



Colorado Online Learning

Report to the Colorado Legislature • March 2013

Fall 2011 – Spring 2012 School Year



Prepared by The Public Good, Inc. • 1440 S. Elizabeth St. Denver CO 80210 • 303-521-8142

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Executive Summary

This report is prepared by The Public Good, Inc., a Denver-based education research and evaluation firm. Because state statute requires COL to submit an annual report by the middle of March, COL has historically provided the most recent data available, covering complete data from the last full school year and initial (but incomplete) data for the current school year. This seems to have created some confusion in past reports. Therefore, with this report, COL has adjusted the data model to show the most recent complete school year data available: Fall 2011 – Spring 2012. Subsequently, COL will issue this annual report in the fall with data on the most recently completed school year. This will align more closely with the reporting of other educational organizations as well as will ensure data is clear and concise for stakeholder review.

The dashboard below shows key metrics for Colorado Online Learning for the 2011-12 school year. The success rate shown is an average of the Fall 2011 (92%) and Spring 2012 (85%) semesters.

Participating Districts	2011-12 Enrollment	Student Success Rate
76	1,464	89%

Online learning trends show the continued growth of online and blended learning across the nation. Recent research finds that most students in district programs are seeking concurrent enrollment credit or credit recovery. Policymakers in a number of states wrestle with providing appropriate funding formulas, oversight, and accountability measures for providers.

COL is a unique online learning provider, working in collaboration with school districts to offer supplemental courses to students. It maintains a rigorous instructional environment, with highly qualified teachers, strong interaction between teachers and students, high quality content and a robust learning platform. COL offers more than 70 courses and has been accredited since 2004.

School and district administrators give COL high marks for course quality, selection, teacher quality and administrator support. Students most often come to COL for a course when it is not offered at their “bricks and mortar” school, or when they have a schedule conflict. Most students —81%— live in rural Colorado, and are in high school . World languages continue to draw the greatest number of student enrollments.

The audited financial report shows that a total of 80% of COL expenditures go toward direct instruction (55%) and instructional support (25%). The remaining 20% covers general and administrative expenses.

About This Report

Reporting Schedule

State statute requires COL to submit an annual report by the middle of March. In prior reports, COL presented the most recent enrollment and completion figures; i.e. the complete statistics for the last school year plus the initial data for the next fall semester and the enrollment data for the current spring semester. Because this cross-over in data has created some confusion for stakeholders reviewing the report and because the annual report is required by statute to share organizational and student progress data for the school year corresponding with the contract, COL has adjusted the model for this report and subsequent reports. With this report, COL will show the most recent complete school year data available: Fall 2011 – Spring 2012, which corresponds to the final requirement of the 2011-2012 contract. Subsequently, COL will issue reports in the fall of each year. Thus, the next report will be completed in the fall of 2013 and will present data for the Fall 2012 – Spring 2013 school year. This will align more closely with the reporting of other educational organizations as well as will ensure data is clear and concise for stakeholder review.

Data Collection and Analysis

This report follows the guidelines set forth in [HB 07-1066], as shown in the table below. In addition, COL collects data from key stakeholders – students, administrators, site coordinators, and others to inform its continuous improvement efforts. This year, in addition to regular surveys of students, teachers and site coordinators, COL surveyed school principals for their perspective on the quality of the COL learning experience and its responsiveness to the needs of school administrators.

Statutory Guidelines	p.	Client Satisfaction / Admin Effectiveness	p.
Registrations by district, charter, BOCES	17-19	Course quality and selection	12
Courses offered; registrants per course	16-18	Administrative support	11
Course completion statistics per course/semester	16-19	Best practices in online learning	13
Dual enrollment data by district, provider	20	Technical support	14
New or revised courses per semester	9	Teacher experience	14
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Unique uses of supplemental online courses	10		
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Defining Student Success

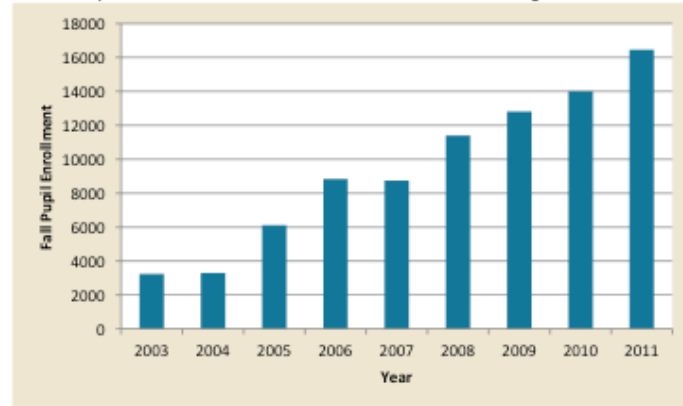
The success rate refers to students who complete the course with a grade of 60% or higher. The percentage of successful completions is calculated by dividing the number of students enrolled in the course as of the close of registration (Sept. 9 for Fall 2011; January 20 for Spring 2012) by the number who pass.

Trends in Online Learning

Online and blended learning continue to grow.

Roughly 50% of all U.S. school districts now offer online or blended learning courses to their students. In addition, an estimated 250,000 students attend full-time online schools.ⁱ In Colorado, the number of online schools (both multi-district and single-district) increased from nine schools in 2003 to 35 schools in 2011. Full-time online enrollments in our state grew from 3248 students in 2003 to 16,464 students in 2011.ⁱⁱ

Chart 1: Pupil Enrollment in All Online Schools from 2003-04 through 2011-12



Source: *Characteristics of Colorado's Online Students*, CDE, October 2012.

Concurrent enrollments and credit recovery draw the most students.

Nationwide, the types of online courses with the highest enrollments in school districts are credit recovery and dual-credit.ⁱⁱⁱ In Colorado, students are increasingly eager to take advantage of opportunities provided by the Concurrent Enrollment Programs Act of 2009. In 2010-11, nearly 21,000 students took classes for high school and college credit.^{iv} COL is meeting this need for students as well, with a 20% increase in the 2011-12 school year, for a total of 250 dual credit enrollments.

Oversight issues perplex policymakers.

Though Wall Street loves the companies providing full-time online learning on the taxpayer dollar (NY Times, Dec. 2011), others are less enthusiastic. One University of Colorado researcher refers to the phenomenon as the “financialization of public education.”^v A report by Western Michigan University and the National Education Policy Center recommends policymakers put a moratorium on the growth of full-time virtual schools while lawmakers revise performance accountability measures, funding formulas and financial oversight.^{vi} In Pennsylvania, Kentucky, and Colorado, among other states, policymakers have faced public outcry, audits and heavy lobbying as they balance calls for choice, quality and accountability.

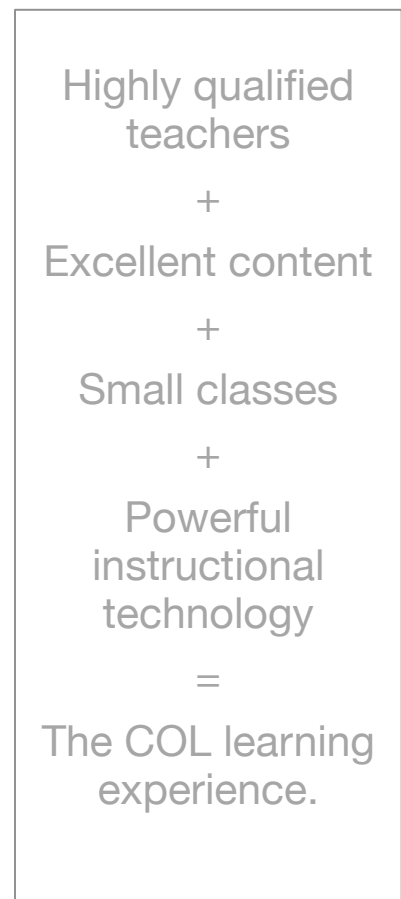
The COL Instructional Environment

An effective and educationally sound online learning program is comprised of several components working together in harmony. First and foremost is a dedicated staff of teachers, who work closely with the on-site coordinators located in each school. Teachers and students need access to world-class, standards-based content. The teaching and support staffs must be surrounded by powerful online instructional technology, including learning management systems (LMS), assessment technology, and advanced educational analytics to measure student progress and facilitate teacher guidance to meet individual student needs. This section describes how COL provides the key components to a successful learning environment.

COL Teachers: Experienced & Qualified

Colorado Online Learning has a staff of 30 teachers, all of whom are experienced, certified teachers and highly qualified, according to state policy and federal guidelines, in their teaching disciplines. COL's extremely low turnover is evidence of the teachers' dedication to COL and its mission. Eighty-four percent (84%) of COL teachers have 10 or more years of teaching experience; 68% have been teaching online for more than six years. Ninety-three percent (93%) have Masters or Doctor's degrees. Many COL teachers have relevant industry experience that enhances students' learning and understanding. For example, one of COL's business finance teachers is a former executive in a respected national accounting firm.

To supplement COL's high-touch teacher-led online program, each school where students are taking courses must designate a site coordinator who works directly with students, coordinating with the COL online teacher and COL Director of Curriculum and Instruction to ensure a rich learning experience. COL data shows a strong correlation between engaged site coordinators and successful online course completions. As a result, COL provides support and professional development opportunities to site coordinators across the state.



Small Class Sizes

Many online and blended teaching models call for very little teacher involvement and extremely high student to teacher ratios, providing a learning experience akin to a digital correspondence course. In a report on for-profit online companies, the New York Times found that businesses try to “squeeze profits from public school

dollars by raising enrollment, increasing teacher workload and lowering standards.”^{vi} In contrast, COL strives to maintain small class sizes and expects a very high level of teacher involvement in the learning process. Course enrollments are capped at 20 students. The average course enrollment is 10. The Director of Curriculum and Instruction ensures that teachers maintain reasonable teaching loads, never exceeding the course loads proven successful in a traditional school setting.

COL teachers make the extra effort to interact with their online students. They establish communication guidelines and encourage interaction so that students can collaborate with and learn from their peers. Many COL students, as well, report spending more time interacting with teachers and course content than they would in a traditional classroom.



Robust Learning Technologies

After an extensive evaluation and interviewing process in early 2012, COL selected Desire2Learn Inc. (D2L) to provide its learning management and instructional technology system (LMS). Among the many benefits D2L provides, its teacher-friendly features reduce administration time, allowing teachers more time to devote to teaching and direct interaction with students. It offers productivity and organization tools to help students work more effectively. D2L’s instructional capabilities are among the most advanced in the industry, due in large part to its commitment to research and development for instructional and assessment technologies. It is worth noting that the agreement with D2L reduces COL’s LMS costs significantly.

The D2L solution for COL is comprised of a standards based core learning platform (LMS) with open course building capabilities for teachers; extensive reporting, adaptive, formative and summative assessment capabilities; individual teacher/student and group collaboration capabilities to facilitate online and blended learning; registration and records management; and the ability to create and manage differentiated instruction for individual students. Complementing the core LMS are:

- *Instructional and teaching analytics.* D2L’s advanced analytics system tracks all teacher and student activity to provide predictive analytics and transparency of data, creating useful information to develop individual and special needs instruction, retention strategies, identify intervention needs, and create individual education plans differentiated on a per-student basis.
- *Instructional content and learning repository.* The D2L system and its Learning Repository allows COL to manage and share learning resources and content, and connect to virtually any content source, including Open Educational Resource partners (OERs), other schools, and traditional provider resources and content, such as: Pearson, McGraw-Hill, Houghton Mifflin, Florida Virtual Schools, and the National Repository of Online Content (NROC). Many other LMS providers only offer access to a very narrow range of content (usually their own), limiting student access to resources.

- *Additional options.* In the future, COL can take advantage of D2L's additional features, including social learning, ePortfolio capabilities, content capture and management, and mobile interface.

As a D2L client, COL joins a number of other Colorado education organizations using the D2L system, including the University of Colorado, many Colorado community colleges, and a number of Colorado school districts (e.g. Poudre School District). It is used in many of the largest and most notable K-12 virtual schools in the country, including Florida Virtual Schools (FLVS), Georgia Virtual School, New Jersey Virtual School, Orange County Schools, the Virtual High School Global Consortium, and more.

Instructional Resources and Content

Over COL's 15-year history, COL's highly qualified teaching staff, lead by its Director of Curriculum and Instruction, has designed online courses and custom content according to rigorous guidelines. COL course designers have incorporated best-of-class content from other sources and publishers as needed to provide a superior student learning experience. One notable external source of content used by COL is the highly respected National Repository of Online Courses (NROC), which is a non-profit provider of Open Educational Resource (OER), high-quality course content, supported by the William and Flora Hewlett Foundation. Unlike other online schools, COL owns and develops its content, and does not need to spend large sums of money licensing content annually from external providers. This content is a key asset of the COL organization. Rolling reviews of courses in a 3-year rotation with input from external reviewers ensure that the content and pedagogy are up to date.

Beyond strong content, COL continually refines and updates instructional methods for making the most of online learning.

Key Elements of a Teacher-Led Online Course

- In an online course, technology is a means of facilitating content delivery and engaging instruction. The certified teacher uses technology as an avenue for sharing content and resources with students, and students use it to access the content and instructor feedback and support.
- Teachers use a learning management system (Desire2Learn at COL) to develop, post, and maintain multimedia lessons, assignments, and materials (differentiating and individualizing where necessary). Course content engages students in activities related to reading, writing, speaking, and listening.
- Instructors lead group discussions, set up and manage group projects, evaluate student work, provide constructive feedback, and monitor student engagement, progress, and understanding in specific content objectives and skill expectations throughout the course and react appropriately to remediate or accelerate as necessary.
- Students engage with the content (as well as the instructor and their peers) via tasks such as threaded discussions, group projects, and a variety of assignments and assessments. Additional opportunities to engage with the instructor (and, where appropriate, other students) are created using instant messaging, email, phone, and an interactive online course environment (in the form of live or recorded sessions as needed).
- Teachers participate in ongoing professional development opportunities related to educational pedagogy and best practices for online instruction.

A Complete Catalog of Courses

COL offers more than 70 online courses, including courses for Advanced Placement, and 33 courses approved by the National Collegiate Athletic Association to ensure academic excellence for student athletes. With rigorous academic standards and high expectations of students and instructors, COL stands for quality in online learning.

Toward that end, COL maintains a continuous quality improvement program, rooted in its original Quality Assurance Program, that includes periodic updates and reviews of all courses. Recent revisions have focused on going “bookless”; i.e., replacing textbooks with strong digital resources that are easily updated for all courses.

This year COL added High School Physics (joining AP Physics in the Science category). The following courses were revised and updated in 2011:

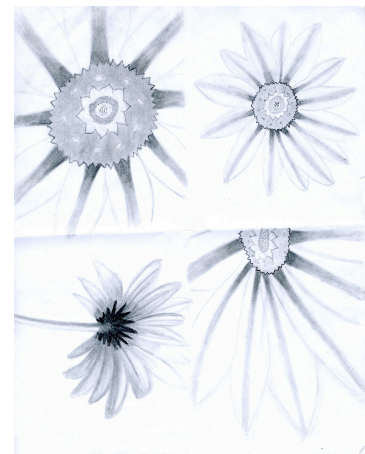
- Pre – Calculus (1 Semester)
- Trigonometry (1 Semester)
- Geology (1 Semester)
- Environmental Science (2 semesters)
- Algebra 1 (2 Semesters)
- Astronomy (1 Semester)

Fully Accredited Since 2004

COL established accreditation with AdvancED in May 2004. COL is committed to operating under the principles of continuous quality improvement, not only in the ongoing monitoring process with AdvancED but also in the everyday work of administration and instruction.

AdvancED is the global leader in promoting and ensuring educational excellence for schools and programs like COL. This organization grew out of a partnership of expertise among the North Central Association Commission on Accreditation and School Improvement (NCA CASI), the Northwest Accreditation Commission (NWAC), and the Southern Association of Colleges and Schools Council on Accreditation and School Improvement (SACS CASI). Rooted in seven research-based standards, AdvancED works alongside accredited organizations to continually demonstrate growth in the areas of program effectiveness, instructional effectiveness, student achievement, and leadership.

COL’s accreditation status demonstrates its commitment to engaging stakeholders in a continuous process of reflection, improvement, and growth, and vouches for COL program quality to colleges and universities viewing student transcripts.



Drawing by COL art student A. Lucero

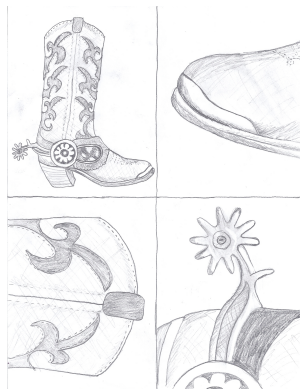
Unique Uses of Supplemental Courses

Each participating school and district has a unique story of how COL helps them meet student needs. Here are a few examples of COL at work:

- Supporting 8th graders who need accelerated courses/content;
- Providing courses for a dropout prevention program;
- Providing courses for home-schooled students who are working in upper-level courses (especially math and science) and need certified instructor support;
- Providing courses for expelled students that offer instructor support and student monitoring as students work from home;
- Providing courses for schools who lose an instructor suddenly midterm or mid-year.

Student Success

- **From a student in AP Calculus who did well on the College Board Exam** - "Thanks for all you did to help me! I learned so much in your class! I felt really ready for the AP exam and knew I was going to do well!"
- **From a student in ACT English** – "I just got my ACT scores back and I want to thank you for this class. On my PLAN ACT, I had 17 in English and 22 in reading. After this class I pulled my scores up to 24 in English and 24 in reading. Thank you so much!!!"
- **Results of National Financial Capability Challenge completed by Personal Finance students** - 36 students completed the challenge. 50% scored in the top 20% in the nation and 36% scored in the top 10% in the nation. Those who scored in the top 10% were entered in a scholarship drawing for a \$1000 scholarship. The average score nationally was 69%. The average score for COL students was 83%.



Drawing by COL art student R. Bunch

Outreach

COL actively maintains its ties to Colorado educators through ongoing outreach efforts. COL staff conducted site visits to 44 districts in 2011 to better understand the needs of students and school personnel. In addition, COL conducted outreach activities at conferences for the Colorado Association of School Executives and the Colorado Association of School Boards.

COL: 360-Degree View



Colorado Online Learning is committed to educational excellence, quality improvement and organizational transparency. Every year, at least once a year, COL seeks feedback from key stakeholders about their needs and how COL is doing as an educational partner. The suggestions as well as accolades from the perspectives of students, district administrators and the COL teaching staff are included in the 360° outlook that follows.

“Many rural districts highly value the benefits that students and districts receive from taking supplemental courses from Colorado Online Learning (COL). While COL is much smaller than many state virtual schools in other states, it plays an indispensable role in providing a subsidized set of online courses to Colorado districts.” Watson & Murin, 2012^{viii}

Administrator Perspectives

District administrators, school principals, and school counselors continue to be the key liaisons between students and COL. When students need a course that’s not available at their school, or have a schedule conflict, these administrators turn to COL for high-quality educational alternatives. School personnel set their policies for taking online courses, enroll students with COL, provide access to the technology tools in most cases, and help monitor student progress. COL’s existence stems from this partnership perspective and continues to be a cornerstone of the COL service mindset.

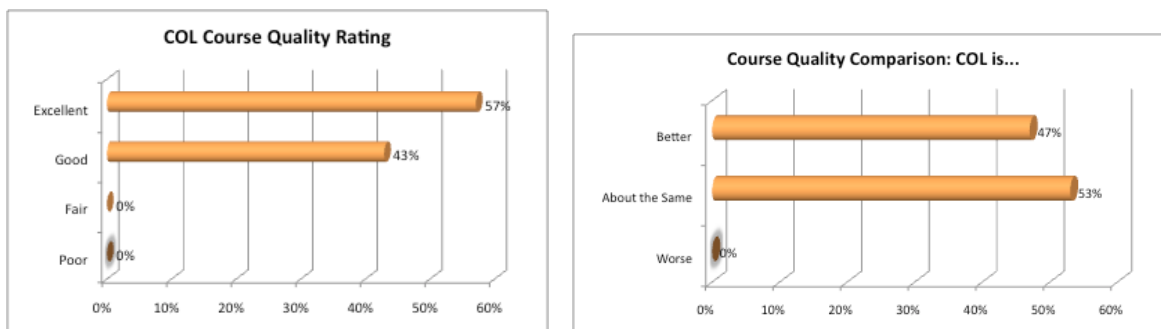
Colorado educators want to ensure that online providers offer a strong selection of quality courses, and provide support for students to be successful in the online learning environment. COL refers to school district officials responsible for COL oversight as “site coordinators.” A recent survey of site coordinators (n=42) asked them to choose the importance (Very Important, Somewhat Important, or Not Important) of a number of criteria for selecting an online provider. In order, the key criteria for site coordinators are:

Course Quality	97.6%
Course Selection	95.2%
Teacher Quality	92.8%
Administrator Support	90.5%
Technical Support	87.8%
Course Pricing	80.9%
Course Platform	48.8%

“We have tried several other online course options, but none are as interactive as COL. So, thank you for this.” – Colorado administrator

In terms of overall quality, site coordinators see COL in quite positive terms. Figure A shows that most survey respondents (57%) characterize COL's course quality as Excellent, and rate it a About the Same (53%) or Better (47%) than the course quality of other online providers they have used. About 3/4 of the respondents (73.8%) report having used online providers other than COL.

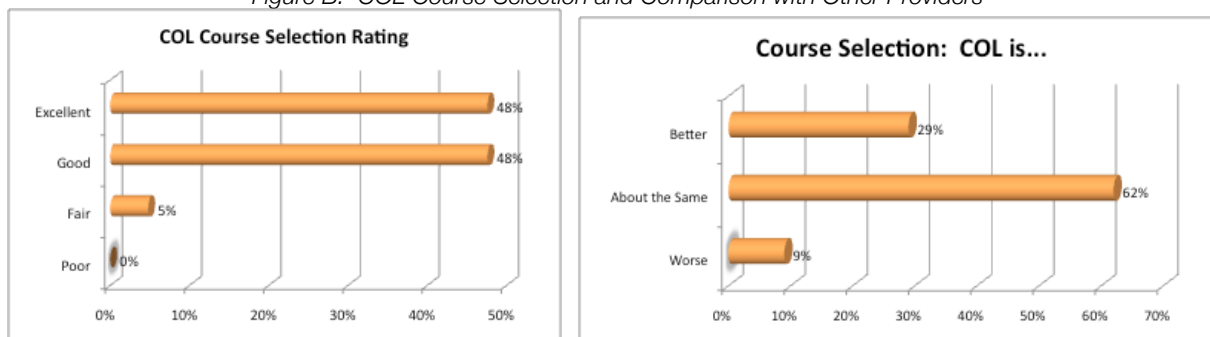
Figure A: COL Course Quality and Comparison



"I love this program and the support that the students get." – Colorado administrator

Administrators rate COL's course selection as Excellent (48%) or Good (48%), with most (62%) saying the course selection is on par with that of other online providers (Figure B).

Figure B: COL Course Selection and Comparison with Other Providers



Site coordinators offer these suggestions for improvement: 1) Add more AP, technology and advanced math courses. More elective options. 2) Find a less cumbersome platform. Registering students is a complicated, multistep process. [COL has since changed its platform.] 3) List the teacher name in course descriptions.

"I get feedback from students and parents that think the way your teachers help students is excellent."
- Colorado administrator

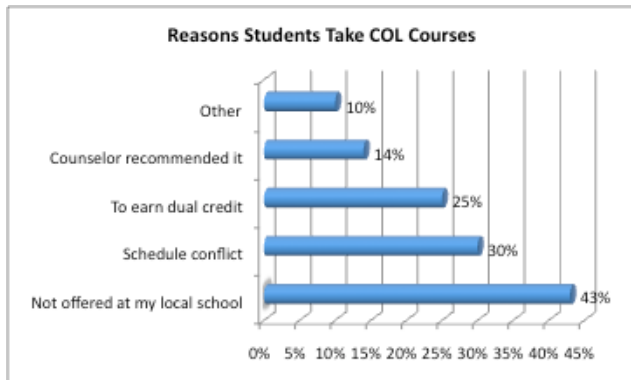
Via email:

Thank you Maryann. I am thrilled that he is doing well! I am excited for our partnership! It made the winter leadership conference so worth the trip! Carrie Coats, Principal, HotchkissK-8 School

Student Perspectives

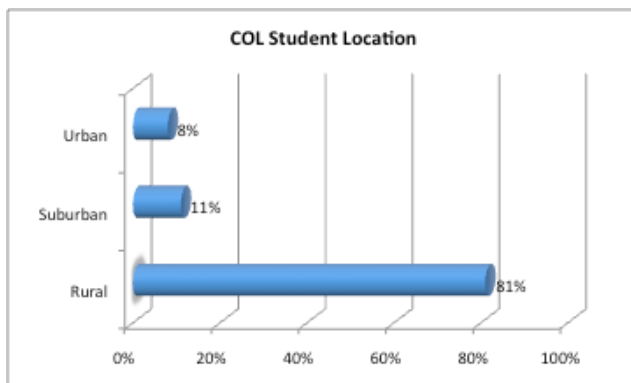
Students responding to a survey in December 2011^{ix} indicate the most common reason for enrolling in an online course with COL is that their “bricks and mortar” school does not offer a particular course they need or want to take. The next most common reason is to resolve a schedule conflict. Figure C shows the range of student responses. [Note: students were able to select more than one response, resulting in percentages that total more than 100.]

Figure C: Why Learn Through COL?



World Language courses draw by far the most students (34%), followed by Social Studies (20%) and Language Arts (12%). Most COL students are in high school, grade 12 (40%), grade 11 (30%) or grade 10 (19%). More than 80% live in a rural area, as Figure D shows.

Figure D: Where Do COL Students Live?



A strong majority of students say their course featured these recommended elements of online learning:

- Course Overview and Syllabus: 98%
- Info on Communicating with Teacher: 99%
- Clearly Stated Course Requirements: 95%
- Expectations for Academic Conduct: 95%
- Weekly Updates from the Teacher: 90%

Students report that their learning experiences were Active (45%) or Very Active (15%), rather than passive or very passive. When asked about their online instructor, 67% describe their teacher as Very Responsive; 69%

found their teacher Very Accessible; and 80% say their teacher is Very Fair. With respect to Grading, 93% Strongly Agree or Agree that grading was fair.

Most COL students say they Never or Rarely experienced technical problems with their online course and that any technical issues that arose were resolved quickly. Some students acknowledge that learning online can be difficult. They prefer face-to-face interaction with the teacher. Others find it hard to stay on track. Suggestions made by students recently include: 1) The schedule should be more structured. The assignments should be due specific days of the week. 2) The teacher should grade the papers quicker and help the students understand better what they did wrong. 3) Make sure that all the materials we need to complete an assignment are explained to us before the actual assignment.

Some student comments from this school year:

- *“I really like taking online courses when they are interactive. My anatomy and physiology class was very interactive and taught me a lot.”*
- *“The most engaging online class I've ever taken!”*
- *“The teacher was amazing. I feel that taking this course has definitely boosted my academic confidence.”*

Via email:

*Greetings! I'm one of the students here at COL, and I love the program so far! (as this is my first encounter with COL)... I Love being able to "Log into Class" at any time, rather than only being in a classroom an hour a day at a certain time of day and only 5 days a week. This program originally sparked my interest because of some bullying that was occurring in my regular classes. Here, I'm welcomed to express my strengths, and display my knowledge and talents to my peers without feeling as though I may be judged. Another bonus, the online learning experience has even opened up the possibility of online college learning in the future. Just wanted to show my thanks and appreciation for the program you run :)
Thanks a Million,
Madeline Sterns, Windsor High School*

Teacher Perspectives

COL is proud of its online teaching faculty — and for good reason. Collectively, they are highly qualified, experienced teachers who love their work and enjoy working for COL. As one teacher expressed, “I love working for COL, as the courses are extremely well put together, and all of the staff is wonderful to work with. I definitely feel like part of the team and enjoy teaching for COL.” Another said, “I love the teachers and administration at COL. The students are motivated and responsive.”

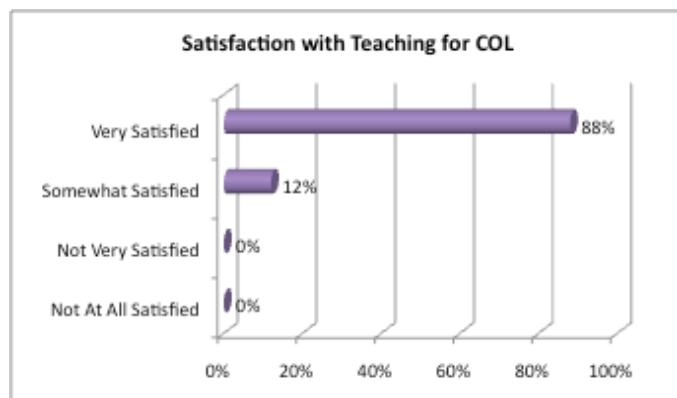
A survey of teachers in February 2012 found that 84% have more than 10 years of teaching experience; 68% have 6 or more years of online teaching experience.^x

Figure E: COL Teacher Experience

	Years in Teaching	Years Teaching Online
1 Year	0%	0%
2 to 5 Years	4%	32%
6 to 10 Years	12%	40%
More than 10 Years	84%	28%

As mentioned above, COL teachers enjoy being part of the COL organization, with 88% describing themselves as Very Satisfied with working at COL.

Figure F: Teacher Satisfaction



When asked what they would change about COL, teachers responded:

- A better pay structure would be to pay teachers for each week a student is enrolled in a course. This will motivate teachers to support even those students who do not perform.
- If a student drops on the last day of the course, the teacher does not get paid for any efforts to contact the students, parents and site coordinators. [Pay structure updated in fall 2011.]
- Higher enrollment. More students.
- Create a formal path for contact with parents/guardians; i.e., ask for parent contact information. [Available now with new LMS implemented in fall 2012.]

Teachers express a strong motivation to improve their courses and the learning experience for COL students. Many teachers described their efforts to increase interactivity within their courses through such strategies as adding interactive visual components, providing interactive demonstrations, and using Web 2.0 tools to support cooperative activities.

Teachers offer these comments about working for COL:

- *“COL is the best place I have ever worked.”*
- *“COL is the best online school.”*
- *“I love the annual professional development meetings – they are informative, motivational and exciting!”*

Enrollment Statistics

Fall 2011 Enrollment by Course

Course #	Course Name	P*	F*	I*	% Passing	Course #	Course Name	P*	F*	I*	% Passing
Art101	Creative Drawing	8	2		80%	Sci109	Basic Chemistry	4			100%
Art103	Digital Photography	16			100%	SS101	American Government/Civics	13		1	100%
Bus100	Career Exploration	15			100%	SS102	US History	18			100%
Bus101	Intro to Accounting	2	1		67%	SS103	World Geography	14	1		93%
Bus102	Foundations of Personal Finance	37	2		95%	SS104	The Dawn of Civilization: World History	14	2		88%
Bus 104	Economics	0					Wars and Revolutions: World History	13	1		93%
Bus105	International Business	7			100%	SS105	The Road to Self-Discovery: Psychology	8			100%
Ele101	Fitness	9	1	2	90%	SS106	Living in a Complex World: Psychology	34	1		97%
Ele104	Health	17		1	100%	SS107	Law & Order: Introduction to Legal Studies	3			100%
Eng101	English I	1	1		50%	SS108	Colorado History	3	1	1	75%
Eng102	English II	9	2	1	82%	SS109	The Study of Human Relationships: Sociology	8			100%
Eng103	English III	9		2	100%	SS111	Anthropology: Uncovering Human Mysteries	3			100%
Eng104	Introduction to Composition	18	1		95%	SS115	Criminology: Inside the Criminal Mind	18	2	3	90%
Eng105	Readers/Writers Workshop	5			100%	Tech100	Web Design	4			100%
Eng106	AP Literature and Composition	7	2		78%	Tech101	C++ Programming	4			100%
Eng108	Shakespearean Theater: The Comedies	6	1		86%	Tech102	Java Programming	2	1		67%
Eng109	PoetSpeak	2	1		67%	Tech103	Computer Animation	5	2	1	86%
Eng110	ACT English Reading/Writing Review	12			100%	WLC101	Mandarin I (Chinese)	12	1	1	92%
M102	Algebra I	7			100%	WLC101	Mandarin II (Chinese)	1			100%
M103	Geometry	4		1	100%	WLC102	French I	29	6	2	83%
M104	Algebra II	6	2		75%	WLF101	French II	8			100%
M105	Pre-Calculus	1		1	100%	WLF102	French III	10	2		83%
M107	AP Calculus	2	1		67%	WLF103	German I	13	3	3	81%
M108	ACT/SAT Mathematics Review	8	3		73%	WLG101	German II	7			100%
M109	Statistics	7			100%	WLG102	German III	1			100%
Mus101	Music Appreciation	2			100%	WLG	Latin I	8			100%
Sci101	Biology	2			100%	WLL101	Latin II	3			100%
Sci102	Environmental Science	5	1		83%	WLL102	Latin III	1			100%
Sci103	College Physics	6	1		86%	WLL103	Spanish I	101	8	1	93%
Sci103	High School Physics	7			100%	WLS101	Spanish II	40	2		95%
Sci104	Future Issues: Biotechnology	3			100%	WLS102	Spanish III	12		2	100%
Sci105	Astronomy	9	2		82%	WLS103	Spanish IV	9			100%
Sci106	Geology	1	2		33%		Total Enrollment	698	60	23	781
Sci107	Anatomy and Physiology	25	1		96%						

* P = Pass; F = Fail; I = Incomplete

Total Enrollment: 781 • Student Success Rate: 92% (per definition on p. 4)

Fall 2011 Enrollment by District

District	P	F	I	% Passing	District	P	F	I	% Passing
Academy 20	3			100%					
Aguilar Reorganized 6	6	1	1	86%	Mancos Re-6	9		1	100%
Archuleta County 50JT	14	4	2	77%	Manzanola 3J	3			100%
Aspen 1	3		1	100%	Moffat 2	3			100%
Bayfield 10 JT-R	5			100%	Monte Vista District C-8		2		0%
Bethune R-5	9			100%	Montezuma - Cortez RE-1	6		1	100%
Big Sandy 100J	16	1		94%	North Park R-1	9			100%
Briggsdale RE-10	3	1		75%	Norwood R-2J	9			100%
Buena Vista R31	1			100%	Park County RE2	51	2		96%
Buffalo Re-4	2			100%	Park(Estes Park) R-3	1			100%
Calhan RJ-1	6			100%	Plateau Valley 50	15			100%
Campo RE-6	2			100%	Platte Canyon 1	4	3		57%
Canon City RE-1	1			100%	Pritchett RE-3	1			100%
Clear Creek Re-1	4			100%	Prowers RE-1 (Granada)	23	4	1	85%
Cotopaxi RE-3(Fremont RE-3)	5			100%	Pueblo County Dist. 70	5			100%
Creede School District	6	1	1	86%	Rocky Ford R-2	2			100%
Cripple Creek-Victor RE-1	18	2	1	90%	Salida R-32	2			100%
Custer County C-1	1			100%	Sargent District Re-33J	2			100%
Dolores Cty Re 2 - Dove Creek	4	1		80%	South Routt RE-3	22			100%
Dolores RE-4A(Montezuma Cty)	16	4	2	80%	Southwest Colorado eSchool	9	6	6	60%
Douglas County RE 1	3			100%	St. Vrain Valley RE1J	2			100%
East Grand #2	1			100%	Steamboat Springs RE-2	50			100%
Edison 54JT	13			100%	Summit RE-1	1			100%
Elizabeth C-1	2			100%	Thompson R-2J	39	5	1	89%
Ellicott 22		1		0%	Walsh RE1	10	1		91%
Fowler R-4J	21			100%	Weldon Valley RE-20(J)	13			100%
Garfield 16		1		0%	West End RE-2	20	3		87%
Genoa-Hugo C113	1			100%	West Grand 1-JT.	7			100%
Gunnison Watershed RE1J	1		1	100%	WINDSOR RE-4	3	1		75%
Haxtun RE-2J	3		1	100%	Woodlin R-104	2			100%
Hayden Re-1	10	1		91%					
Hinsdale County RE 1	4			100%	Charters/BOCES/Other				
Hoehne Re - 3	63	7		90%	Southwest Early College			1	0%
Holly Re-3	37	1		97%	Early College of Arvada	2			100%
Huerfano RE-1	10	1		91%	H.O.P.E.	8	2		80%
Idalia RJ-3	11			100%	School for the Deaf and the Blind	3	2		60%
KIOWA C-2	18	1		95%	Other	9	1	2	75%
Kit Carson R-1	13			100%					
La Veta Re 2	4			100%					
Lake County R-1	11			100%					
Lamar Re-2	1			100%					
Lone Star 101	1			100%		698	60	23	

* P = Pass; F = Fail; I = Incomplete

Total Participating Districts: 70

Spring 2012 Enrollment by Course

Course	Course	P	F	I	% Passing	Course	Course	P	F	I	% Passing
Art101	Drawing, Challenges, Solutions	6	3	1	66%	Sci109	Basic Chemistry	2			100%
Art103	Digital Photography	11	2		85%	SS101	American Government/Civics	13	1		93%
Bus100	Career Exploration	7	4		64%	SS102	US History	15	2	3	88%
Bus101	Intro to Accounting	3			100%	SS103	World Geography	17	4	2	81%
Bus102	Foundations of Personal Finance	31	1	1	97%	SS104	The Dawn of Civilization: World History	19	2		90%
Bus103	Practical Applications	5			100%	SS105	Wars and Revolutions: World History	27	2		93%
Bus 104	Economics	9			100%	SS106	The Road to Self-Discovery: Psychology	10	1		91%
Bus105	International Business	4	2	1	67%	SS107	Living in a Complex World: Psychology	33	5		87%
Ele101	Fitness	12	1	2	92%	SS108	Law & Order: Introduction to Legal Studies	5		1	100%
Ele104	Health	6	1	5	86%	SS109	Colorado History	2	1	1	67%
Eng101	English I	1	2	3	33%	SS111	The Study of Human Relationships: Sociology	7	1		88%
Eng102	English II	6	2	1	75%	SS115	Anthropology: Uncovering Human Mysteries				
Eng103	English III	13		1	100%	Tech100	Criminology: Inside the Criminal Mind	13	2	4	87%
Eng104	Introduction to Composition	18	2	2	90%	Tech101	Web Design	2	1		67%
Eng105	Readers/Writers Workshop	5			100%	Tech102	C++ Programming	5	1		83%
Eng106	AP Literature and Composition	13			78%	Tech103	Java Programming				
Eng108	Shakespearean Theater: The Tragedies	1	1		50%	WLC101	Computer Animation: The Power of Flash	2		1	100%
Eng109	PoetSpeak	4			100%	WLC101	Mandarin I (Chinese)	9			100%
Eng110	ACT English Reading/Writing Review	12			100%	WLC102	Mandarin II (Chinese)	1			100%
M100	Fundamental Math	5	1	1	86%	WLF101	French I	22	5		81%
M102	Algebra I	7		1	100%	WLF102	French II	6	1	1	86%
M103	Geometry	7	1		88%	WLF103	French III	4	1	1	80%
M104	Algebra II	4	1	1	80%	WLG101	German I	12			100%
M105	Pre-Calculus	0				WLG102	German II	5	1		83%
M107	AP Calculus	0				WLG	German III				
M108	ACT/SAT Mathematics Review	13	4		76%	WLL101	Latin I	5			100%
M109	Statistics	4			100%	WLL102	Latin II	3			100%
Mus101	Music Appreciation	18	1		95%	WLL103	Latin III	1			100%
Sci101	Biology	4		2	100%	WLS101	Spanish I	78	16		83%
Sci102	Environmental Science	3			100%	WLS102	Spanish II	38	1	1	97%
Sci103	College Physics	5			100%	WLS103	Spanish III	11		1	100%
Sci103	High School Physics	5			100%	WLS104	Spanish IV	7			100%
Sci104	Future Issues: Biotechnology	0									
Sci105	Astronomy	6	2		75%						
Sci106	Geology	5			100%						
Sci107	Anatomy and Physiology	22			100%			649	79	38	766

* P = Pass; F = Fail; I = Incomplete

Total Enrollment: 766 • Student Success Rate: 85% (per definition on p. 4)

Spring 2012 Enrollment by District

District	P	F	I	% Passing	District	P	F	I	% Passing
Academy 20	1			100%					
Aguilar Reorganized 6	3			100%	Mancos Re-6	7	1		88%
Archuleta County 50JT	18	4		82%	Manzanola 3J	2			100%
Aspen 1	4			100%	Moffat 2	2			100%
Bayfield 10 JT-R	2			100%	Monte Vista District C-8	1			100%
Bethune R-5	5	1		83%	Montezuma - Cortez RE-1	6			100%
Big Sandy 100J	16	1		94%	North Park R-1	7			100%
Boulder Valley 1	1			100%	Norwood R-2J	15			100%
Briggsdale RE-10	5	4		56%	Park County RE2	43	2	1	96%
Byers	4	1		80%	Park(Estes Park) R-3	1			100%
Calhan RJ-1	7			100%	Plateau Valley 50	12	1		92%
Canon City RE-1	1			100%	Platte Canyon 1	3			100%
Clear Creek Re-1	2			100%	Pritchett RE-3	2			100%
Cotopaxi (Fremont RE-3)	5		1	100%	Prowers RE-1 (Granada)	16	4		80%
Creede School District	2			86%	Pueblo County Dist. 70	2			100%
Cripple Creek-Victor RE-1	18	1		95%	Rocky Ford R-2	1			100%
Custer County C-1	1			100%	Salida R-32	5			100%
Dolores Cty 2J-Dove Creek	3			80%	Sangre De Cristo		1		0%
Dolores RE-4A (Montezuma County)	15	5		75%	Sargent District Re-33J	4			100%
Douglas County RE 1	2	1		67%	South Routt RE-3	26			100%
Eagle County 50	1			100%	St. Vrain Valley RE1J	2			100%
Edison 54JT	7	2	1	78%	Steamboat Springs RE-2	49	1	1	98%
Elizabeth C-1	1			100%	Stratton	7			100%
Ellicott 22		1		0%	Summit RE-1	1			100%
Fowler R-4J	16	1		94%	Thompson R-2J	34	5	2	87%
Gunnison Watershed RE1J	4	1		80%	Walsh RE1	11			91%
Haxtun RE-2J	2			100%	West End RE-2	12			87%
Hayden Re-1	25			100%	West Grand 1-JT.	4		1	100%
Hinsdale County RE 1	5			100%	WINDSOR RE-4	3			75%
Hoehne Re - 3	55	12	1	82%	Woodlin R-104	1			100%
Holly Re-3	31	4		89%	Charters/BOCES/Other				
Huerfano RE-1	12	2	1	86%	Early College of Arvada	1			100%
Idalia RJ-3	8	2		80%	H.O.P.E.	5	3		93%
Jeffco	3			100%	Southwest Early College			1	0%
KIOWA C-2	17		1	100%	Southwest Colorado eSchool	30	15	25	67%
Kit Carson R-1	7			100%	School for the Deaf and the Blind	2			100%
Lake County R-1	16			100%	Other	5	3	2	50%
Lamar Re-2	1			100%					
Lone Star 101	1			100%		649	79	38	766

* P = Pass; F = Fail; I = Incomplete

Total Participating Districts: 68

Dual Credit Enrollments by Course and District

Dual Credit Course Enrollments

College/University	Course #	Course Name	Fall 2011	Spring 2012
Adams State College - Alamosa	Eng104	Intro to Composition	3	13
Colorado State University-Pueblo	Mus 101	Music Appreciation	2	14
Jones International - OnLine	Bus102	Personal Finance	26	17
	Eng104	Intro to Composition	13	2
	SS103	World Geography - Semester 1	10	10
	SS104	The Dawn of Civilization: World History	6	14
	SS104	Wars and Revolutions: World History	11	11
	SS106	Living in a Complex World: Personal Psych.	30	28
Mesa State - Grand Junction	SCI103	College Physics	6	2
	SCI107	Anatomy and Physiology	16	16
		Total	123	127

Dual Credit Participation By District

Participating Districts	Fall 2011 Enrollments		Spring 2012 Enrollments	
	Courses	Students	Courses	Students
Archuleta County 50JT	2	2	1	1
Big Sandy 100J	5	5	11	10
Buffalo Re - 4	2	2	0	0
Calhan RJ - 1	1	1	0	0
Campo RE - 6	1	1	0	0
Creede	2	1	0	0
Edison 54JT	1	1	0	0
Ellicott 22	0	0	1	1
Hayden Re-1	1	1	1	1
Hinsdale Cty Re-1	1	1	1	1
Hoehne Re - 3	17	15	18	16
Fowler R-4J	6	6	8	7
Idalia RJ - 3	4	4	1	1
Mancos RE - 6	2	2	1	1
Moffatt 2	1	1	1	1
Monte Vista C 8	0	0	1	1
Montezuma - Cortez RE 1	2	2	15	10
Norwood R - 25	0	0	3	3
Park County Re - 2	45	33	31	25
Park (Estes) RE 3	1	1	0	0
Plateau Valley 50	6	6	6	6
Pueblo 70	0	0	2	2
South Routt RE-3	8	7	14	13
Walsh RE - 1	0	0	2	2
West End RE - 2	12	9	9	6
West Grand 1-JT.	3	3	0	0
	Totals	123	104	127

Course Catalog

** Courses marked with two asterisks are available for dual credit.

Arts & Music
Creative Drawing (Art101)
Digital Photography: Creating Images with Impact! (Art103)
Drawing: Challenges and Solutions (Art104)
Music Appreciation (Mus101)**

Business
Career Exploration (Bus100)
Introduction to Accounting (Bus101)
Foundations of Personal Finance (Bus102)**
Practical Applications in Personal Finance (Bus103)
Economics (Bus104)
International Business (Bus105)

Electives
Fitness Fundamentals (Ele101)
Health (Ele104)

Language Arts
English I - Semester 1 (Eng101a)
English I - Semester 2 (Eng101b)
English II - Semester 1 (Eng 102a)
English II - Semester 2 (Eng 102b)
English III - Semester 1 (Eng103a)
English III - Semester 2 (Eng103b)
Intro to Composition (Eng104)**
Readers/Writers Workshop - Semester 1 (Eng105a)
Readers/Writers Workshop - Semester 2 (Eng105b)
AP Literature and Composition - Semester 1 (Eng106a)
AP Literature and Composition - Semester 2 (Eng106b)
Shakespearean Theater: The Comedies (Eng107)
Shakespearean Theater: The Tragedies (Eng108)
PoetSpeak: Reading, Writing, and Living Poetry (Eng109)
ACT English, Reading and Writing Review (Eng110)

Mathematics
Fundamental Mathematics (M100)
Algebra I - Semester 1 (M102a)
Algebra I - Semester 2 (M102b)
Geometry - Semester 1 (M103a)
Geometry - Semester 2 (M103b)
Algebra II - Semester 1 (M104a)
Algebra II - Semester 2 (M104b)
Pre-Calculus (M105a)
Trigonometry (M106a)
AP Calculus - Semester 1 (M107a)
AP Calculus - Semester 2 (M107b)
ACT/SAT Mathematics Review (M108)
Statistics (M109A)*

Social Studies
American Government/Civics - Semester 1 (SS101a)
American Government/Civics - Semester 2 (SS101b)
US History - Semester 1 (SS102a)
US History - Semester 2 (SS102b)
World Geography - Semester 1 (SS103a)**
World Geography - Semester 2 (SS103b)
World History: The Dawn of Civilization (SS104A)**
World History: Wars and Revolutions! (SS104B)**
Personal Psychology: The Road to Self Discovery (SS105)
Personal Psychology: Living in a Complex World (SS106)**
Law & Order: Introduction to Legal Studies (SS107)
Colorado History (SS108)
Sociology: The Study of Human Relationships (SS109)
Anthropology: Uncovering Human Mysteries (SS111)
Criminology: Inside the Criminal Mind (SS15)

Science
Biology - Semester 1 (Sci101a)
Biology - Semester 2 (Sci101b)
Environmental Science - Semester 1 (Sci102a)
Environmental Science - Semester 2 (Sci102b)
College Physics - Semester 1 (Sci103a)**
College Physics - Semester 2 (Sci103b)**
HS Physics - Semester 1 (Sci103a)
HS Physics - Semester 2 (Sci103b)
Future Issues: Biotechnology (Sci104)
Astronomy (Sci105)
Geology (Sci106)
Anatomy and Physiology - Semester 1 (Sci107a)**
Anatomy and Physiology - Semester 2 (Sci107b)**
Basic Chemistry - Semester 1 (Sci109a)
Basic Chemistry - Semester 2 (Sci109b)

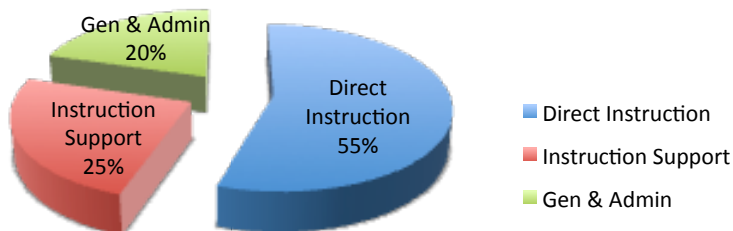
World Languages
Mandarin (Chinese) I - Semester 1 (WLC101a)
Mandarin (Chinese) I - Semester 2 (WLC101b)
Mandarin (Chinese) II - Semester 1 (WLC102)
Mandarin (Chinese) II - Semester 2 (WLC102)
French I - Semester 1 (WLF101)
French I - Semester 2 (WLF101)
French II - Semester 1 (WLF102)
French II - Semester 2 (WLF102)
French III - Semester 1 (WLF103)
French III - Semester 2 (WLF103)
German I - Semester 1 (WLG101)
German I - Semester 2 (WLG101)
German II - Semester 1 (WLG102)
German II - Semester 2 (WLG102)
German III - Semester 1 (WLG103)
German III - Semester 2 (WLG103)
Latin I - Semester 1 (WLL101)
Latin I - Semester 2 (WLL101)
Latin II - Semester 1 (WLL102)
Latin II - Semester 2 (WLL102)
Latin III - Semester 1 (WLL103)
Latin III - Semester 2 (WLL103)
Spanish I - Semester 1 (WLS101)
Spanish I - Semester 2 (WLS101)
Spanish II - Semester 1 (WLS102)
Spanish II - Semester 2 (WLS102)
Spanish III - Semester 1 (WLS103)
Spanish III - Semester 2 (WLS103)
Spanish IV - Semester 1 (WLS104)
Spanish IV - Semester 2 (WLS104)

Technology
Web Design (Tech100)
C++ Programming (Tech101)
Java Programming (Tech102)
Computer Animation: The Power of Flash (Tech103)

COL Financial Report

The State of Colorado funded supplemental online learning through HB 07-1066, at \$480,000 in 2011-12. The Mountain BOCES administered these funds. Other revenues were generated from the \$200 per course enrollment fee paid by schools. The audited COL expenditure summary for this fiscal year is provided below.

State Supplement funds cover personnel, operating costs, and contract services needed to provide online learning opportunities to Colorado students. As the chart



below shows, direct instruction and instruction support account for 80% of COL's functional expenses.

Colorado Online Learning Audited Statement of Functional Expenses

For the Year Ended June 30, 2012

Unrestricted Expenses	Instruction Direct	Instruction Support	General & Administrative	TOTAL EXPENSES
Instruction	274,818.52			274,818.52
Instructional materials	6,660.75			6,660.75
Instructional platform	56,700.00			56,700.00
Dual credit fees to college partners	24,662.00			24,662.00
Professional development - instructional staff	12,573.78	8,382.52		20,956.30
Data analysis		5,937.47		5,937.47
Curriculum development & revision		6,000.00		6,000.00
Other services	14,323.48			14,323.48
Salaries and wages	74,035.11	126,705.13	95,400.00	296,140.24
Benefits and other payroll expense	6,796.92	12,249.08	8,141.88	27,187.88
Mountain BOCES administrative fee			9,600.00	9,600.00
General administration			35,350.19	35,350.19
Occupancy			15,687.00	15,687.00
Administrative technology services			893.26	893.26
Travel and lodging		13,750.51	4,583.50	18,334.01
Depreciation			1,862.15	1,862.15
Other operating expenses		3,679.10	2,452.74	6,131.84
Total expenses	470,570.56	176,703.81	173,970.72	821,245.09
Non-recurring events				
LMS conversion		32,862.50		32,862.50
Total functional expenditures	470,570.56	209,566.31	173,970.72	854,107.59

Letters of Support

Cripple Creek-Victor School District RE-1

Cresson Elementary School
(719) 689-9230/(719) 689-9236 Fax

Cripple Creek-Victor Junior/Senior High School
(719) 689-2661/(719) 689-2256 Fax

March 5, 2013

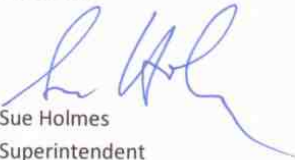
To Whom It May Concern:

As a small, rural, geographically isolated school district, Cripple Creek-Victor Re-1 embraces Colorado Online with open arms! The collaboration we have with Colorado Online allows us to supplement our curriculum, including offering advanced courses, to our high school students.

With a small faculty and limited hours in the day, our high school can only offer so many courses. Colorado Online fills the gap for us, allowing our students to take courses they would not otherwise be able to. The courses are challenging, affordable, and of great value to our students and our district, and they are aligned to Colorado Standards and are taught by highly qualified teachers! In fact, Colorado Online makes our small high school an attractive one to our highest achieving students.

It would be a true loss if we were not able to offer courses through Colorado Online. I am sure that we would lose many students to larger districts who can offer more courses if we were to lose the ability to have Colorado Online as a collaborating partner. It is my sincere hope that Colorado Online will remain the high quality company that offers challenging, supplemental courses.

Sincerely,



Sue Holmes
Superintendent

March 6, 2013

BOARD OF TRUSTEES

To Whom It May Concern:

David Dawson

I have been asked to write a letter of support for the Colorado Online Learning (COL) program. As a school superintendent, I have observed how the online program is utilized by some of our students and how effective the courses can be for them. This school year, we have used Colorado Online to offer three classes to some of our students. This worthwhile program gives us the ability to enroll students in courses we would not otherwise be able to offer.

John Dickinson

Kay Alicyn Ferrell

Andy McElhany

The ability to offer courses of high interest to our students affords us flexibility in scheduling and course offerings. Often, a small school such as ours has a difficult time providing diversity in all areas of academic interest. Colorado Online Learning has made available to us a catalog of courses that our students can access to explore interest areas in a wide variety of academic disciplines. The online courses offered by COL have allowed us to offer a more complete curriculum to our students.

Chris Madison

Carolena Guiral Steen

Linda Williams

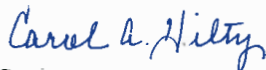
The rigor evidenced in the Colorado Online Learning course offerings is substantial. The material presented in students' courses has been well-delivered. The professionalism and approachability demonstrated by COL staff is outstanding. They work hard to deliver a consistent and outstanding product and have demonstrated a willingness to make accommodations to meet the learning needs of students who are deaf or blind. Students are consistently held accountable for the quality and timelines of their work.

SUPERINTENDENT

Carol A. Hilty

Colorado Online Learning is a tremendous resource for school districts in this state. COL has proven to be a great avenue for coursework for some of our students. If I may provide further information, please contact me.

Sincerely,



Carol A. Hilty

Superintendent

719-578-2102 (v/tty); 719-578-2258 (fax); chilty@csdb.org

CSDB does not unlawfully discriminate on the basis of race, creed, color, sex, sexual orientation, national origin, ancestry, age, religion, marital status, disability, and genetic information* in admissions, access to, treatment, or employment in educational programs or activities in which it operates. The following persons are designated to handle inquiries regarding this policy: Human Resources Manager (employee complaints) / Director of Special Education (student/parent/public complaints) at CSDB, 33 N. Institute Street, Colorado Springs, CO 80903 (Phone: 719-578-2100 / Fax: 719-578-2239).
*Nondiscrimination in relation to genetic information is applicable to employment only.



33 N. Institute • Colorado Springs, Colorado 80903 • Tel: 719.578.2100 • Fax: 719.578.2239 • www.csdb.org

MISSION STATEMENT: The Colorado School for the Deaf and the Blind provides children and families statewide with comprehensive, specialized educational services in safe, nurturing environments. We empower learners to become self-determined, independent contributing citizens within their communities.





Kit Carson School District R-1
102 W. 5th Avenue
P.O. Box 185
Kit Carson, Colorado 80825
Phone: (719) 962-3219 Fax: (719) 962-3317
Superintendent : Mr. Gerald Keefe

3-5-13

To whom it may concern:

As Superintendent of Kit Carson R-1 School District it is without hesitation or reservation that I submit the letter of support on behalf of Colorado Online Learning (COL).

Our district has used COL quite extensively for several years and I admit that initially we were drawn to the program because of its affordability. We had tried over online vendors in the past but the cost and quality soon became an issue for us. However, it soon became apparent that not only was COL affordable but the quality and scope of the programming exceeded all our expectations as well.

As a small rural district our curriculum options are severely limited by both geography and the availability of staff in certain specialized areas. As one might expect even if the recruitment of staff was not an obstacle the district's budget could not fund the positions sought in high demand areas.

We have found COL to be a dependable and reliable partner in expanding options for our students and their customer service is far superior to many private vendors that I have worked with over the years. The teaching staff is extremely responsive to all student and parent inquiries and we have yet to have a student express any level of frustration when it comes to receiving extra help in comprehending the required material.

Colorado Online also offers great scheduling flexibility to our students and has been of great assistance to the district's counselor as well. I know personally that on several occasions she has been able to enroll students on a "last second" basis. Their efforts on our behalf in this area are greatly appreciated.

I also want to personally thank the Colorado Legislature for their past support of the COL program. You have made a difference in the educational lives of not only my students but many others from around the state as well.

Sincerely,

Gerald Keefe
Superintendent
Kit Carson R-1

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- ⁱⁱ Heiney, A. et al. (October 2012). "Characteristics of Colorado's Online Students." Colorado Department of Education, Office of Online & Blended Learning. http://www.cde.state.co.us/onlinelearning/download/OL_Research_Final.pdf
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- ^{iv} Colorado Commission on Higher Education and Colorado Department of Education (March 1, 2012). "Annual Report On Concurrent Enrollment For 2010-2011 School Year."
- ^v Saul, Stephanie. "Profits and Questions at Online Charter Schools." *New York Times*, December 13, 2011. <http://www.nytimes.com/2011/12/13/education/online-schools-score-better-on-wall-street-than-in-classrooms.html?pagewanted=all&r=0>
- ^{vi} Miron, G. & Urschel, J.L. (2012). Understanding and Improving Full-Time Virtual Schools: A Study of Student Characteristics, School Finance, and School Performance in Schools Operated by K12 Inc. Boulder, CO: National Education Policy Center. <http://nepc.colorado.edu/publication/understanding-improving-virtual>
- ^{vii} Saul, Stephanie. "Profits and Questions at Online Charter Schools." *New York Times*, December 13, 2011. <http://www.nytimes.com/2011/12/13/education/online-schools-score-better-on-wall-street-than-in-classrooms.html?pagewanted=all&r=0>
- ^{viii} Watson, J. and A. Murin. (July 2012). "Blended Learning in Rural Colorado: Status and Strategies for Expansion." Evergreen Education Group, prepared for Colorado Department of Education.
- ^{ix} The Fall 2011 Student Survey drew 577 responses, representing 73% of the total student population.
- ^x The February 2012 COL Teacher Survey yielded 25 responses, representing 83% of the total.