title IID federal funding)</li> <li>• 75% office manager \$30,000</li> <li>• 50% mentor \$21,000</li> </ul>   |
| Ridge Academy                                | \$86,694.70    | Program coordinator, counselor, educational assistant  |
| Thompson Online                              | \$58,344.00    | Part-time employees as principal, elementary teacher/mentor, counselor/mentor, and faculty assistant   |
| V.I.L.A.S. Online School                     | \$398,600.00   | The "Salaries" portion includes the administration salaries and the administrative support staff. These positions include the director, district assessment coordinator, receptionist-enrollment secretary, registrar, administrative assistant, RtI specialists, reading coach, PSEO advisor, and technology staff. |
| Virtual Village - Lake George Charter School | \$16,125.00    | Online facilitator   |

| <b>Table A.2: Benefits for Each School</b> |                 |  |
|--|-----------------|--|
| <b>Online School</b>                       | <b>Benefits</b> | <b>Details</b>   |
| Academy District 20 Online Program         | \$47,508.73     | At the school level, benefits are not budgeted in terms of dollar amounts, but in terms of TE. The amount listed here is the actual expenditure and may include general fund and/or grant sources. |
| Achieve K12                                | \$89,128.00     | Provides benefits for 2 full time teachers, 10 part-time teachers, 11 educational support person, 1 part-time clerical, and 1 full time administrator.   |
| APS Online (Aurora Public Schools)         | \$47,471.00     | Principal, 2 online instructors  |
| Boulder Universal                          | \$17,602.00     |  |
| Branson School Online                      | \$403,695.00    | Instructional, administration and support staff benefits for the Online School   |
| Buena Vista Online                         | \$1,948.00      | PERA and Medicaid, no health   |
| College Pathways (TCA)                     | \$0.00          | College Pathways is in its first year of operations as a multi-district online program, so we have no relevant budget data for the previous year.  |
| Colorado Calvert Academy                   | \$0.00          | No employee benefits were budgeted. They were paid for by Calvert Schools, Inc.  |
| Colorado Connections Academy               | \$249,954.00    | 25 teachers and 8 administrative staff   |



|  |              |   |
|--|--------------|---|
| Colorado Cyberschool                           | \$167,301.00 | Benefits  |
| Colorado Virtual Academy (COVA)                | \$973,523.00 |   |
| Crowley County Online Academy                  | \$1,410.00   |   |
| D3 My Way                                      | \$4,300.00   | Taxes   |
| DPS Online High School                         | \$93,253.00  | Benefits  |
| Edison Academy                                 | \$39,976.25  | Principal, 2 teachers, 2 support secretaries, special education support   |
| Falcon Virtual Academy                         | \$88,225.00  |   |
| FOCUS Academy                                  | \$11,760.00  | Coordinator/teacher   |
| Futures Digital Academy                        | \$0.00       |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$461,358.79 | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.  |
| Heartlight Academy                             | \$17,550.00  | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$646,335.00 | Employee benefits, including health insurance, Medicare and PERA contributions  |
| Insight School Of Colorado                     | \$371,408.44 |   |
| Jeffco's 21st Century Virtual Academy          | \$202,225.00 | Staff benefits  |
| Kaplan Academy Of Colorado                     | \$87,696.25  |   |
| Karval Online Education                        | \$108,649.00 | PERA, Health, Life, Unemployment, Medicare  |
| LPS @ home                                     | \$8,350.00   | LPS health plan, Medicare, PERA, life insurance participation   |
| McLain LIVE (Jeffconet Academy)                | \$109,000.00 | Insurance and employee benefits are approximately 24 percent of salaries  |
| Mesa County Valley School District             | \$0.00       | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$97,478.00  | Benefits on above   |
| Provost Academy Colorado                       | \$327,278.00 |   |
| PSD Online Academy                             | \$10,500.00  | For 2009-2010, all staff employed part-time   |
| Ridge Academy                                  | \$19,423.76  | Program coordinator, counselor, educational assistant   |
| Thompson Online                                | \$9,498.00   | Part-time employees as principal, elementary teacher/mentor, counselor/mentor, and faculty assistant  |
| V.I.L.A.S. Online School                       | \$134,345.17 | The "Employee Benefits" portion includes PERA for admin, office, and any teaching staff where benefits have been approved by the Board of Education, insurance, Medicare, and any other administrative benefits applicable. |
| Virtual Village - Lake George Charter School   | \$2,615.00   | PERA, Medicare, Unemployment  |

**Table A.3: Professional Services for Each School**

| Online School                                  | Professional Services | Details  |
|--|-----------------------|--|
| Academy District 20 Online Program             | \$112,912.37          | The amount listed here is the actual expenditure and may include general fund and/or grant sources.  |
| Achieve K12                                    | \$0.00                |  |
| APS Online (Aurora Public Schools)             | \$8,000.00            | Extra duty pay, counselor/registrar  |
| Boulder Universal                              | \$76,264.00           | Aventa Learning for teacher, content and LMS access. This was for all online courses taken during 2009-2010. The four full-time students were budgeted \$14,400 for 12 courses each. |
| Branson School Online                          | \$27,700.00           | Teacher training, interview expenses, and audit services   |
| Buena Vista Online                             | \$0.00                | This is already available from the district and funded by other line items within other building budgets.  |
| College Pathways (TCA)                         | \$0.00                | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year.  |
| Colorado Calvert Academy                       | \$355,693.00          | Startup services -- legal, consulting, marketing. These services were provided by Calvert Schools, Inc. and will be reimbursed by Colorado Calvert Academy.                          |
| Colorado Connections Academy                   | \$1,564,210.00        | Community outreach, staff recruiting and training, special ed expense, etc.  |
| Colorado Cyberschool                           | \$51,450.00           | Website hosting and maintenance  |
| Colorado Virtual Academy (COVA)                | \$21,817,157.00       |  |
| Crowley County Online Academy                  | \$11,000.00           | Tech support, Internet reimbursement, software for program   |
| D3 My Way                                      | \$15,135.00           | On campus learning via web   |
| DPS Online High School                         | \$2,000.00            | Other professional services, tutoring  |
| Edison Academy                                 | \$25,000.00           | Tutor support. Actually spent \$45,104.  |
| Falcon Virtual Academy                         | \$0.00                |  |
| FOCUS Academy                                  | \$1,000.00            | Aventa Learning Training   |
| Futures Digital Academy                        | \$0.00                |  |
| Guided Online Academic Learning (GOAL) ACADEMY | \$197,895.27          | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.   |
| Heartlight Academy                             | \$0.00                | Shared space by Second Chance and Choices Program  |
| Hope Online Learning Academy Co-Op             | \$422,100.00          | Consulting, legal and accounting services  |
| Insight School Of Colorado                     | \$988,765.00          |  |
| Jeffco's 21st Century Virtual Academy          | \$1,500.00            | Professional development   |
| Kaplan Academy Of Colorado                     | \$5,713.66            |  |
| Karval Online Education                        | \$18,623.00           | Curriculum, staff development, dual credits, special education, MAPS   |
| LPS @ home                                     | \$300.00              | Professional development (fees for online courses for instructor)  |
| McLain LIVE (Jeffconet Academy)                | \$0.00                |  |

|  |              |   |
|--|--------------|---|
| Mesa County Valley School District           | \$0.00       | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                  | \$10,000.00  | Curriculum licensing  |
| Provost Academy Colorado                     | \$600,872.00 | NA  |
| PSD Online Academy                           | \$201,516.00 | For 2009-2010:<br><ul style="list-style-type: none"> <li>• Third-party vendor for digital content and instruction</li> <li>• Aventa Learning</li> <li>• Cost per course = \$300 / student / semester</li> <li>• Students budgeted for 13 courses per year (\$3900 per student)</li> </ul>                                     |
| Ridge Academy                                | \$1,333.92   | Apex training   |
| Thompson Online                              | \$123,179.00 | Prof development, content provider content and/or teachers, other   |
| V.I.L.A.S. Online School                     | \$836,835.26 | The "Purchased Professional & Technical Services" portion includes services purchased from program technical writers who are versed in HTML, Flash, and other programs needed to enhance the online curriculum. "Purchased Professional & Technical Services" also includes advertising costs and special education services. |
| Virtual Village - Lake George Charter School | \$600.00     | Networking setup, monthly connection fees, and maintenance on facilitator's computer  |

**Table A.4: Other Services for Each School**

| Online School                      | Other Services | Details   |
|------------------------------------|----------------|---|
| Academy District 20 Online Program | \$384.88       | The amount listed here is the actual expenditure and may include general fund and/or grant sources.                                   |
| Achieve K12                        | \$42,200.00    | Advertising   |
| APS Online (Aurora Public Schools) | \$4,000.00     | Professional education services/development   |
| Boulder Universal                  | \$0.00         |   |
| Branson School Online              | \$413,144.00   | Advertising, field trips, mileage, administration expenses, insurance   |
| Buena Vista Online                 | \$0.00         | This is already available from the district and funded by other line items within other building budgets.                             |
| College Pathways (TCA)             | \$0.00         | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy           | \$32,018.00    | Approximately half Internet and telephone services. The other half is travel for staff to attend professional development.            |
| Colorado Connections Academy       | \$207,563.00   | Student testing, student activities, leased equipment, travel, telephone, office rent, etc.   |
| Colorado Cyberschool               | \$51,350.00    | Advertising   |
| Colorado Virtual Academy (COVA)    | \$0.00         |   |
| Crowley County Online Academy      | \$45,100.00    | Advertising, tuition, travel  |
| D3 My Way                          | \$56.00        | Misc  |

|  |                 |   |
|--|-----------------|---|
| DPS Online High School                         | \$11,674.00     | Travel and registration, professional development, postage, bus passes, other purchased services  |
| Edison Academy                                 | \$326,003.73    | Curricular support, college costs   |
| Falcon Virtual Academy                         | \$26,450.00     |   |
| FOCUS Academy                                  | \$0.00          |   |
| Futures Digital Academy                        | \$0.00          |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$431,022.61    | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.  |
| Heartlight Academy                             | \$0.00          | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$13,719,806.00 | Purchased services from DCSD and Learning Center student allocations  |
| Insight School Of Colorado                     | \$567,149.00    |   |
| Jeffco's 21st Century Virtual Academy          | \$0.00          |   |
| Kaplan Academy Of Colorado                     | \$606,427.00    |   |
| Karval Online Education                        | \$31,900.00     | PowerSchool, BOCES, nurse, advertisement  |
| LPS @ home                                     | \$219.90        | Subscriptions for NetNanny Internet filtering software for Netbooks   |
| McLain LIVE (Jeffconet Academy)                | \$4,300.00      | Aleks, SAS in Schools, Software, etc.   |
| Mesa County Valley School District             | \$0.00          | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$12,500.00     | Computer repair, travel, Internet reimbursements  |
| Provost Academy Colorado                       | \$801,406.00    |   |
| PSD Online Academy                             | \$0.00          | For 2009-2010, no other services purchased.   |
| Ridge Academy                                  | \$9,466.51      | Data entry secretarial work   |
| Thompson Online                                | \$700.00        | Repairs, consulting, other  |
| V.I.L.A.S. Online School                       | \$54,874.23     | "Other Purchased Services" includes student Internet services, administrative travel, special education travel, student tuition, telephone, and electrical expenses for the online administrative building. |
| Virtual Village - Lake George Charter School   | \$0.00          |   |

| <b>Table A.5: Supplies for Each School</b> |                 |   |
|--|-----------------|---|
| <b>Online School</b>                       | <b>Supplies</b> | <b>Details</b>  |
| Academy District 20 Online Program         | \$3,301.65      | The amount listed here is the actual expenditure and may include general fund and/or grant sources. |
| Achieve K12                                | \$10,000.00     | Textbooks and other student support supplies  |
| APS Online (Aurora Public Schools)         | \$0.00          |   |
| Boulder Universal                          | \$332.00        | Office supplies   |
| Branson School Online                      | \$88,416.00     | Student supplies, special education, vision and hearing, database, administration supplies          |
| Buena Vista Online                         | \$0.00          | This is already available from the district and funded by other line items within other building    |

|  |                |   |
|--|----------------|---|
|  |                | budgets.  |
| College Pathways (TCA)                         | \$0.00         | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year.   |
| Colorado Calvert Academy                       | \$296.53       | Approximately 60 percent for curriculum and 40 percent for student computers to get ready for start of school year.   |
| Colorado Connections Academy                   | \$1,492,359.00 | Texts and instructional materials, classroom supplies, office supplies, office postage  |
| Colorado Cyberschool                           | \$136,795.00   | Student curriculum and materials, staff materials and supplies  |
| Colorado Virtual Academy (COVA)                | \$228,962.00   |   |
| Crowley County Online Academy                  | \$3,250.00     | Teaching materials  |
| D3 My Way                                      | \$3,219.00     | Supplies for program  |
| DPS Online High School                         | \$43,075.00    | Electronic media, software, general supplies, books and periodicals, copying  |
| Edison Academy                                 | \$214,000.00   | College costs, supplies   |
| Falcon Virtual Academy                         | \$32,000.00    |   |
| FOCUS Academy                                  | \$500.00       | Office supplies   |
| Futures Digital Academy                        | \$0.00         |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$100,687.12   | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.  |
| Heartlight Academy                             | \$0.00         | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$706,985.00   | Office supplies and curriculum  |
| Insight School Of Colorado                     | \$0.00         |   |
| Jeffco's 21st Century Virtual Academy          | \$12,500.00    | Postage, office materials, copier usage, office materials   |
| Kaplan Academy Of Colorado                     | \$39,239.96    |   |
| Karval Online Education                        | \$8,400.00     | Printing, custodian, fuel, paper, reimbursements  |
| LPS @ home                                     | \$200.00       | Miscellaneous copies and school-based costs   |
| McLain LIVE (Jeffconet Academy)                | \$860.00       | Miscellaneous office materials and books  |
| Mesa County Valley School District             | \$0.00         | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$14,000.00    | Office supplies, shipping supplies, books/periodicals, electronic media   |
| Provost Academy Colorado                       | \$1,051,598.00 |   |
| PSD Online Academy                             | \$71,406.00    | For 2009-2010, this figure includes start-up funds to cover general office supplies, paper, ink, desktop computers, printers, laptop, projector, phones, copier, etc.   |
| Ridge Academy                                  | \$472.64       | Office supplies and printing  |
| Thompson Online                                | \$1,880.00     | Office, postage, copies, other  |
| V.I.L.A.S. Online School                       | \$100,500.13   | "Supplies" includes postage/UPS freight, textbooks, CSAP testing costs, computer supplies, ink, paper, Compass curriculum annual fee, platform fee, student supplies, special education books, office supplies, gas for the online administrative building, and vehicle repair and fueling costs. |
| Virtual Village - Lake George Charter          | \$0.00         |   |

|        |  |  |
|--------|--|--|
| School |  |  |
|--------|--|--|

| <b>Table A.6: Other for Each School</b>        |              |   |
|--|--------------|---|
| <b>Online School</b>                           | <b>Other</b> | <b>Details</b>  |
| Academy District 20 Online Program             | \$0.00       | No expenses were incurred in this category.   |
| Achieve K12                                    | \$6,000.00   | Professional development  |
| APS Online (Aurora Public Schools)             | \$0.00       |   |
| Boulder Universal                              | \$0.00       |   |
| Branson School Online                          | \$6,000.00   | Administration dues   |
| Buena Vista Online                             | \$0.00       | This is already available from the district and funded by other line items within other building budgets.                             |
| College Pathways (TCA)                         | \$0.00       | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy                       | \$2,000.00   | Colorado League of Charter Schools membership   |
| Colorado Connections Academy                   | \$0.00       |   |
| Colorado Cyberschool                           | \$252.00     | District print shop   |
| Colorado Virtual Academy (COVA)                | \$0.00       |   |
| Crowley County Online Academy                  | \$0.00       |   |
| D3 My Way                                      | \$0.00       |   |
| DPS Online High School                         | \$500.00     | Field trips   |
| Edison Academy                                 | \$0.00       |   |
| Falcon Virtual Academy                         | \$0.00       |   |
| FOCUS Academy                                  | \$0.00       |   |
| Futures Digital Academy                        | \$0.00       |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$55,262.00  | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.              |
| Heartlight Academy                             | \$0.00       | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$49,442.00  | Other miscellaneous   |
| Insight School Of Colorado                     | \$0.00       |   |
| Jeffco's 21st Century Virtual Academy          | \$36,900.00  | Mileage/travel, employee training, marketing, phone, instructional materials, testing materials, miscellaneous                        |
| Kaplan Academy Of Colorado                     | \$0.00       |   |
| Karval Online Education                        | \$15,114.00  | Dues, fees, referral fees, insurance, phone, postage, travel, school board fees, legal  |
| LPS @ home                                     | \$0.00       |   |
| McLain LIVE (Jeffconet Academy)                | \$0.00       |   |
| Mesa County Valley School District             | \$0.00       | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$981.00     | Miscellaneous   |
| Provost Academy Colorado                       | \$0.00       |   |

|  |             |   |
|--|-------------|---|
| PSD Online Academy                           | \$1,000.00  | For 2009-2010:<br><ul style="list-style-type: none"> <li>• POA provided dinner, refreshments, and awards for school celebrations and commencement for students and families.</li> <li>• POA provided equipment and refreshments for open house and information events for the local community.</li> </ul> |
| Ridge Academy                                | \$1,509.95  | Travel  |
| Thompson Online                              | \$39,774.00 | New project unknowns  |
| V.I.L.A.S. Online School                     | \$966.47    | "Other" includes dues and fees, and other expenses.   |
| Virtual Village - Lake George Charter School | \$0.00      |   |

| <b>Table A.7: Property Capitalized for Each School</b> |                             |   |
|--|-----------------------------|---|
| <b>Online School</b>                                   | <b>Property Capitalized</b> | <b>Details</b>  |
| Academy District 20 Online Program                     | \$957.00                    | The amount listed here is the actual expenditure and may include general fund and/or grant sources.                                   |
| Achieve K12  | \$0.00                      |   |
| APS Online (Aurora Public Schools)                     | \$0.00                      |   |
| Boulder Universal                                      | \$0.00                      |   |
| Branson School Online                                  | \$0.00                      |   |
| Buena Vista Online                                     | \$0.00                      | This is already available from the district and funded by other line items within other building budgets.                             |
| College Pathways (TCA)                                 | \$0.00                      | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy                               | \$0.00                      | None planned  |
| Colorado Connections Academy                           | \$0.00                      |   |
| Colorado Cyberschool                                   | \$0.00                      | NA, housed in existing school   |
| Colorado Virtual Academy (COVA)                        | \$0.00                      |   |
| Crowley County Online Academy                          | \$1,200.00                  | Computer replacement  |
| D3 My Way  | \$0.00                      |   |
| DPS Online High School                                 | \$0.00                      |   |
| Edison Academy   | \$0.00                      |   |
| Falcon Virtual Academy                                 | \$0.00                      |   |
| FOCUS Academy  | \$0.00                      |   |
| Futures Digital Academy                                | \$0.00                      |   |
| Guided Online Academic Learning (GOAL) ACADEMY         | \$0.00                      | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which the authors do not have.     |
| Heartlight Academy                                     | \$0.00                      | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op                     | \$179,819.00                | Computer equipment expenses   |
| Insight School Of Colorado                             | \$0.00                      |   |

|  |              |   |
|--|--------------|---|
| Jeffco's 21st Century Virtual Academy        | \$0.00       |   |
| Kaplan Academy Of Colorado                   | \$0.00       |   |
| Karval Online Education                      | \$194,000.00 | Building, garage, storage, land   |
| LPS @ home                                   | \$0.00       |   |
| McLain LIVE (Jeffconet Academy)              | \$0.00       |   |
| Mesa County Valley School District           | \$0.00       | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                  | \$0.00       |   |
| Provost Academy Colorado                     | \$29,250.00  |   |
| PSD Online Academy                           | \$0.00       |   |
| Ridge Academy                                | \$0.00       |   |
| Thompson Online                              | \$0.00       |   |
| V.I.L.A.S. Online School                     | \$135,270.83 | "Property Capitalized" includes building/garage construction, equipment, office furniture, and equipment costs. |
| Virtual Village - Lake George Charter School | \$0.00       |   |

**Table A.8: Property Non-capitalized for Each School**

| Online School                                  | Property Non-capitalized | Details   |
|--|--------------------------|---|
| Academy District 20 Online Program             | \$4,408.44               | The amount listed here is the actual expenditure and may include general fund and/or grant sources.                                   |
| Achieve K12                                    | \$16,000.00              | Provides equipment for staff and hosting of Moodle  |
| APS Online (Aurora Public Schools)             | \$0.00                   |   |
| Boulder Universal                              | \$0.00                   |   |
| Branson School Online                          | \$0.00                   |   |
| Buena Vista Online                             | \$0.00                   | This is already available from the district and funded by other line items within other building budgets.                             |
| College Pathways (TCA)                         | \$0.00                   | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy                       | \$5,000.00               | Server for office and main communication with students  |
| Colorado Connections Academy                   | \$0.00                   |   |
| Colorado Cyberschool                           | \$0.00                   | NA, hosted in existing school   |
| Colorado Virtual Academy (COVA)                | \$0.00                   |   |
| Crowley County Online Academy                  | \$0.00                   |   |
| D3 My Way                                      | \$0.00                   | Computers purchased   |
| DPS Online High School                         | \$65,000.00              | Non-capital equipment, hardware   |
| Edison Academy                                 | \$0.00                   |   |
| Falcon Virtual Academy                         | \$3,420.00               |   |
| FOCUS Academy                                  | \$0.00                   |   |
| Futures Digital Academy                        | \$0.00                   |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$385,544.65             | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.              |



|  |             |   |
|--|-------------|---|
| Heartlight Academy                           | \$0.00      | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op           | \$53,500.00 | Computer equipment and expenses   |
| Insight School Of Colorado                   | \$0.00      |   |
| Jeffco's 21st Century Virtual Academy        | \$0.00      |   |
| Kaplan Academy Of Colorado                   | \$0.00      |   |
| Karval Online Education                      | \$89,127.00 | Capital construction, computers, office furniture, safes, emergency funds, online office relocation             |
| LPS @ home                                   | \$1,800.00  | Computer replacement budgeting if necessary due to damage and loss  |
| McLain LIVE (Jeffconet Academy)              | \$18,200.00 | Computers, printers, other office equipment. Other capitalized property is shared by all programs in the school |
| Mesa County Valley School District           | \$0.00      | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                  | \$3,000.00  | Computers, printers and other   |
| Provost Academy Colorado                     | \$0.00      |   |
| PSD Online Academy                           | \$0.00      |   |
| Ridge Academy                                | \$0.00      |   |
| Thompson Online                              | \$0.00      |   |
| V.I.L.A.S. Online School                     | \$0.00      | "Non-capitalized Property" is contained under "Hardware"  |
| Virtual Village - Lake George Charter School | \$0.00      |   |

| <b>Table A.9: Internet for Each School</b> |                 |   |
|--|-----------------|---|
| <b>Online School</b>                       | <b>Internet</b> | <b>Details</b>  |
| Academy District 20 Online Program         | \$0.00          | AOHS does not pay for student Internet subsidies  |
| Achieve K12                                | \$9,900.00      | Provides Internet for families with financial need, and for staff   |
| APS Online (Aurora Public Schools)         | \$50,000.00     | Verizon - broadband subscriptions   |
| Boulder Universal                          | \$0.00          |   |
| Branson School Online                      | \$117,000.00    | Internet fees for students, teachers and administration   |
| Buena Vista Online                         | \$0.00          | This is already available from the district and funded by other line items within other building budgets.                             |
| College Pathways (TCA)                     | \$0.00          | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy                   | \$7,100.00      | Initial startup costs   |
| Colorado Connections Academy               | \$6,280.00      | High speed Internet   |
| Colorado Cyberschool                       | \$4,312.00      | Included in "Other Purchased Services"  |
| Colorado Virtual Academy (COVA)            | \$573,868.00    |   |
| Crowley County Online Academy              | \$0.00          |   |
| D3 My Way                                  | \$1,800.00      | Comcast services  |
| DPS Online High School                     | \$0.00          |   |
| Edison Academy                             | \$0.00          | Contained in "Other Purchased Services"   |
| Falcon Virtual Academy                     | \$57,600.00     |   |
| FOCUS Academy                              | \$0.00          | Parents pay for their own Internet access   |

|  |              |   |
|--|--------------|---|
| Futures Digital Academy                        | \$0.00       |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$135,369.00 | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit which we do not have. |
| Heartlight Academy                             | \$0.00       | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$55,626.00  | Internet and phone services   |
| Insight School Of Colorado                     | \$344,277.00 |   |
| Jeffco's 21st Century Virtual Academy          | \$12,000.00  | Stipends  |
| Kaplan Academy Of Colorado                     | \$83,387.83  |   |
| Karval Online Education                        | \$8,100.00   | Eastern Slope, DSL, student Internet service, computer network and solutions wireless                                   |
| LPS @ home                                     | \$0.00       | Internet services available free at LPS facilities, public libraries. Parents provide home service                      |
| McLain LIVE (Jeffconet Academy)                | \$0.00       | Internet fees are provided at no additional charge from the school district   |
| Mesa County Valley School District             | \$0.00       | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$1,300.00   | OLA Share of District ISP Costs   |
| Provost Academy Colorado                       | \$0.00       | Internet/broadband fees are included in funding areas listed above  |
| PSD Online Academy                             | \$0.00       | For 2009-2010, access was granted through PSD central office connections already in place.                              |
| Ridge Academy                                  | \$0.00       |   |
| Thompson Online                                | \$0.00       |   |
| V.I.L.A.S. Online School                       | \$38,525.00  | "Internet/Broadband Fees" include the ports that distribute the Internet coming into the school.                        |
| Virtual Village - Lake George Charter School   | \$1,500.00   | Reimbursement for student online connection fee   |

**Table A.10: Hardware for Each School**

| Online School                      | Hardware     | Details   |
|------------------------------------|--------------|---|
| Academy District 20 Online Program | \$0.00       | AOHS does not pay for student hardware subsidies  |
| Achieve K12                        | \$6,200.00   | Provide computers for students with financial need  |
| APS Online (Aurora Public Schools) | \$10,945.00  | Netbooks and other technology equipment   |
| Boulder Universal                  | \$0.00       |   |
| Branson School Online              | \$177,000.00 | Student and teacher computers   |
| Buena Vista Online                 | \$9,400.00   | This includes laptops for the students to borrow. A new server to house the Moodle data. Other support technology for the building like webcams for teachers. |
| College Pathways (TCA)             | \$0.00       | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year.                         |
| Colorado Calvert Academy           | \$144,000.00 | Staff and student computers bundled with appropriate peripherals and software.  |
| Colorado Connections Academy       | \$796,262.00 | Student technology assistance   |

|  |                |  |
|--|----------------|--|
| Colorado Cyberschool                           | \$2,802.00     | Headsets for students included in "Supplies"   |
| Colorado Virtual Academy (COVA)                | \$1,764,934.00 |  |
| Crowley County Online Academy                  | \$0.00         |  |
| D3 My Way                                      | \$0.00         |  |
| DPS Online High School                         | \$0.00         |  |
| Edison Academy                                 | \$30,000.00    | Laptops  |
| Falcon Virtual Academy                         | \$104,850.00   |  |
| FOCUS Academy                                  | \$3,000.00     | Netbooks   |
| Futures Digital Academy                        | \$0.00         |  |
| Guided Online Academic Learning (GOAL) ACADEMY | \$125,440.00   | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.   |
| Heartlight Academy                             | \$0.00         | Shared space by Second Chance and Choices Program  |
| Hope Online Learning Academy Co-Op             | \$130,676.00   | Computer hardware for student use  |
| Insight School Of Colorado                     | \$1,061,824.00 |  |
| Jeffco's 21st Century Virtual Academy          | \$35,000.00    | Office equipment, computer equipment   |
| Kaplan Academy Of Colorado                     | \$168,070.45   |  |
| Karval Online Education                        | \$109,883.00   | New computers, printers  |
| LPS @ home                                     | \$1,800.00     | ASUS EeePC at \$300/unit   |
| McLain LIVE (Jeffconet Academy)                | \$0.00         | Students in the JeffcoNet program are not provided any type of hardware to be used outside of the school. Other hardware is included in other sections of this report. |
| Mesa County Valley School District             | \$0.00         | Pilot program-no budget at this time   |
| Monte Vista On-Line Academy                    | \$3,000.00     |  |
| Provost Academy Colorado                       | \$0.00         | Hardware for student use is included in funding areas listed above   |
| PSD Online Academy                             | \$250.00       | For 2009-2010, POA received recycled hardware from PSD central office. The school purchased minimal equipment including headsets, microphone, and speakers.            |
| Ridge Academy                                  | \$0.00         |  |
| Thompson Online                                | \$500.00       | Video equipment, computer, printer, other  |
| V.I.L.A.S. Online School                       | \$135,270.83   | "Hardware" includes student computers, printers, and routers and switches  |
| Virtual Village - Lake George Charter School   | \$1,044.00     | Student computers  |

**Table A.11: Software for Each School**

| Online School                      | Software    | Details  |
|------------------------------------|-------------|--|
| Academy District 20 Online Program | \$0.00      | AOHS does not pay for student software subsidies.  |
| Achieve K12                        | \$8,750.00  | Provides software for student use computers, staff computers, as well as SuccessMaker licenses for RtI interventions |
| APS Online (Aurora Public Schools) | \$40,000.00 | Annual e2020 subscription  |
| Boulder Universal                  | \$0.00      |  |

|  |                |   |
|--|----------------|---|
| Branson School Online                          | \$250,000.00   | Software for student instruction  |
| Buena Vista Online                             | \$6,000.00     | This is the licensing fee for the OdysseyWare software.   |
| College Pathways (TCA)                         | \$0.00         | College Pathways is in its first year of operations as a multi-district online program, so no relevant budget data for previous year. |
| Colorado Calvert Academy                       | \$0.00         | Not detailed, part of computer purchases  |
| Colorado Connections Academy                   | \$635,400.00   | Student and teacher software  |
| Colorado Cyberschool                           | \$1,954.00     | Software for digital art courses  |
| Colorado Virtual Academy (COVA)                | \$0.00         |   |
| Crowley County Online Academy                  | \$0.00         |   |
| D3 My Way                                      | \$200.00       | Illuminate  |
| DPS Online High School                         | \$0.00         |   |
| Edison Academy                                 | \$0.00         |   |
| Falcon Virtual Academy                         | \$443,000.00   |   |
| FOCUS Academy                                  | \$46,000.00    | Curriculum and content provider   |
| Futures Digital Academy                        | \$0.00         |   |
| Guided Online Academic Learning (GOAL) ACADEMY | \$155,079.00   | This only covers the period 11/1/2009 to June 30, 2010 the other half is covered by the CCA Audit, which we do not have.              |
| Heartlight Academy                             | \$0.00         | Shared space by Second Chance and Choices Program   |
| Hope Online Learning Academy Co-Op             | \$654,855.00   | Curriculum licenses and other software  |
| Insight School Of Colorado                     | \$2,120,640.00 |   |
| Jeffco's 21st Century Virtual Academy          | \$2,000.00     | Instructional support   |
| Kaplan Academy Of Colorado                     | \$76,607.40    |   |
| Karval Online Education                        | \$100,100.00   | Library, Courseware, LMS System   |
| LPS @ home                                     | \$6,109.00     | PLATO Learning subscription fees  |
| McLain LIVE (Jeffconet Academy)                | \$760.00       | Major software costs are provided by the school / District at no additional costs.  |
| Mesa County Valley School District             | \$0.00         | Pilot program-no budget at this time  |
| Monte Vista On-Line Academy                    | \$4,000.00     |   |
| Provost Academy Colorado                       | \$0.00         | Software is included in funding areas listed above  |
| PSD Online Academy                             | \$0.00         |   |
| Ridge Academy                                  | \$0.00         |   |
| Thompson Online                                | \$0.00         |   |
| V.I.L.A.S. Online School                       | \$129,727.74   | "Software" includes the operating system, Windows Office, Compass curriculum, platform fee, filtering system, and the anti-virus.     |
| Virtual Village - Lake George Charter School   | \$11,075.00    | Online curriculum and online instructor fees for Lincoln Interactive  |

## APPENDIX B: DEMOGRAPHIC PROFILES BY ONLINE SCHOOL

The tables below include descriptive statistics for student demographic variables disaggregated by school. Note that only those schools present in the data provided by the Colorado Department of Education are listed below.

**Table B.1: Student Demographic Percentages of Gender and Race/Ethnicity by School**

| Online School                                     | Female | Male  | American Indian | Asian | Black | Hispanic | White  |
|---|--------|-------|-----------------|-------|-------|----------|--------|
| Academy Online                                    | 72.73  | 27.27 | 9.09            | 9.09  | 0.00  | 9.09     | 72.73  |
| Achieve K12                                       | 56.25  | 43.75 | 2.08            | 0.00  | 0.00  | 16.67    | 81.25  |
| Colorado Distance and Electronic Learning Academy | 54.46  | 45.54 | 3.13            | 0.89  | 3.57  | 21.43    | 70.98  |
| Branson School Online                             | 59.53  | 40.47 | 0.78            |       | 1.56  | 13.23    | 84.44  |
| Colorado Virtual Academy                          | 48.50  | 51.50 | 1.87            | 1.77  | 3.18  | 10.46    | 82.73  |
| Connections Academy                               | 50.13  | 49.87 | 1.57            | 0.65  | 5.61  | 11.49    | 80.68  |
| Edison Academy                                    | 55.56  | 44.44 | 0.00            | 0.00  | 0.00  | 16.67    | 83.33  |
| Kaplan Academy of Colorado                        | 62.24  | 37.76 | 1.02            | 1.02  | 6.12  | 16.33    | 75.51  |
| GOAL Academy                                      | 56.10  | 43.90 | 1.63            | 1.63  | 4.88  | 47.15    | 44.72  |
| Hope Online                                       | 50.40  | 49.60 | 1.40            | 2.94  | 23.26 | 47.19    | 25.20  |
| Insight School of Colorado                        | 55.79  | 44.21 | 4.74            | 0.53  | 4.74  | 14.74    | 75.26  |
| 21st Century Virtual Academy                      | 28.57  | 71.43 | 0.00            | 0.00  | 0.00  | 0.00     | 100.00 |
| Karval Online                                     | 46.96  | 53.04 | 2.61            | 0.00  | 2.61  | 7.83     | 86.96  |
| eDCSD: Colorado Cyber School                      | 46.60  | 53.40 | 0.97            | 4.85  | 2.91  | 4.85     | 86.41  |
| Online High School                                | 65.63  | 34.38 | 3.13            | 0.00  | 25.00 | 31.25    | 40.63  |
| Monte Vista Online Academy                        | 47.54  | 52.46 | 0.00            | 0.00  | 0.00  | 36.07    | 63.93  |
| PSD Online Academy                                | 57.14  | 42.86 | 0.00            | 0.00  | 0.00  | 7.14     | 92.86  |
| VILAS Online School                               | 51.68  | 48.32 | 2.68            | 0.67  | 1.34  | 27.52    | 67.79  |

**Table B.2: Student Demographic Percentages of ELL, IEP, and Free/Reduced Lunch by School**

| Online School                                     | No IEP | IEP   | Non ELL | ELL  | Non FRL | FRL   |
|---|--------|-------|---------|------|---------|-------|
| Academy Online                                    | 90.91  | 9.09  | 100.00  | 0.00 | 72.73   | 27.27 |
| Achieve K12                                       | 97.92  | 2.08  | 100.00  | 0.00 | 64.58   | 35.42 |
| Colorado Distance and Electronic Learning Academy | 90.18  | 9.82  | 100.00  | 0.00 | 70.54   | 29.46 |
| Branson School Online                             | 98.05  | 1.95  | 100.00  | 0.00 | 82.88   | 17.12 |
| Colorado Virtual Academy                          | 89.65  | 10.35 | 98.90   | 1.10 | 82.94   | 17.06 |
| Connections Academy                               | 90.86  | 9.14  | 99.35   | 0.65 | 95.69   | 4.31  |
| Edison Academy                                    | 87.50  | 12.50 | 94.44   | 5.56 | 100.00  | 0.00  |
| Kaplan Academy of Colorado                        | 93.88  | 6.12  | 100.00  | 0.00 | 97.96   | 2.04  |
| GOAL Academy                                      | 89.43  | 10.57 | 98.37   | 1.63 | 48.78   | 51.22 |

|                              |        |       |        |       |        |       |
|------------------------------|--------|-------|--------|-------|--------|-------|
| Hope Online                  | 92.38  | 7.62  | 73.80  | 26.20 | 46.79  | 53.21 |
| Insight School of Colorado   | 93.73  | 6.27  | 99.73  | 0.27  | 12.11  | 87.89 |
| 21st Century Virtual Academy | 100.00 | 0.00  | 92.86  | 7.14  | 100.00 | 0.00  |
| Karval Online                | 89.57  | 10.43 | 100.00 | 0.00  | 93.04  | 6.96  |
| eDCSD: Colorado Cyber School | 94.17  | 5.83  | 98.06  | 1.94  | 96.12  | 3.88  |
| Online High School           | 81.25  | 18.75 | 84.38  | 15.63 | 68.75  | 31.25 |
| Monte Vista Online Academy   | 98.36  | 1.64  | 100.00 | 0.00  | 90.16  | 9.84  |
| PSD Online Academy           | 100.00 | 0.00  | 100.00 | 0.00  | 78.57  | 21.43 |
| VILAS Online School          | 91.95  | 8.05  | 100.00 | 0.00  | 41.61  | 58.39 |

## APPENDIX C: INTERVIEW QUESTIONS FOR LEADERS AND AUTHORIZERS

### QUESTIONS FOR PROGRAM LEADERS

#### 1. Definitions

A full-time Online Education Program in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by...that delivers a sequential program of synchronous or asynchronous **instruction from a teacher to a student primarily** through the use of technology via the Internet in a virtual or remote setting" (taken from the CDE Unit of Online Learning website). In your opinion, is this satisfactory or do you have suggested revisions?

- a. What is your vision of the future of education incorporating online learning?

#### 2. Funding

- a. Is the current funding model satisfactory?
- b. If not, what changes in the funding model do you recommend?  
(Issues to consider: enrollment count, part-time/full-time students, funding by course versus student, requirements for proving enrollment, funding based on mastery or completion rather than enrollment)

#### 3. Reporting

- a. What are your current reporting requirements?
- b. What changes in the current reporting mechanisms do you recommend?  
(Issues to consider: redundancy in reporting, frequency of reporting, to whom are you responsible for reporting?)

#### 4. Accountability

- a. CSAP: what is your view of how well CSAP testing is carried out for online programs and schools in terms of testing procedures, logistics, settings, online versus on paper?
- b. Evaluation: To whom and for what are you accountable? Is your authorizer adequately prepared to evaluate an online school? In your view, what is the best method of ensuring accountability of your school for student learning?

#### 5. Teacher Preparedness

- a. Are the teachers you hire generally prepared to work effectively in an online environment?
- b. If not, what recommendations would you have for teacher training programs?

#### 6. Areas for Improvement

- a. What specific changes to legislation or state policy would you recommend?

## **QUESTIONS FOR AUTHORIZERS**

### **1. Definitions**

A full-time Online Education Program in Colorado is defined as ..."a non-religious, non-sectarian full-time online education program or school authorized by...that delivers a sequential program of synchronous or asynchronous **instruction from a teacher to a student primarily** through the use of technology via the Internet in a virtual or remote setting" (taken from the CDE Unit of Online Learning website). In your opinion, is this satisfactory or do you have suggested revisions?

- a. What is your vision of the future of education incorporating online learning?

### **2. Funding**

- a. Is the current funding model satisfactory?
- b. What changes in the funding model do you recommend?  
(Issues to consider: enrollment count, part-time/full-time students, funding by course versus student, requirements for proving enrollment, funding based on mastery or completion rather than enrollment)

### **3. Reporting**

- a. What reporting requirements do you place on your schools?
- b. What changes in the current reporting mechanisms do you recommend?  
(Issues to consider: redundancy in reporting, frequency)

### **4. Accountability**

- a. CSAP: What is your view about how well CSAP testing is carried out in online programs and schools with respect to testing procedures, logistics, settings, online versus on paper?
- b. Evaluation: Does your district have the capacity and training necessary to effectively evaluate online schools? If not, what trainings are needed?
- c. How well does the current accountability structure provide meaningful data for you as an authorizer?

### **5. Areas for Improvement**

- a. What specific changes to legislation or state policy would you recommend?



## APPENDIX D: CURRICULA USED IN COLORADO ONLINE PROGRAMS

The following curricula are used in Colorado online programs: Pearson Education, Aventa Learning, K12, Inc., Compass Learning, Colorado Online Learning, Study Island, eDynamic Learning, ALEKS, OdysseyWare, Brain Pop LLC, Rosetta Stone, Powerspeak, Lincoln Interactive, Florida virtual school, Apex, Plato Learning Environment, Plato Discovery Education, Giant Campus, HippoCampus Algebra , Reading Eggs, Education 2020, Edoptions StarSuite, class.com, Carone Fitness, Learning Springs, Virtual Sage, Global Student Network, EdisonLearning, Achieve 3000, Success Maker, Write-to-Learn, Step up to Writing, Spectrum Spelling, Zaner-Bloser Handwriting, Steck-Vaughn Science, Peterson Everyday Spelling, Calvert Educational Services, Singapore Math, Yourteacher.com, Madcap logic, McGraw Hill, South Central BOCES Learning Force, Scholastic Inc., Peoples education, Learning.COM, Easy Tech, Learning A-Z Reading A-Z, I Paradigms Online Curriculum, KC Distance Learning 7-12 Curriculum, Discovery Education Educational Designers, MySchoolHouse.com, Click n Kids, Evan Moor Online, Headsprout, Dance Mat Typing, Let's Go Learn, LifePrint, Little Planet Learning, Media Training Worldwide, Perfection Learning, Plagiarism Checker (CheckMyWork), RazKids, Respondus Study Mate, SAS Curriculum Pathways, College Board, Scientific Learning FastForward, Virtual Lab, YogaEd, Barton Remedial Reading, Reading Plus, A+nywhere Learning Systems, YourTeacher, CustomGuide, and Thinkwell.