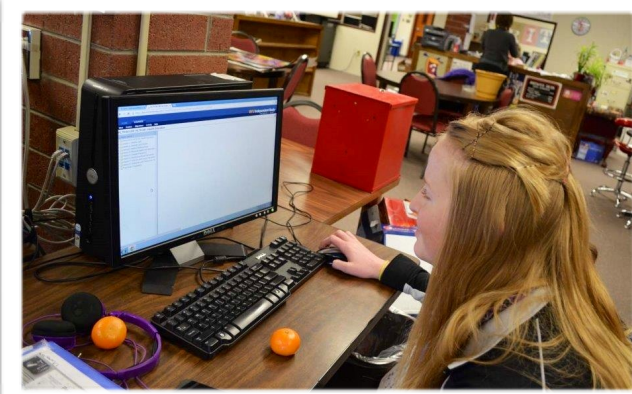


Colorado Online Learning



Evaluative Report to the
Colorado Legislature

Fall 2012 through Spring
and Summer 2013

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*Cover photo and photo at left
by Soroco High School online
learning Site Coordinator
Brenda Little.*

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For more information about Colorado Online Learning, go to <http://www.coloradoonlinelearning.org> or contact COL at 5181 Ward Rd., Suite 205, Wheat Ridge, Colorado 80033. Phone: (303) 339-4080. Dr. Terry N. Bishop, Executive Director, tbishop@coloradoonlinelearning.org.

Executive Summary

This report presents information on Colorado Online Learning for the Fall 2012 – Summer 2013 school year, the most recent complete school year data available. It fulfills the statutory reporting requirements outlined in HB 07-1066.

The dashboard below shows key metrics for Colorado Online Learning for the 2012-13 school year.

Participating Districts	2012-13 Enrollment	Student Success Rate	Course Completion Rate
72	1,043	85%	98%

Online learning trends show that district administrators across the nation are turning to online learning to address such challenges as the Common Core Standards transition, diverse student needs, flexible and alternative instructional models, and professional development for teachers and staff. Defining quality standards for e-learning presents a challenge for the industry as a whole, not just for K-12 education.

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 administrators find that COL outperforms or compares favorably to other online providers in every aspect, including teacher quality, pricing and tech support. COL's administrative support, course quality, and pricing get particularly high marks with administrators. By far, the largest percentage of districts and students using COL are from rural Colorado, with districts comprised of fewer than 600 students.

Students enroll in COL courses most often because a course is not offered at their local school, or because they have a schedule conflict. World languages continue to draw the greatest number of student enrollments, followed by the social sciences.

The audited financial report shows that a total of 77% of COL expenditures go toward direct instruction — with direct instruction accounting for 47% and instructional support accounting for 30%. The remaining 23% covers general and administrative expenses.

This report is prepared by The Public Good, Inc., a Denver-based education research and evaluation firm.

About Colorado Online Learning

Colorado Online Learning (COL) began in 1998 when educators from 14 school districts created a consortium to provide online learning options for high school students. In recent years COL has worked with more than 90 Colorado schools from over 70 districts/BOCES/charters, delivering teacher-led courses to hundreds of students statewide. Schools find that meeting unique student needs is affordable with COL, at only \$200 per semester course. Moreover, students have support from COL teachers, COL leadership, site-based liaisons, and a 24/7 technical help desk.

- **Serving Grades: 9-12**
- **Fall 2012 Course Enrollment: 531**
- **Spring 2013 Course Enrollment: 500**
- **Summer 2013 Course Enrollment: 12**
- **Average Course Completion Rate: 98%**

The course completion rate is the number that sets COL apart from other online providers in Colorado. COL instructors provide individualized attention from the beginning of the semester until the end. The COL formula for success relies on these proven elements of effective instruction:

- 1) Standards-based course content infused with rigor;
- 2) Pedagogy suited for online learning;
- 3) Highly-qualified, Colorado-licensed teachers with strong teaching skills and experience;
- 4) Clear policies, high expectations, ongoing professional development, and a small but powerful team of administrators behind the scenes;
- 5) Regular data collection, analysis and review to support a continuous quality improvement process; and
- 6) Ongoing collaboration with district and school partners to better meet the evolving needs of students.

All these pieces allow COL to be a successful course choice option for schools and students. Because it is a supplemental provider, COL focuses on partnering and finding flexible ways to support schools and students.

Fully Accredited Since 2004

COL established accreditation with AdvancED in May 2004. COL's accreditation status demonstrates its commitment to engaging stakeholders in a continuous process of reflection, improvement, and growth, and certifies COL program quality to colleges and universities viewing student transcripts.

About This Report

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. Information regarding COL’s performance related to each of the statutory guidelines can be found throughout the body of this report.

Statutory Guidelines
Trend data on online learning environment
New or revised courses per semester
Student support strategies
Unique uses of supplemental online courses
Courses offered
Reasons for taking online courses
Administrator and student comments on course quality, support, user experience
Registrations, course completion statistics per course and per district/charter/BOCES, per semester
Dual enrollment data by district and provider
Barriers encountered
Accounting of expenditures



Defining Student Success

Colorado Online Learning uses two formulas for reporting students’ academic success data at the close of each term. The overall course completion rate reflects students who remain enrolled in the course from the beginning through the end of the term. Overall course completion percentage is calculated by dividing the sum of the students who pass and fail by the total enrollment in the course (pass+ fail+drops). The course passing rate refers to students who complete the course with a final grade of 60% or higher. This percentage is calculated by dividing the number of students who earn a 60% or higher (pass) by the number of students who complete the course (pass+fail).

Trends in Online Learning

Districts Increasing Online Classes in Preparation for Common Core

Online classes are increasing in popularity among both students and parents, according to a survey report released in June 2013 from Blackboard Inc. and Project Tomorrow®.

Nearly half of high school parents and students grade 6-12 would like more online courses, according to the report, yet only 17 percent of teachers are interested in teaching a class online and only 20 percent use online curriculum as a part of instruction.



While support for online learning among educators continues to lag, the survey showed that teachers who do embrace it may be better able to prepare students for the upcoming Common Core standards, which are changing the look of learning in the classroom. In preparation for the standards, many districts are creating more content online to maximize class time and to address new goals such as analytical skills and student progress.

The “flipped learning” movement may also provide incentives to embrace online learning. Flipped learning allows students to watch lectures online and work on problems at home, freeing teachers to spend class time helping individual students with course work rather than lecturing. In 2012, 54 percent of teachers in flipped classrooms reported that self-directed student learning had increased.

Key trends highlighted in the report include:

- 43% of district administrators are now offering a variety of online courses to meet diverse student needs
- 60% of flipped learning teachers believe online learning motivates students more
- 89% of parents want their child in a class where mobile devices are used

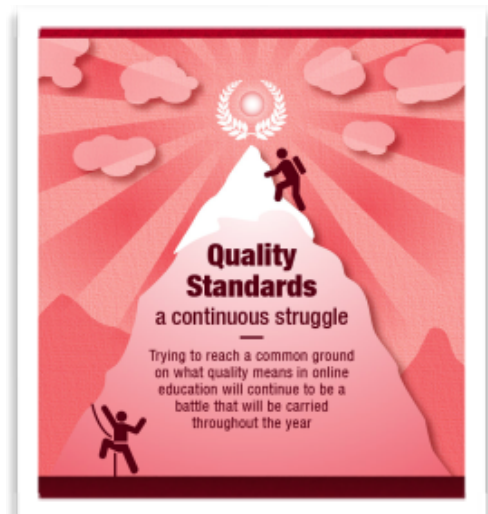
Other trends show that administrators now value online tools for teacher and staff learning opportunities in addition to student learning; and students see online learning as a more personal, controlled learning process.

Source: “2013 Trends In Online Learning Virtual, Blended And Flipped Classrooms” Blackboard Inc. & Project Tomorrow, June 2013.

What Does Quality Mean in Online Education?

Knowledge One, a provider of online courses, delivery and support identified 2013 trends in the e-learning industry, including the struggle to define quality standards. Apparently, the difficulty in finding common ground on questions of quality is not limited to K-12 online learning.

Source: Knowledge One <http://www.knowledgeone.ca/blog/post/2013-e-learning-trends.aspx>



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 bound students who are working in upper-level courses (especially math and science) and need certified instructor support;
- Providing a school-specific course section for a school that has lost or cannot find an instructor;
- Providing dual credit opportunities for students.

Student Success

- **From a new mother.** “After just recently having a baby, and feeling hopeless like I wouldn't be able to graduate, this course was amazing. Extremely flexible so I could take care of a newborn and still be able to graduate. I would especially like to thank my teacher, Mrs. Chasarik, for helping me succeed and working with me to help me get caught up. Thanks again, this was a great course.”
- **Learning math online works for this student.** “Online math courses are much better than in-class ones. In class, we work in groups and it's difficult to understand and nothing gets done. Online, we can ask for help if we need it, but everything is mostly at our pace and learning things is easier.”
- **From a Latin student.** “I have loved learning Latin. The rate at which I have learned is amazing!”

Outreach

COL actively maintains its ties to Colorado educators through ongoing outreach efforts. COL staff conducted site visits to 55 schools in 41 districts in spring 2013 to better understand the needs of students and school personnel. In addition, COL conducted outreach activities at the Colorado Association of School Executives (CASE) conference in July 2012, the Colorado Association of School Boards conference in December 2012 and the CASE Winter conference in February 2013.

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.

To keep courses current, COL maintains a continuous quality improvement program, rooted in its original Quality Assurance Program, that includes periodic updates and reviews of all courses.

Colorado Online Learning made a learning management system change that was implemented in the 2012-2013 school year. As part of this change, all COL courses had to go through a conversion process to be transitioned from eCollege to Desire2Learn. Each course underwent a thorough review for content and accuracy as part of the conversion process. Three fully rewritten courses were built into the Desire2Learn platform as part of this process and were offered for the first time in the 2012-2013 school year.

* Algebra II (2 semesters) * Geometry (2 semesters) * Statistics (1 semester)

Courses - 2012/2013

Please visit our website at www.ColoradoOnlineLearning.org for full course descriptions.

WORLD LANGUAGES

Mandarin (Chinese) I *
Mandarin (Chinese) II *
French I—II *
French III
German I—II *
German III
Latin I-III *
Spanish I-IV *

LANGUAGE ARTS

English I-III *
[Introduction to Composition] *
Readers/Writers Workshop
AP Literature & Composition *
[Shakespearean Theater] *
[PoetSPEAK: Reading, Writing, Living Poetry] *
[ACT English, Reading, and Writing Review]
[Film Appreciation]

SOCIAL STUDIES

American Government/Civics *
U.S. History *
World Geography *
[The Dawn of Civilization - World History] *
[Wars and Revolutions - World History] *
[The Road to Self Discovery - Personal Psychology] *
[Living in a Complex World - Personal Psychology] *
[Law & Order: Introduction to Legal Studies]
[Colorado History] *
[The Study of Human Relationships: Sociology]
[Anthropology - Uncovering Human Mysteries]
[Criminology - Inside the Criminal Mind]

ARTS & MUSIC

[Creative Drawing]
[Digital Photography]
[Drawing: Challenges and Solutions]
[Music Appreciation]

MATHEMATICS

[Fundamental Mathematics]
Algebra I *
Geometry *
Algebra II *
[Pre-Calculus]
[Trigonometry]
AP Calculus *
[ACT/SAT Mathematics Review]
[Statistics]

SCIENCE

Biology *
Environmental Science *
College Physics *
High School Physics
[Future Issues: Biotechnology] *
[Astronomy] *
[Geology] *
Anatomy & Physiology *
Basic Chemistry *

BUSINESS

[Career Exploration]
[Introduction to Accounting]
[Foundations of Personal Finance]
[Practical Applications of Personal Finance]
[Economics]*
[International Business]

TECHNOLOGY

[Web Page Design]
[Java Programming]
[C++ Programming]

ELECTIVES

[Health]

*NCAA approved courses
[Brackets] indicate semester-long courses
Courses available for Dual-Credit

Stakeholder Views of COL

COL seeks feedback from key stakeholders about their needs and how COL is doing as an educational partner. The perspectives of district administrators, students, and the COL teaching staff are presented here.

Administrator Perspectives

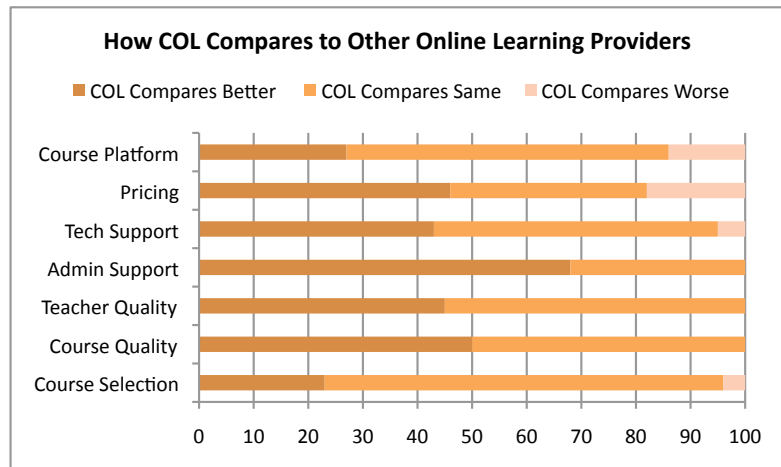
From email correspondence with Student Services Director Maryann Peña

“Our first priority is to establish clear expectations for our students and what adequate progress means. I know when I have had students in COL classes in the past, it was very clear as to what the students had to do, when it had to be done, and what happened if it wasn't completed on time. There was also a very clear timeline for when the class was to be closed and the final completed. This is not in place with our online as students have been allowed to "work at their own pace." [We want to use the] written expectations that COL has for all of their students. We had an online student complete a class with COL last fall and was very successful and completed everything on time. Yet in his classes with us, he fell weeks behind. This led us to the question of 'What does COL have in place that kept this student on track and progressing at a steady rate?'"

Todd R. Werner
Superintendent
Karval Schools

In a 2013 survey of school administrators who work with COL (n=26), COL outperforms or compares favorably to competitors in every aspect. COL's administrative support, course quality, and pricing get particularly high marks with administrators.

Of those who participated in the survey, 92% hail from small rural districts. They especially appreciate access to dual credit courses for their college-bound students.

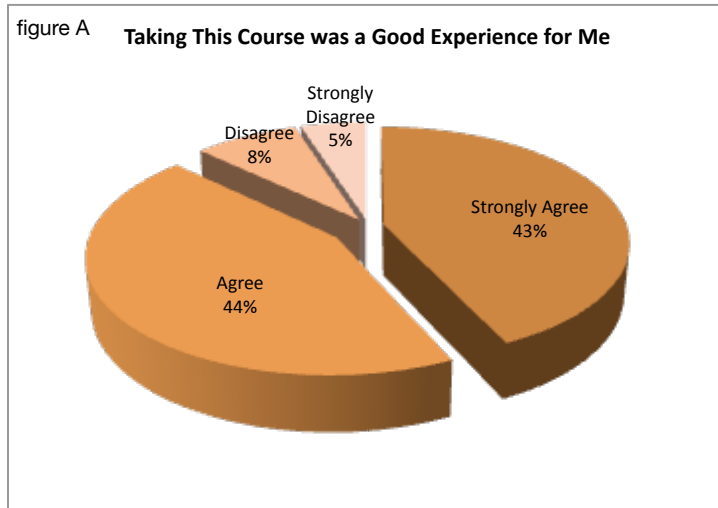


The top reasons for enrolling students in COL courses are:

- Not offered at their school (45%)
- Schedule conflict (25%)
- Recommended by a teacher or counselor (20%)

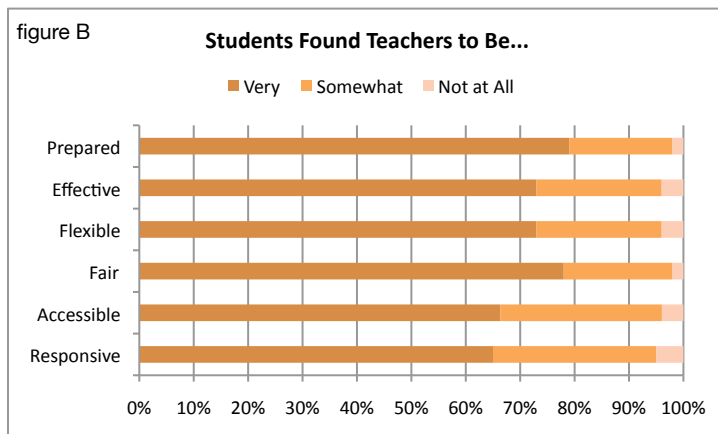
Student Perspectives

Of students responding to a survey in May 2013 (n= 320), 87% agree that taking a course through COL was a good experience for them (figure A). Though some complained that teachers were slow to respond, more than 60% found their teachers to be prepared, effective, flexible, fair, accessible and responsive (figure B). Eighty-nine percent (89%) of students found that their COL experience not only helped them take more



initiative and responsibility for their learning, but also improved their skills in using technology to research, organize, evaluate and communicate information (figure C).

"The best part about COL is that I can go to class anytime. It allows me to make my work flexible and able to prioritize so much easier. It also helps that my teacher was very organized and everything was easy to find on site."

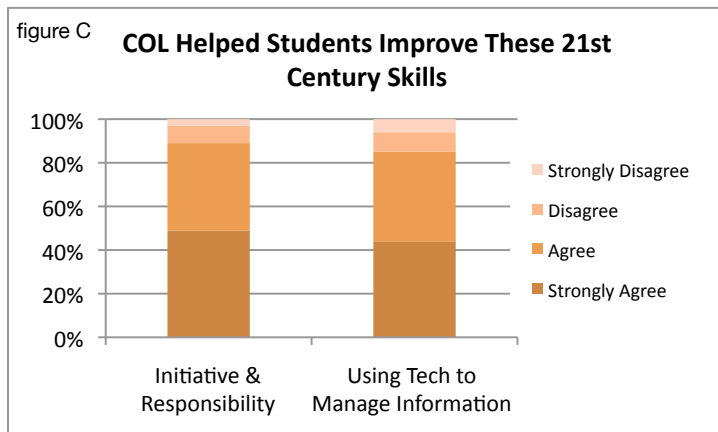


"The teacher was a hard worker and I knew she cared. Thank you for this experience!"

"My teacher was awesome, very flexible and helped me so much with my difficult schedule by far the best of all my teachers! LOVED HER!"

"I'm very glad I took this Personal Finance course. [My instructor] was a great teacher and her assignments gave me a lot of valuable information I will use in my future for managing my own finances."

"I loved how my instructor answered my e-mails and helped make sense of everything for me."



"Taking this online course, I learned how to work efficiently. I had to use my time wisely and pace myself. It taught me a good skill and now I am ready to do the same thing in college."

"In my courses in COL I have enjoyed the accessibility and organization. I am very used to the face-to-face learning style, and I feel that I learn better that way. This provided a new challenge (not a bad thing)."

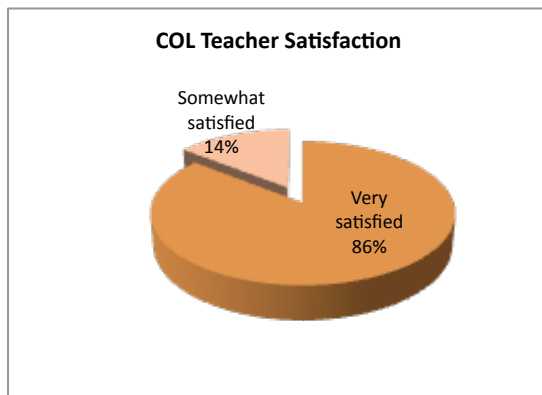
Teacher Perspectives

The COL teaching faculty — 21 teachers strong — is experienced, dedicated and highly satisfied with the COL working environment. "I feel very well supported and valued by COL. I am treated professionally and I enjoy working for them very much," says one teacher. Another says, "Love working here! Great students and lots of support."

A survey of teachers in January 2013 (n= 20) found that 95% have more than 6 years of teaching experience; 76% have 6 or more years of online teaching experience.

COL Faculty Experience	Years in Teaching	Years Teaching Online
1 Year	0%	0%
2 to 5 Years	5%	24%
6 to 10 Years	20%	43%
More than 10 Years	75%	33%

COL teachers enjoy being part of the COL organization, with 86% describing themselves as Very Satisfied with working at COL.



The biggest challenges teachers say they encounter, besides dealing with time constraints, are getting students to log in and do their work, managing staggered enrollments (students coming in at different dates due to varied school calendars), and updating their courses. Teachers are paid to do course updates in the summer but teachers would do more frequent updates if time and resources permitted.

One area that teachers identify for improvement is the communication between teachers and site coordinators, and the level of support for students by site coordinators.

Colorado Districts/Charters/BOCES Enrolling Students in COL 2012-13

Academy 20	Faith Christian	Park County RE-2
Archuleta Cty 50JT	Fort Morgan RE 3	Plateau Valley 50
Arriba-Flagler C-20	Fowler R-4J	Platte Canyon 1
Aspen 1	Garfield 16	Pritchett Re-3
Bayfield 10 JT-R	Granada Re-1	Sangre De Cristo Re22J
Big Sandy 100J	Gunnison Watershed Re1J	School for the Deaf and Blind
BOCES - Southwest eSchool	Hayden RE -1	South Routt Re-3
Boulder Valley Re-2	Haxtun Re2J	Springfield RE -4
Briggsdale Re-10	Hinsdale Cty RE-1	St. Vrain Valley Re1J
Calhan RJ-1	Hoehne Reorganized 3	Steamboat Springs Re-2
Campo Re-6	Holly RE-3	Strasburg 31J
Centennial BOCES - I Connect	Homebound	Stratton R-4
Cheraw 31	Huerfano - John Mall	Summit Re-1
Clear Creek Re-1	Idalia RJ-3	Thompson R-2J
Creede School District	Ignacio 11JT	Trinidad 1
Cripple Creek-Victor RE 1	Karval Re-23	Two Roads
Custer Cty School District	Kiowa C-2	Walsh Re -1
Delta 50	Kit Carson R-1	Watershed
Denver Christian	Lake County R-1	Weldon Valley Re20(J)
Dolores Cty Re-No2	Lamar RE-2	West End Re-2
Dolores Re-4A	Leysin American	Wiley Re-13JT
Douglas Cty RE-1	Limon Re-4J	Windsor Re-4
Early College of Arvada	Mancos Re-6	Wray RD-2
Edison 54 JT	Moffat 2	
Edon High School	North Park R-1	
Elizabeth	Norwood R-2J	

Enrollment Statistics

Fall 2012 Enrollment by Course

Colorado Online Learning Fall 2012 Statistics - By Course August 27 - December 21, 2012														
Course Number	Course Title	Pass	Fail	Dropped Enrolls	% Completion	% Passing	Course Number	Course Title	Pass	Fail	Dropped Enrolls	% Completion	% Passing	
Art101	Creative Drawing	8	1		100%	89%		<i>Balance Forward</i>	217	44	4			
Art103	Digital Photography	7	5		100%	58%	SS101	American Government/Civics	13			100%	100%	
Art104	Drawing, Challenges,Solutions	*	*	*	*	*	SS102	US History	6			100%	100%	
Bus100	Career Exploration	1		1	50%	100%	SS104	World Geography	5		1	83%	100%	
Bus101	Intro to Accounting	2	1		100%	67%	SS104	The Dawn of Civilization: World History	7	4		100%	64%	
Bus102	Foundations of Personal Finance	19	1		100%	95%	SS105	Wars and Revolutions: World History	1	1		100%	50%	
Bus103	Applications in Personal Finance	*	*	*	*	*	SS106	The Road to Self-Discovery: Psychology	5			100%	100%	
Bus104	Economics	11			100%	100%	SS107	Living in a Complex World: Psychology	10	2		100%	83%	
Bus105	International Business	*	*	*	*	*	SS108	Law & Order: Introduction to Legal Studie	4			100%	100%	
Ele201	Fitness	*	*	*	*	*	SS109	Colorado History	2			100%	100%	
Ele104	Health	12	2		100%	86%	SS111	The Study of Human Relationships: Socio	3	2		100%	60%	
Eng101	English I	1	3		100%	25%	SS115	Anthropology: Uncover Hum Mys.	3			100%	100%	
Eng102	English II	3	4		100%	43%	Tech100	Criminology: Inside the Criminal Mind	8	3	1	92%	73%	
Eng103	English III	7	3		100%	70%	Tech101	Web Design	5	1		100%	83%	
Eng104	Introduction to Composition	23	1		100%	96%	Tech102	C++ Programming	1			100%	100%	
Eng105	Readers/Writers Workshop	10	1		100%	91%	Tech103	Java Programming	2	1		100%	67%	
Eng106	AP Literature and Composition	2			100%	100%	WLC101	Computer Animation: The Power of Flash	*	*	*	*	*	
Eng108	Shakespearean Theater: The Tragedie	1			100%	100%	WLC101	Mandarin I (Chinese)	1	2	1	75%	33%	
Eng109	PoetSpeak	1			100%	100%	WLC102	Mandarin II (Chinese)	1			100%	100%	
Eng110	ACT English Reading/Writing Review	7	1		100%	88%	WLF101	French I	10	5	1	94%	67%	
Eng 111	Film Appreciation	1	1		100%	50%	WLF102	French II	8	1		100%	89%	
M100	Fundamental Math	*	*	*	*	*	WLF103	French III	2	1		100%	67%	
M102	Algebra I	2	2	1	80%	50%	WLG101	German I	13	4		100%	76%	
M103	Geometry	10	2		100%	83%	WLG102	German II	6	1		100%	86%	
M104	Algebra II	1	3		100%	25%	WLG	German III	2			100%	100%	
M105	Pre-Calculus	*	*	*	*	*	WLL101	Latin I	5	2		100%	71%	
M105	Trigonometry	1	1		100%	50%	WLL102	Latin II	2			100%	100%	
M107	AP Calculus	1	2		100%	33%	WLL103	Latin III	*	*	*	*	*	
M108	ACT/SAT Mathematics Review	5	2		100%	71%	WLS101	Spanish I	50	2		100%	96%	
M109	Statistics	5	1	1	86%	83%	WLS102	Spanish II	33	1		100%	97%	
Mus101	Music Appreciation	30	1		100%	97%	WLS103	Spanish III	8	5	2	87%	62%	
Sci101	Biology	3	1		100%	75%	WLS104	Spanish IV	4	1	1	83%	80%	
Sci102	Environmental Science	5	1		100%	83%			437	83	11	98%	84%	
Sci103	College Physics	2			100%	100%								
Sci103	High School Physics	*	*	*	*	*	Course Completion Calculation = Pass + Fail/Total Enrollment Course Passing Calculation = Pass/Pass + Fail (* in cells signifies no enrollments in the course for the term)							
Sci104	Future Issues: Biotechnology	*	*	*	*	*								
Sci105	Astronomy	14	2		100%	88%								
Sci106	Geology	*	*	*	*	*								
Sci107	Anatomy and Physiology	20	2		100%	91%								
Sci109	Basic Chemistry	2		1	67%	100%								

Fall 2012 Enrollment by District

Colorado Online Learning Fall 2012 Statistics - By District August 27 - December 21, 2012									
District/Charters/BOCES	Total Course Enrolls	Drop	Pass	Fail	District/Charters/BOCES	Total Course Enrolls	Drop	Pass	Fail
Academy 20	5	1	3	1	<i>Bal Forward</i>	303	5	260	38
Archuleta Cty 50JT	25	1	20	4	Norwood R-2J	22		22	
Arriba-Flagler C-20	1		1		Park County RE-2	30		25	5
Aspen 1	1			1	Plateau Valley 50	5		5	
Bayfield 10 JT-R	4		4		Platte Canyon 1	4		3	1
Big Sandy 100J	14		12	2	Pritchett Re-3	1			1
BOCES - Southwest eSchool	10		10		Sangre De Cristo Re22J	3		3	
Boulder Valley Re-2	1		1		School for the Deaf and blind	5	1		4
Briggsdale Re-10	4		4		South Routt Re-3	27		20	7
Calhan RJ-1	11		10	1	Springfield RE -4	1		1	
Campo Re-6	2		2		St. Vrain Valley Re1J	3		2	1
Cheraw 31	5		5		Steamboat Springs Re-2	46	2	36	8
Clear Creek Re-1	5		5		Strasburg 31J	1		1	
Creede School District	2		2		Stratton R-4	5		5	
Cripple Creek-Victor RE 1	7		6	1	Summit Re-1	1		1	
Custer Cty School District	1			1	Thompson R-2J	12	1	4	7
Dolores Cty Re-No2	1		1		Trinidad 1	2		2	
Dolores Re-4A	16		11	5	Walsh Re -1	7		5	2
Douglas Cty RE-1	2		2		Weldon Valley Re20(J)	4		3	1
Edison 54 JT	13	1	4	8	West End Re-2	8		8	
Elizabeth	1	1			Wiley Re-13JT	1			1
Fowler R-4J	13		12	1	Windsor Re-4	15		13	2
Fort Morgan RE 3	1		1		Wray RD-2	1		1	
Garfield 16	1	1							
Granada Re-1	13		11	2	Other				
Gunnison Watershed Re1J	3		3		Early College of Arvada	2		1	1
Haxtun Re2J	1			1	Two Roads	5	1	1	3
Hayden RE -1	6		6		Homebound	2		2	
Hinsdale Cty RE-1	4		3	1	Edon High School	7		7	
Hoehne Reorganized 3	33		32	1	Denver Christian	3		3	
Holly RE-3	33		32	1	Faith Christian	1		1	
Idalia RJ-3	4		4		Watershed	3	1	1	1
Ignacio 11JT	1		1		Laysin American	1		1	
Karval Re-23	1		1			531	11	437	83
Kiowa C-2	16		16		Total Course Enrollments (Pass + Fail + Drops) = 531				
Kit Carson R-1	23		19	4	98% Course Completion Rate (enrolled from beginning to end of term)				
Lake County R-1	6		6		<i>Pass+Fail/Total Enrollment = 520/531 = 98%</i>				
Limon Re-4J	3		3		84% Course Passing Rate (complete course with grade of 60% or higher)				
Mancos Re-6	5		4	1	<i>Pass/Pass+Fail = 437/520 = 84%</i>				
Moffat 2	4		2	2					
North Park R-1	1		1						

Spring 2013 Enrollment by Course

Colorado Online Learning Spring 2013 Statistics - By Course

January 14 - May 17, 2013

Course Number	Course Title	Pass	Fail	Dropped Enrolls	% Completion	% Passing	Course Number	Course Title	Pass	Fail	Dropped Enrolls	% Completion	% Passing
Art101	Creative Drawing	*	*	*	*	*		<i>Bal Forward</i>	197	38	8		
Art103	Digital Photography	10	5	1	94%	67%	SS101	American Government/Civics	12	3		100%	80%
Art104	Drawing, Challenges,Solutions	2	4		100%	33%	SS102	US History	7		1	88%	100%
Bus100	Career Exploration	*	*	*	*	*	SS104	World Geography	2	2		100%	50%
Bus101	Intro to Accounting	3			100%	100%	SS104	The Dawn of Civilization: World History	4	1		100%	80%
Bus102	Foundations of Personal Finance	14	1	1	94%	93%	SS105	Wars and Revolutions: World History	7	2		100%	78%
Bus103	Applications in Personal Finance	3			100%	100%	SS106	The Road to Self-Discovery: Psychology	11	1	1	92%	92%
Bus104	Economics	5	1		100%	83%	SS107	Living in a Complex World: Psychology	13	1		100%	93%
Bus105	International Business	*	*	*	*	*	SS108	Law & Order: Introduction to Legal Stud	3			100%	100%
Ele104	Health	15		1	94%	100%	SS109	Colorado History	6	1		100%	86%
Eng101	English I	2	3		100%	40%	SS111	The Study of Human Relationships: Soci	9			100%	100%
Eng102	English II	5	2		100%	71%	SS115	Anthropology: Uncover Hum Mys.	8			100%	100%
Eng103	English III	10	1		100%	91%	Tech100	Criminology: Inside the Criminal Mind	11	3		100%	79%
Eng104	Introduction to Composition	7	1		100%	88%	Tech101	Web Design	5			100%	100%
Eng105	Readers/Writers Workshop	4	1		100%	80%	Tech102	C++ Programming	2	1		100%	67%
Eng106	AP Literature and Composition	2			100%	100%	Tech103	Java Programming	*	*	*	*	*
Eng108	Shakespearean Theater: The Trage	1			100%	100%	WLC101	Mandarin I (Chinese)			1	0%	*
Eng109	PoetSpeak	1			100%	100%	WLC102	Mandarin II (Chinese)	1	1		100%	50%
Eng110	ACT English Reading/Writing Revi	8			100%	100%	WLF101	French I	8	2		100%	80%
Eng 111	Film Appreciation	11			100%	100%	WLF102	French II	8			100%	100%
M100	Fundamental Math	*	*	*	*	*	WLF103	French III	*	*	*	*	*
M102	Algebra I	4	2		100%	67%	WLG101	German I	7	1		100%	88%
M103	Geometry	14	1	3	83%	93%	WLG102	German II	6			100%	100%
M104	Algebra II	4	5		100%	44%	WLG103	German III	2			100%	100%
M105	Pre-Calculus	1	2		100%	33%	WLL101	Latin I	5	2		100%	71%
M105	Trigonometry	*	*	*	*	*	WLL102	Latin II	2			100%	100%
M107	AP Calculus	*	*	*	*	*	WLL102	Latin III	*	*	*	*	*
M108	ACT/SAT Mathematics Review	7	1		100%	88%	WLS101	Spanish I	47	5	1	83%	90%
M109	Statistics	6	3		100%	67%	WLS102	Spanish II	28	3	1	75%	90%
Mus101	Music Appreciation	7			100%	100%	WLS103	Spanish III	7			100%	100%
Sci101	Biology	5			100%	100%	WLS104	Spanish IV	2			100%	100%
Sci102	Environmental Science	3	1		100%	75%			420	67	13	97%	86%
Sci103	College Physics	2			100%	100%							
Sci103	High School Physics	*	*	*	*	*			Course Completion Calculation = Pass + Fail/Total Enrollment				
Sci104	Future Issues: Biotechnology	2			100%	100%			Course Passing Calculation = Pass/Pass + Fail				
Sci105	Astronomy	6	1	1	88%	86%			(* in cells signifies no enrollments in the course for the term)				
Sci106	Geology	7	1		100%	88%							
Sci107	Anatomy and Physiology	25		1	96%	100%							
Sci109	Basic Chemistry	1	2		100%	33%							

Spring 2013 Enrollment by District

Colorado Online Learning Spring 2013 Statistics - By District January 14 - May 17, 2013									
District/Charters/BOCES	Total Course Enrolls	Drop	Pass	Fail	District/Charters/BOCES	Total Course Enrolls	Drop	Pass	Fail
Academy 20	3		3		<i>Bal Forward</i>			249	31
Archuleta Cty 50JT	32		30	2	Norwood R-2J	13		13	
Arriba-Flagler C-20	1		1		Huerfano - John Mall	1		1	
Aspen 1	1		1		Kiowa - Plainview	4		3	1
Bayfield 10 JT-R	4		4		Lamar	1			1
Big Sandy 100J	17	2	15		Park County RE-2	26		25	1
BOCES - Southwest eSchool	14		11	3	Plateau Valley 50	5		5	
Briggsdale Re-10	10		5	5	Platte Canyon 1	2			2
Calhan RJ-1	13		11	2	Sangre De Cristo Re22J	1		1	
Campo Re-6	3		3		South Routt Re-3	19		16	3
Centennial BOCES - I Connect	6		4	2	Springfield RE -4	1		1	
Cheraw 31	5		5		St. Vrain Valley Re1J	4	1	1	2
Clear Creek Re-1	3		3		Steamboat Springs Re-2	40	1	36	3
Creede School District	5		4	1	Strasburg 31J	1		1	
Cripple Creek-Victor RE 1	5		5		Stratton R-4	6		5	1
Delta 50	1		1		Summit Re-1	1		1	
Dolores Cty Dove Creek	3		3		Thompson R-2J	14		10	4
Dolores Re-4A	5		3	2	Trinidad 1	2		2	
Douglas Cty RE-1	2		2		Walsh Re -1	3		3	
Edison 54 JT	5	3		2	Weldon Valley Re20(J)	1			1
Fowler R-4J	19	1	18		West End Re-2	8		7	1
Fort Morgan RE 3	2		2		Wiley Re-13JT	1			1
Granada Re-1	14		12	2	Windsor Re-4	31	1	22	8
Gunnison Watershed Re1J	3		2	1	Wray RD-2	1			1
Haxtun Re2J	1		1						
Hayden RE -1	5		5		Other				
Hinsdale Cty RE-1	3		3		Denver Christian	5		4	1
Hoehne Reorganized 3	2		1	1	Early College of Arvada	7		2	5
Holly RE-3	33		30	3	Edon High School	6		6	
Idalia RJ-3	4		3	1	Faith Christian	1		1	
Karval Re-23	1		1		Two Roads	4		4	
Kiowa C-2	25	3	20	2	Watershed	1		1	
Kit Carson R-1	18	1	17			500	13	420	67
Lake County R-1	11		11						
Limon Re-4J	4		3	1	Total Course Enrollments (Pass + Fail + Drops) = 500				
Mancos Re-6	5		4	1	97% Course Completion Rate (enrolled from beginning to end of term)				
Moffat 2	1		1		<i>Pass+Fail/Total Enrollment = 487/500 = 97%</i>				
North Park R-1	1		1		86% Course Passing Rate (complete course with final grade 60% or higher)				
					<i>Pass/Pass+Fail = 420/487 = 86%</i>				

Summer 2013 Enrollment by District and Course

Colorado Online Learning Summer 2013 Statistics - By District June 6 - July 26, 2013			
District/School	# of Students	Pass	Fail
Briggsdale RE-10	1	1	
TwoRoadsCharterSchool	1	1	
EarlyCollegeatArvada	3	3	
Otis RE-3	1		1
Academy20	1	1	
Fountain 8	1	1	
Wiley RE-13	1		1
Steamboat Springs - RE-2	1	1	
Calhan RJ-1	1	1	
Norwood R-2J	1	1	
	12	10	2
<p>Total Enrollments (Pass + Fail) = 12</p> <p>100% Course Completion Rate (enrolled from beginning to end of term) <i>Pass+Fail/Total Enrollment = 12/12 = 100%</i></p> <p>83% Course Passing Rate (complete course & with final grade 60% or higher) <i>Pass/Pass+Fail = 10/12 = 83%</i></p>			

Colorado Online Learning Summer 2013 Statistics - By Course June 6 - July 26, 2013					
Course Title	Course Number	Pass	Fail	% Completion	% Passing
Foundations of Personal Finance	Bus102	1		100%	100%
English I	Eng101		1	100%	0%
Algebra I	M102	3	1	100%	75%
Geometry	M103	2		100%	100%
Algebra II	M104	1		100%	100%
Statistics	M109	2		100%	100%
American Government/Civics	SS101	1		100%	100%
		10	2	100%	83%
<p>Course Completion Calculation = Pass + Fail/Total Enrollment</p> <p>Course Passing Calculation = Pass/Pass + Fail</p> <p><i>Summer statistics do not reflect dropped students as there is a strict no-drop policy for the 8-week summer session</i></p>					

Dual Credit Enrollments by Course and District

Dual Credit Course Enrollments

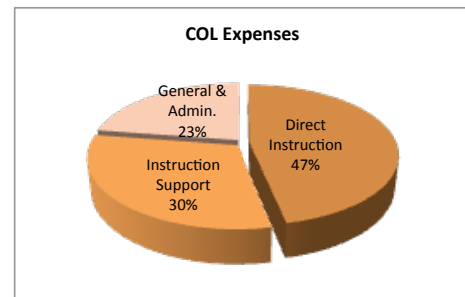
College/University	Course #	Course Name	Fall 2012	Spring 2013
Adams State College	Eng 104	Intro to Composition	20	9
Colorado State University	Mus 101	Music Appreciation	30	4
Mesa State University	Sci 107	Anatomy and Physiology	17	18
		TOTAL	67	31

Dual Credit Student Enrollments By District

Participating Districts	Fall 2012	Spring 2013
Archuleta County 50JT	2	
Big Sandy 100J	4	4
Boulder 1	1	
Campo Re-6	2	2
Creede	1	1
Denver Christian High School		1
Hoehne RE 3	32	1
Fowler R-4J	1	3
Idalia RJ 3	1	
Norwood R-25	4	4
Park County Re - 2	6	
Plateau Valley 50	2	2
San Juan BOCES - SW eSchool		1
South Routt RE-3	4	5
Thompson		1
West End 2	5	6
Homebound Students	2	
TOTAL	67	31

COL Financial Report

The state of Colorado funded supplemental online learning through HB 07-1066, at \$480,000 in 2012-13. 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 the 2012-13 fiscal year is provided below. State supplemental funds cover program expenses such as personnel, operating costs, content review and development, learning platform access, professional development, and contracted services necessary for successful online learning opportunities for Colorado students. As the chart above shows, direct instruction and instructional support account for 77% of COL's functional expenses.



Colorado Online Learning Audited Statement of Functional Expenses

For the Year Ended June 30, 2013

Unrestricted Expenses	Instruction Direct	Instruction Support	General & Administrative	TOTAL EXPENSES
Instruction	177,590.00			177,590.00
Instructional materials	(1,823.69)			(1,823.69)
Instructional platform	35,695.00			35,695.00
Dual credit fees to college partners	11,793.30			11,793.30
Professional development - instructional staff	15,005.87	10,003.91		25,009.78
Data analysis		6,947.92		6,947.92
Curriculum development & revision		14,833.00		14,833.00
Other services	-			-
Salaries and wages	60,602.08	113,358.00	85,850.00	259,810.08
Benefits and other payroll expense	12,901.77	23,273.25	15,432.05	51,607.07
Mountain BOCES administrative fee			9,220.38	9,220.38
General administration			34,008.16	34,008.16
Occupancy			16,285.50	16,285.50
Administrative technology services			1,254.26	1,254.26
Travel and lodging		17,363.33	5,787.11	23,148.44
Depreciation			2,104.19	2,104.19
Other operating expenses		3,615.85	2,410.57	6,026.42
Total expenses	311,764.33	189,393.26	172,352.22	673,509.81
Non-recurring events				
LMS conversion	43,267.50	43,267.50		86,535.00
Total functional expenditures	355,031.83	232,660.76	172,352.22	760,044.81
	46.8%	30.6%	22.6%	100%

Letters of Support

BIG SANDY SCHOOL DISTRICT 100-J

(719) 541-2291 Fax (719) 541-2443 or (719) 541-2186 Administration

PO Box 68
619 Pueblo Avenue
Simla, CO 80835

Steve Wilson, Superintendent

Sammi Swennes, Middle School/High School Principal
Al Snyder, Activities Director

Greg Mitchell, Elementary Principal

November 20, 2013

To Whom It May Concern:

I am writing in this letter to express my support for Colorado Online Learning (COL). Year after year I am impressed with the quality of this online provider!

At Simla High School we use COL to supplement our course offerings as we are a small high school with a limited number of teachers. COL provides a variety of course options that help our students fulfill graduation requirements, take courses of interest that we are unable to offer in-house, and for credit recovery. The flexibility of being able to insert these classes during any period of the school day makes COL an invaluable resource for our school.

One of the best parts of COL is the affordability. Each semester length course is only \$200! When compared to the salary needed to provide a live teacher for each course, COL makes financial sense for our District. And, we also do get the support of a live teacher. Each course has an instructor who interacts with the students much like the regular classroom with a clear curriculum, regular due dates, appropriate assessments, and graded feedback. In my opinion, this structure is more compatible with the high school mind set than an open-ended course with no clear parameters.

For my part as our school's COL coordinator, the resources available to me make it easy to support our enrolled students. At any time I can audit a student to find out their current course grades and to review their completed assignments. If I or a student need assistance from an instructor, we can email and count on a timely response. I regularly call and email COL's administration and receive clear and timely answers for my questions.

I recommend that our state continue to support COL as they endeavor to support us in the local school district!

Sincerely,

Chad R. Thieman

Chad R. Thieman
School Counselor

Chad Maranville, Pres.

Scott Lutz, Vice Pres.

Craig Hamacher, Sec. /Treas.

Todd Natale, Dir.

Ricky Sellers, Dir.



MANCOS SCHOOL DISTRICT RE-6

395 West Grand Avenue
Mancos, Colorado 81328

970.533.7748 (Phone)
970.533.7954 (Fax)

Brian Hanson, Superintendent

Jeanette Allen, K-12 Principal Heath Showalter, K-12 Dean of Students
Susan Doudy, Business Manager Theresa Titone, Administrative Assistant

11/22/2013

To Whom It May Concern:

I am pleased to write this letter of support for Colorado Online Learning (COL). COL has made it possible for our small rural school to offer numerous classes that we are not able to offer because of our size. COL has built curricula that are well designed, rigorous, and relevant to our students. They have great teachers that challenge our students to work hard and develop useful knowledge for their future.

COL has made it possible for Mancos High School to implement a stronger ICAP plan for our students because we can provide each student with classes that are relevant to the student's goals and needs. These classes have engaged some of our "At risk" students to stay in school and work towards graduating high school. In addition, COL has also increased our gifted student's commitment in improving their academic growth. Our gifted students are also using COL to take challenging classes or advance placement classes so they can move into concurrent enrollment sooner.

Without a doubt, COL has helped our students. With affordable classes, multiple options for student to choose from, and keeping our students enrolled in our high school. Mancos High school is a proud sponsor of Colorado Online Learning.

Sincerely,

Adam Priestley
Exceptional Student Service Coordinator
Mancos School District
Mancos, CO 81328

School Board

Monty L. Guiles, President • Tim Hunter, Vice President
Beverly Humiston, Secretary • Chris Kloster, Treasurer • Wesley A. Rivera, Director

Thursday November 28, 2013

To Whom It May Concern:

I am writing this letter in support of Colorado Online Learning (COL).

Norwood Public Schools, and more specifically, Norwood High School has been a member of the COL learning community for many years. Norwood High School is a small, rural K-12 school in southwestern Colorado. COL has provided many of our past students a unique educational opportunity, one, that on our own as a district we would not have been able to provide.

Three years ago I took over as coordinator of the COL program for Norwood High School. I have worked at the school for twenty-four years and have seen the benefit of COL for our students. Those that are planning on continuing their education after high school have been able to earn college credits by taking dual credit (DC) classes through COL, often times accumulating nearly a semesters worth of credits before they graduate. This not only puts them ahead of their peers but saves their parents a great deal of money.

Because we are such a small school, with one teacher per subject in both the middle and high school, we are limited in what we can teach and the hours classes can be offered. COL provides our students the opportunity to take required courses and courses that meet our graduation requirements as well as their interests, which we would not be able to offer. An added benefit is the exposure our students get to the varied learning and teaching styles offered by the COL teachers.

I hope that my students as well as those throughout Colorado can continue to benefit from the educational opportunities afforded them through Colorado Online Learning.

Sincerely,

Kathryn A Westcott
Media Specialist/Teacher
Norwood High School
kwestcott@npsmavs.com
970-327-4336, ext. 130

SOUTH ROUNTT SCHOOL DISTRICT RE-3

P.O. Box 158 – 305 South Grant Street
Oak Creek, CO 80467
Telephone: (970) 736-2313
Fax: (970) 736-2458

Soroco Middle School – (970) 736-8531
Soroco High School – (970) 736-2531
Oak Creek, Colorado

South Rountt Elementary School
(970) 638-4558
Yampa, Colorado

November 22, 2013

To Whom It May Concern:

For the past 10 years I have been the online learning coordinator for Soroco High School. Because we are a small rural school with a limited schedule we have relied heavily on classes provided by Colorado Online Learning for at least 12 years. Without Colorado Online Learning we would definitely struggle to meet the scheduling needs of our students. We usually purchase around 30 classes every semester to fill out our schedule. But flexible scheduling isn't the only benefit that our students get by using COL. The variety of options COL puts into our schedule is a huge element for us. Our students have taken classes ranging from French and Latin to Criminology and Personal Finance.

Our students usually take elective courses, but because of scheduling issues some of our students actually take classes that are required for graduation like English, science, and social studies. Each student has to have an hour every day in the library with me that is devoted to every online class they take. With this structure our students are very successful in their online classes.

Along with adding flexibility and variety in our schedule, COL is affordable for our school. There is absolutely no way our school district could afford to hire onsite teachers to do what COL offers us. COL has helped us keep students in school and graduate by giving them an option in the school building to the traditional classes and structure. COL has also helped prepare our college bound students by providing dual enrollment classes and simply giving them an online experience. Many of our students go on to take online classes once they are in college.

COL is definitely a valuable academic element in our school.

Sincerely,

Brenda Little, Soroco High School Online Learning Coordinator