



# Colorado Online Learning

Report to the Legislature . . .  
Fall 2013 – Spring 2014 – Summer 2014 . . .

evaluation report

MARCH 2015

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For more information about  
Colorado Online Learning, visit  
[coloradoonlinelearning.org](http://coloradoonlinelearning.org)

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Evaluation report by D.G. Good,  
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# Kit Carson Letter of Support

TO: Colorado Online Learning  
FROM: Penny Isenbart, Kit Carson High School  
DATE: Monday, January 12, 2015  
RE: Support Letter



To Whom It May Concern:

My name is Penny Isenbart and I am a guidance counselor for Kit Carson School District R-1. I am writing to thank the Colorado Online Learning group for their support of small rural districts. Kit Carson is located on the eastern plains. Having a faculty of 16 teachers to serve 110 students K-12 is quite a challenge, but because of your services, we are able to offer classes to our students to broaden their educational experiences and interests. Your reasonable fee makes this option feasible for our budget, allowing our students to qualify for high education requirements.

In the 6 years that I have been involved with Colorado Online Learning, I have had exceptional professional help. The staff has been a joy to work with and has treated us as people and not numbers. In turn, the online teachers have offered exciting curriculum to broaden our students' educational minds.

Thanks again for this opportunity to offer to our students a quality education that advances their minds and experiences.

Sincerely,

Penny Isenbart  
Guidance Counselor  
Kit Carson School District R-1

# Executive Summary



Colorado Online Learning (COL) delivers teacher-led online courses to hundreds of students across the state each year. COL courses meet rigorous standards, and are taught by highly qualified teachers. Meeting unique student needs is affordable with COL, at only \$200 per semester course. COL supports learners with site-based liaisons, and a 24/7 technical help desk. COL is fully accredited through AdvancED since 2004.

In the 2013-14 school year, Colorado Online Learning (COL) had 931 course enrollments from 66 schools, districts, and BOCES. Of these students, 99% completed the course and 86% earned passing grades. These percentages compare favorably with the results of other online programs in the state of Colorado.

Enrollment	Completion Rate	Passing Rate
931	99.03%	86.12%

Across the nation, online learning continues to grow, even as state legislatures grapple with establishing policies and oversight to effectively guide full-time online learning providers.

Most COL students (75%) live in rural Colorado. They attend small schools with limited resources for accommodating schedule conflicts, special academic interests and other student needs. As a supplemental provider, COL helps close the opportunity gap for these students.

COL earns high marks from administrators for course quality and teacher quality. Students value their online learning experiences and find teachers are accessible and responsive to their needs. COL teachers enjoy the support they receive from administrators and the systems for supporting online learners; as a result, they stay with COL: many teachers have more than 10 years experience teaching online courses.

# About Colorado Online Learning



Students at Colorado School for the Deaf and Blind

Colorado Online Learning (COL) delivers teacher-led online courses to hundreds of students across the state each year. In recent years COL has worked with more than 90 Colorado schools from over 70 districts, boards of cooperative education, and charters. COL courses meet rigorous standards, and are taught by highly qualified teachers. Meeting unique student needs is affordable with COL, at only \$200 per semester course. COL supports learners with site-based liaisons, and a 24/7 technical help desk.

## COL Helps Close Opportunity Gaps by:

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- Expanding course options with more than 70 courses
  - Providing effective learning experiences with individualized attention from instructors
  - Eliminating schedule conflicts
  - Providing credit building opportunities
  - Addressing needs of expelled, home-bound, and alternative learners
  - Meeting college admissions and NCAA eligibility requirements
  - Providing college prep & dual credit options
  - Preparing students for the technology found in post-secondary institutions & in the workforce
- 

## Accreditation Status

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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.

# Online Learning Trends



## *Student Interest in Online Learning is Rising*

A Speak Up study cited in *THE Journal* found that students who have not taken an online course are increasingly interested in the opportunity. The chief motivator for students is to have more control over their learning. In addition, students believe that they will get more support from an online teacher.

The subjects students most want to study online are Math, Foreign Language, and Science.

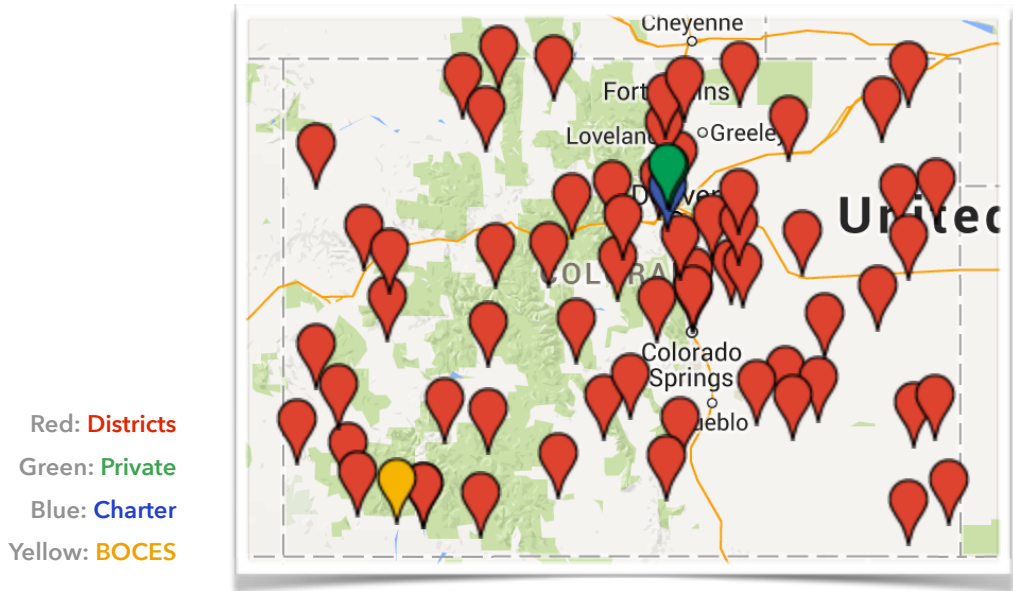
thejournal.com <http://thejournal.com/Articles/2014/02/03/10-Major-Technology-Trends-in-Education.aspx?m=2&Page=2>

## *State Legislative Efforts Focus on Accountability and Oversight of Virtual Schools*

In its second annual analysis of virtual school legislation in 50 states, the National Education Policy Center finds that little credible research exists to support practices of full-time virtual schools or to justify expanding such programs. “While there has been some improvement in what is known about supplemental K-12 online learning,” according to the authors, “there continues to be a lack of reliable and valid evidence to guide the practice of full-time K-12 online learning.” The report offers extensive recommendations on ways states can improve accountability and oversight.

Molnar, A. et al. *Virtual Schools in the U.S. 2014: Politics, Performance, Policy, and Research Evidence*. Research Brief. National Education Policy Center, March 2014. <http://nepc.colorado.edu/publication/virtual-schools-annual-2014#O>

# Participation Map



Top: Nucla High School in West End Public Schools; Above: Students in Huerfano School District in Walsenburg

The map above shows the districts, charters, BOCES and private schools that partnered with Colorado Online Learning in Fall 2013 and Spring 2014. See page 9 for a list of participating districts.

Most COL students (75%) live in **rural Colorado**. They attend small schools with limited resources for accommodating schedule conflicts, special academic interests and other student needs.

COL's **supplemental courses** help education organizations in all corners of the state offer expanded opportunities for students to recover credits, study world languages and earn college credit through concurrent enrollment. See pages 7 and 15 for more of the reasons students and partner organizations connect with COL.

# Unique Uses of Online Learning

The unique use cases for COL include:



- Athletes in training who need flexible schooling schedules
- Students who are home bound or hospital bound with medical needs but need to continue progressing in school
- Middle school students looking for advanced or accelerated course work, particularly in math
- Students who are working on an accelerated graduation path and need to take more than the regular full course load in their school day
- Students who failed a course and need to make up the credit for graduation or to move on to the next level in a content area

## Outreach



In May 2014, COL hosted interactive webinars for 38 schools and districts using or interested in using COL services. Partner schools shared insights about their experiences, and potential partners learned how COL works from peers and COL representatives.

COL exhibited at conferences held by the Colorado Association of School Executives (CASE) and the Colorado Association of School Boards (CASB).

- CASE Summer Conference, July 2013
- CASB Conference, December 2013
- CASE Winter Conference, February 2014.



# Courses Offered 2013-14

## **WORLD LANGUAGES**

Mandarin (Chinese) I \*  
Mandarin (Chinese) II \*  
French I \*  
French II \*  
French III  
German I \*  
German 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 \*  
[World History - The Dawn of Civilization] \*  
[World History - Wars and Revolutions] \*  
[Personal Psychology - Living in a Complex World] \*  
[Colorado History] \*  
[Criminology - Inside the Criminal Mind]

## **ARTS & MUSIC**

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

## **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**

# Partner Organizations

Partner organizations that enrolled students with COL in the 2013-2104 school year include:

- Districts
- Charter Schools
- Private Schools



Top: Students at Hayden  
Middle: Idalia School  
Bottom: Platte Canyon HS

Academy 20	Elizabeth	North Park R-1
Adams 12	Fort Morgan RE 3	Norwood R-2J
Archuleta Cty 50JT	Fowler R-4J	Park County RE-2
Aspen 1	Granada Re-1	Plateau Valley 50
Bayfield 10 JT-R	Gunnison Watershed Re1J	Platte Canyon 1
Big Sandy 100J	Hayden RE -1	Rangely RE-4
Briggsdale Re-10	Haxtun Re2J	Rocky Ford R-2
Calhan RJ-1	Hinsdale Cty RE-1	Salida R-32
Campo Re-6	Huerfano - John Mall	San Juan BOCES - SW eSchool
Cheraw 31	Idalia RJ-3	South Routt Re-3
Clear Creek Re-1	JeffCo R-1	St. Vrain Valley Re1J
Colorado School for the Deaf and Blind	Karval Re-23	Steamboat Springs Re-2
Colorado Springs D11	Kiowa C-2	Strasburg 31J
Creede School District	Kit Carson R-1	Stratton R-4
Cripple Creek-Victor RE 1	Lake County R-1	Summit Re-1
Crowley Cty RE-1J	Lamar RE-2	Thompson R-2J
Custer Cty School District	LaVeta RE-2	Two Roads Charter School
Delta 50	Liberty J-4	Walsh Re -1
Denver Christian	Limon Re-4J	West End Re-2
Dolores Cty Re-No2	Lone Star 101	Windsor Re-4
Dolores Re-4A	Mancos Re-6	
Douglas Cty RE-1	Moffat 2	
Early College of Arvada	Monte Vista C-8	

# Enrollment • Fall 2013

Course	Enrolled	Drop	Pass	Fail	
Art101	Creative Drawing	9		7	2
Art103	Digital Photography	14	1	10	3
Art104	Drawing Challenges, Solutions	0			
Bus100	Career Exploration	4		3	1
Bus101	Intro to Accounting	8		7	1
Bus102	Foundations of Personal Finance	14		12	2
Bus103	Applications in Personal Finance	0			
Bus104	Economics	7		7	
Bus105	International Business	1		1	
Ele104	Health	8		8	
Eng101	English I	5	1	2	2
Eng102	English II	4		1	3
Eng103	English III	13	1	8	4
Eng104	Introduction to Composition	15		13	2
Eng105	Readers/Writers Workshop	2		2	
Eng106	AP Literature and Composition	1		1	
Eng108	Shakespearean Theater	3		2	1
Eng109	PoetSpeak	3		2	1
Eng110	ACT English Review	6		6	
Eng 111	Film Appreciation	3		2	1
M102	Algebra I	8	1	6	1
M103	Geometry	11		8	3
M104	Algebra II	11		9	2
M105	Pre-Calculus	0			
M105	Trigonometry	9		4	5
M107	AP Calculus	1		1	
M108	ACT/SAT Math Review	10		7	3
M109	Statistics	7		7	
Mus101	Music Appreciation	5		5	
Sci101	Biology	0			
Sci102	Environmental Science	6		6	
Sci103	College Physics	2		1	1
Sci103	High School Physics	4		4	

Course	Enrolled	Drop	Pass	Fail	
	- Balance Forward -	224	4	180	40
Sci104	Future Issues: Biotechnology	0			
Sci105	Astronomy	8		7	1
Sci106	Geology	4		3	1
Sci107	Anatomy & Physiology	14		14	
Sci109	Basic Chemistry	4		4	
SS101	American Government/ Civics	11	1	9	1
SS102	US History	8	1	5	2
SS104	World Geography	6		4	2
SS104	Dawn of Civilization: World History	8		7	1
SS105	Wars & Revolutions: World History	6		4	2
SS106	Living in a Complex World: Psychology	21		19	2
SS107	Colorado History	10		9	1
SS108	Criminology: Inside the Criminal Mind	26		25	1
Tech100	Web Design	2		1	1
Tech101	C++ Programming	11	1	7	3
Tech102	Java Programming	0			
WLC101	Mandarin I (Chinese)	8		6	2
WLC102	Mandarin II (Chinese)	1		1	
WLF101	French I	14		10	4
WLF102	French II	11		9	2
WLF103	French III	3		3	
WLG101	German I	6		3	3
WLC102	German II	4		3	1
WLG103	German III	0			
WLL101	Latin I	3		3	
WLL102	Latin II	2		2	
WLL103	Latin III	1		1	
WLS101	Spanish I	37		33	4
WLS102	Spanish II	17		15	2
WLS103	Spanish III	11		10	1
WLS104	Spanish IV	7		7	
	<i>Totals</i>	458	7	376	75

# Enrollment • Spring 2014

Course	Enrolled	Drop	Pass	Fail	Course	Enrolled	Drop	Pass	Fail
Art101					- Balance Forward -	185	2	162	21
Art103	16		15	1	Sci104	1		1	
Art104	7		7		Sci105	13		10	3
Bus100	6		6		Sci106	2		2	
Bus101	1		1		Sci107	18		18	
Bus102	11		7	4	Sci109	8		7	1
Bus103	2		2		SS101	18		18	
Bus104	7		6	1	SS102	12		9	3
Bus105	1		1		SS104	4		3	1
Ele104	10		10		SS104	4		4	
Eng101	8		8		SS105	14		12	2
Eng102	7		5	2	SS106	20		20	
Eng103	14		10	4	SS107	11		9	2
Eng104	7		7		SS108	29		27	2
Eng105	8		8		Tech100	4		4	
Eng106					Tech101	3		3	
Eng108	7		7		Tech102				
Eng109	3		2	1	WLC101	5		5	
Eng110	3		3		WLC102				
Eng 111	4		4		WLF101	10		8	2
M102	1		1		WLF102	8		7	1
M103	11		10	1	WLF103	5		4	1
M104	14		11	3	WLG101	4		3	1
M105	5		4	1	WLC102	3		3	
M105					WLG103	0			
M107					WLL101	1		1	
M108	12		11	1	WLL102	2		1	1
M109	7		6	1	WLL103	2		2	
Mus101	5		4	1	WLS101	34		32	2
Sci101	2		2		WLS102	15		13	2
Sci102	4	2	2		WLS103	10		9	1
Sci103	1		1		WLS104	11		11	
Sci103	1		1		<i>Total</i>	456	2	408	46

## Enrollment • Summer 2014



Course	Enrollment	Pass	Fail
Algebra I - Semester 2	1		1
Algebra II - Semester 1	2	1	1
English I - Semester 1	6	4	2
English II - Semester 1	1		1
English III - Semester 1	1	1	
Geometry - Semester 1	5	4	1
Statistics	1		1
<i>Total</i>	17	10	7

Note: The lower passing rate for the summer term is due to having a number of credit recovery enrollments. Summer students typically work more independently; a highly effective support partnership between COL and the local school team is in place for the fall and spring terms.

## Key Figures for 2013-14

Enrollment	Completion Rate	Passing Rate
931	99.03%	86.12%

## Student Success Measures

	Enrollment	Drop	Pass	Fail	Pass+Fail/Total Enrollment	Pass/Pass +Fail
					Completion Rate	Passing Rate
Fall 2013	458	7	376	75	98%	84%
Spring 2014	456	2	408	46	99%	90%
Summer 2014	17	-	10	7	100%	59%

## Dual Enrollment • 2013-14

Currently COL is able to offer concurrent enrollment credit for two courses at two post-secondary institutions: Adams State University and Colorado State University in Pueblo.



Fall 2013		
District/School	Course	# of Students
<b>Adams State University - Alamosa, Colorado</b>		
Archuleta - Pagosa Springs HS	Intro to Composition	1
Fowler - Fowler HS	Intro to Composition	4
Park County - South Park HS	Intro to Composition	1
WestEnd - Nucla HS	Intro to Composition	3
<b>Colorado State University - Pueblo, Colorado</b>		
South Routt - Soroco HS	Music Appreciation	1
Big Sandy - Simla HS	Music Appreciation	2
	<i>Total</i>	12

Spring 2014		
District/School	Course	# of Students
<b>Adams State University - Alamosa, Colorado</b>		
Delta 50J	Intro to Composition	1
Fowler - Fowler HS	Intro to Composition	2
Park County	Intro to Composition	1
SouthRoutt - Soroco HS	Intro to Composition	1
<b>Colorado State University - Pueblo, Colorado</b>		
Liberty - Liberty HS	Music Appreciation	2
SouthRoutt - Soroco HS	Music Appreciation	1
Big Sandy - Simla HS	Music Appreciation	1
	<i>Total</i>	9

# Administrator Survey Results

Each year COL surveys students, school district administrators and teachers about their experiences. COL leaders review the results periodically as part of the quality improvement process.



For the nine administrators responding to the 2014 survey<sup>(a)</sup>, the most important factors in choosing an online service provider are:

- course quality
- teacher quality
- tech support and administrative support.

Pricing and the course delivery platform are less important. COL compares favorably with other providers on every aspect.

When asked about **course selection**, many administrators indicate they would like COL to offer more dual credit courses. Two-thirds of administrators surveyed say more dual credit courses would prompt them to enroll more students in COL courses.

8 - Which of the following would prompt you to enroll more students in COL? (Check all that apply)				
Response Option	Weight	Frequency	Percentage	Percent Responses
More student interest in online options	(1)	3	33.33%	
More AP courses	(2)	0	0%	
More dual credit courses	(3)	6	66.67%	
Loss of staff	(4)	1	11.11%	
Budget constraints	(5)	3	33.33%	
Other	(6)	1	11.11%	
				0 25 50 75 100

Over the years, fewer schools and districts cite tech quality and technology access as **barriers to online learning**. In fact, most rate their technology as Good or Excellent.

18 - How would you rate the quality of technology resources for online learning in your district?				
Response Option	Weight	Frequency	Percentage	Percent Responses
Excellent	(1)	3	33.33%	
Good	(2)	6	66.67%	
Fair	(3)	0	0%	
Poor	(4)	0	0%	
				0 25 50 75 100

Most students (85%) say they have access to their online coursework outside of school.

(a) It should be noted that nine administrators do not represent a statistically significant response, but the responses received do provide valuable information to be considered.

## Student Survey Results



Each year COL gathers demographic information from students on end-of-term surveys to gain insight into the reasons students seek out supplemental courses. Eighty-eight percent (88%) of students enrolled in one or more COL courses in Spring 2014 responded to the survey. The students offer a variety of reasons for earning credit through COL supplemental courses.

3 - Which of the options below best describes why you are taking this course through COL?				
Response Option	Weight	Frequency	Percentage	Percent Responses
schedule conflict	(1)	128	33.51%	
not offered at my local school	(2)	141	36.91%	
credit recovery (didn't complete or pass it before)	(3)	17	4.45%	
conflict with the teacher at my school	(4)	45	11.78%	
home-bound or home schooled	(5)	14	3.66%	
to earn dual credit	(6)	29	7.59%	
my counselor or teacher recommended it	(7)	79	20.68%	



### Which best describes the area where you live?

Urban	9.3%
Suburban	15.8%
Rural	87.0%



### Gender:

Female	63.8%
Male	36.2%



### Ethnicity / Cultural Background :

African American	0.5%
Asian/Pacific Islander	2.9%
Caucasian/AngloSaxon	80.8%
Hispanic/Latin	11.7%
Native American	4.2%
Other	9.2%

COL students give teachers high marks for being responsive, accessible, fair and effective.

For this class, I found my teacher to be:	Very	Somewhat	Not at All
<b>Effective</b>	70.3%	23.7%	6.0%
<b>Responsive</b>	65.8%	28.4%	5.8%
<b>Accessible</b>	65.6%	29.4%	5.0%
<b>Fair</b>	77.6%	20.1%	2.3%



## Teacher Survey Results

In the 2013-14 school year, 26 highly qualified teachers taught for COL. Nearly half of them responded to a survey about their experiences with teaching for COL.



Of the survey respondents, all of them have more than 10 years of teaching experience; 50% had been teaching *online* for 10 years or more.

On the whole, teachers report a high level of satisfaction with teaching for COL: 83% indicate they are Very Satisfied, and 17% say they are Somewhat Satisfied.

They offer these comments about their satisfaction:

- *I enjoy being able to work one-on-one with students using email and the feedback dialogs.*
- *I am extremely satisfied with the support of all our administrators.*
- *What a great organization to work for*
- *Very supportive staff, good students.*
- *I think things at COL go very well.*

Some 25% of teachers would like to see more professional development opportunities through COL. In addition, teachers see varying levels of support coming from the on-site liaisons at schools; 25% say they are dissatisfied with the site coordinator's communication and 17% are not satisfied with the support site coordinators offer the students.

# Financial Report

## Colorado Online Learning

### Schedule of Functional Expenses <sup>(a)</sup>

For the Year Ended June 30, 2014

	Direct Instruction 55%	Instructional Support 27%	General and Administrative 18%	Totals 100%	
<b>Instruction</b>	\$ 186,650	\$ 0	\$ 0	\$ 186,650	(b)
<b>Instructional materials</b>	\$ 4,370	\$ 0	\$ 0	\$ 4,370	
<b>Instructional platform</b>	\$ 26,050	\$ 0	\$ 0	\$ 26,050	(c)
<b>Dual credit expenses</b>	\$ 2,161	\$ 0	\$ 0	\$ 2,161	
<b>Professional development</b>	\$ 14,111	\$ 4,474	\$ 1,661	\$ 20,246	(d)
<b>Curriculum development</b>	\$ 17,600	\$ 0	\$ 0	\$ 17,600	(e)
<b>Data analysis</b>	\$ 5,253	\$ 616	\$ 0	\$ 5,869	
<b>Salaries and wages</b>	\$ 60,602	\$ 113,358	\$ 85,850	\$ 259,810	(f)
<b>Employee benefits</b>	\$ 12,199	\$ 26,918	\$ 13,923	\$ 53,040	(g)
<b>Depreciation</b>	\$ 0	\$ 971	\$ 971	\$ 1,942	
<b>Insurance</b>	\$ 754	\$ 1,667	\$ 861	\$ 3,282	
<b>Occupancy</b>	\$ 0	\$ 2,316	\$ 2,317	\$ 4,633	
<b>Office supplies</b>	\$ 0	\$ 0	\$ 3,439	\$ 3,439	
<b>Professional fees</b>	\$ 18,000	\$ 0	\$ 9,893	\$ 27,893	(h)
<b>Telephone</b>	\$ 0	\$ 14,308	\$ 0	\$ 14,308	(i)
<b>Travel and lodging</b>	\$ 9,600	\$ 6,333	\$ 0	\$ 15,933	(j)
<b>Technical services</b>	\$ 0	\$ 2,818	\$ 0	\$ 2,818	
<b>Other operating expenses</b>	\$ 0	\$ 2,046	\$ 1,211	\$ 3,257	
<b>Total expenses</b>	\$ 357,350	\$ 175,825	\$ 120,126	\$ 653,301	

(a) The chart above represents the functional expenditures. The total revenue for 2013-2014 was \$662,452. The state supplemental grant represents \$470,400 of the total revenue.

(b) The \$186,650 for instruction represents pay for teachers. COL had 26 independent contractor teachers in the 2013-2014 school year.

(c) The instructional platform, Desire2Learn, houses all COL courses. Students complete course work here; students and teachers communicate with one another regularly in the platform. It includes a fully integrated registration system and an in-depth analytics data system.

(d) Professional development in 2013-2014 included teacher professional development for ongoing platform training as well as staff participation in professional conferences.

(e) Curriculum development in 2013-2014 included course quality assurance work following the migration from eCollege to Desire2Learn. In addition, the summer versions of two math courses were revised/rewritten.

(f) COL has four full-time employees. The Director of Curriculum & Instruction is funded under direct instruction. The Student Services Director and the Technology Services Director are funded under instructional support. The Executive Director is funded under general/administrative.

(g) Employee benefits for full-time employees are funded for the specific roles mentioned in (f) above.

(h) Professional fees covered COL's accreditation fees through AdvancED as well as professional membership associated with iNACOL, CASE, CASB, and ASCD.

(i) The telephone category covers fees and costs associated with telecom services, internet services, and networking services.

(j) Travel and lodging includes vendor participation in iNACOL, CASE, CASB, and other educational conferences as well as travel to individual school districts throughout the state of Colorado.

# 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.



<b>Statutory Guidelines</b>
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

The following questions guide the evaluation process:

1. Is COL operating within the statutory guidelines established in HB 07-1066?
2. What is the quality of online learning courses provided by COL?
3. What is the instructional quality provided by COL?
4. How well is COL meeting the needs of students, districts, BOCES and charters?

Data sources include registration records, course completion data, student assessment records, financial records and survey data relevant to the Fall 2013 and Spring 2014 semesters.

## District Enrollment • Fall 2013

District/Charters/BOCES	Total	Drop	Pass	Fail	District/Charters/Boces	Total	Drop	Pass	Fail
Academy20	7		5	2	Limon Re 4J	3		1	2
Archuleta County 50JT	16		13	3	Lone Star 101	1		1	
Aspen 1	1		1		Mancos RE-6	19		15	4
Bayfield 10 JT-R	10		8	2	Moffat 2	1		1	
Big Sandy 100J	19		17	2	Monte Vista C-8	2		2	
Briggsdale RE-10	6		5	1	North Park R -1	9		9	
Calhan RJ-1	8		5	3	Norwood R-2J	15		15	
Campo RE - 6	3		2	1	Park County RE-2	26		26	
Cheraw 31	14		14		Plateau Valley 50	2		2	
Clear Creek Re-1	7		7		Platte Canyon 1	5		5	
Creede Schools	3		2	1	Rangely Re-4	16	1	7	8
Cripple Creek-Victor RE 1	7		7		Rocky Ford R-2	4		2	2
Crowley Cty RE-1J	1		1		Salida R 32	3		2	1
Custer County	2		2		South Routt Re - 3	24		24	
De Beque 49JT	2		2		St. Vrain Valley RE 1J	8		8	
Delta Cty 50 (J)	9	4	3	2	Steamboat Springs RE-2	18		18	
Dolores CTY - Dove Creek	4		2	2	Stratton R-4	3		3	
Douglas County RE - 1	1		1		Strasburg 31J	3		2	1
Elizabeth C-1	1		1		Summit Re-1	3		3	
Fort Morgan Re-3	1		1		Thompson R2 - J	15	1	10	4
Fowler R-4J	8		7	1	Walsh RE-1	2		2	
Granada RE-1	7		4	3	West End RE-2	4		4	
Gunnison Watershed RE1J	4		4		Windsor RE-4	25		19	6
Haxtun Re-2J	3		1	2					
Hayden Re-1	1		1						
Hinsdale County RE-1	5		5		<b>BOCES/Charter/HomeSchool/Private/Out of State/Other</b>				
Huerfano Re-1	1		1		Denver Christian HS	4		4	
Idalia RJ-3	2			2	EarlyCollege at Arvada	2		2	
Jeffco R-1	3		2	1	Ohio - Edon HS	1		1	
Karval Re-23	5		2	3	SanJuanBOCES - SW E Sch	8		6	2
Kit Carson R-1	4		4		TwoRoadsCharterSchool	6		3	3
Kowa C-2	19		17	2	Co School for the Blind	16	1	7	8
La Veta RE-2	11		11			458	7	376	75
Lake County R-1	13		12	1	Course Completion Calculation = Pass+Fail/Total Enrollment				
LaMar RE2	1		1		451/458 = 98% Completion Rate				
Liberty J-4	1		1		Course Passing Calculation =Pass/Pass+Fail				
					378/451 = 84% Passing Rate				

## District Enrollment • Spring 2014

District/Charters/BOCES	Total	Drop	Pass	Fail	District/Charters/Boces	Total	Drop	Pass	Fail
Academy20	6		5	1	Bal Forward	208		191	17
Adams 12	1		1		Monte Vista C-8	1		1	
Archuleta County 50JT	6		6		North Park R -1	8		8	
Aspen 1	2		2		Norwood R-2J	16		16	
Bayfield 10 JT-R	14		10	4	Park County RE-2	22		21	1
Big Sandy 100J	23		23		Plateau Valley 50	2		2	
Briggsdale RE-10	5		4	1	Platte Canyon 1	2		2	
Calhan RJ-1	3		3		Rocky Ford R-2	2		2	
Campo RE - 6	5		4	1	Salida R 32	2		2	
Cheraw 31	14		13	1	South Routt Re - 3	17		17	
Clear Creek Re-1	6		6		St. Vrain Valley RE 1J	3		3	
Colorado D11	1		1		Steamboat Springs RE-2	39		39	
Creede Schools	3		2	1	Strasburg 31J	2		2	
Cripple Creek-Victor RE 1	5		4	1	Stratton R-4	4		4	
Custer County	2		2		Summit Re-1	2		2	
De Beque 49JT	3		3		Thompson R2 - J	28	1	19	8
Delta Cty 50 (J)	10		8	2	Walsh RE-1	2		2	
Dolores CTY - Dove Creek	4		4		West End RE-2	29	1	23	5
Dolores RE4	2		1	1	Windsor RE-4	48		38	10
Douglas County RE - 1	3		3			437	2	394	41
Elizabeth C-1	1		1						
Fort Morgan Re-3	1		1						
Fowler R-4J	4		4						
Granada RE-1	2		1	1	<b>BOCES/Charter/HomeSchool/Private/Out of State/Other</b>				
Gunnison Watershed RE1J	4		4			437	2	394	41
Hayden Re-1	1		1		Denver Christian HS	3		3	
Hinsdale County RE-1	2		2		EarlyCollege at Arvada	2		2	
Karval Re-23	2		2		Ohio - Edon HS	1		1	
Kiowa C-2	24		24		SanJuanBOCES - SW E School	5		4	1
Kit Carson R-1	4		4		TwoRoadsCharterSchool	8		4	4
La Veta RE-2	8		7	1		456	2	408	46
Lake County R-1	18		17	1					
LaMar RE2	1		1						
Liberty J-4	2		2		Course Completion Calculation = Pass+Fail/Total Enrollment				
Lone Star 101	1		1		454/456 = 99% Completion Rate				
Mancos RE-6	15		14	1	Course Passing Calculation =Pass/Pass+Fail				
					408/454 = 90% Passing Rate				



## Campo Letter of Support

### CAMPO SCHOOL DISTRICT RE-6

480 Maple Street, P.O. Box 70  
Campo, Colorado 81029  
Phone: 719-787-2226  
Fax: 719-787-0140

*Nikki Johnson, Superintendent*

*Kim Jenkins, Principal*

December 30, 2014

To Whom It May Concern:

This letter is written to provide support to the Colorado Online Learning program that has and is currently being used by the Campo School District RE-6. Due to the extreme remote location of our school, the Colorado Online Learning program is utilized mainly for credit recovery and supplemental elective courses.

Due to budget constraints, the number of electives that are available for student use is limited. The current staff is able to provide numerous electives but sometimes those electives are not what the student prefers. For example, the art program is virtually non-existent in the school district but through the Colorado Online Learning program, several students have had the opportunity to complete the art courses of "Creative Drawing" and "Drawing: Challenges and Solutions". One of those students has been accepted to a postsecondary education institution for next Fall based on his art skills which he is able to refine with such courses.

Recently, a student who had transferred into the district needed the second semester of a biology course to complete graduation requirements. At that time, the particular course was not being taught in the district; however, the second semester biology course was being offered through the Colorado Online Learning program. The student successfully completed the course and was able to graduate on time despite the transfer.

As site coordinator, I have found the program to be extremely user-friendly for the students and for myself. The use of the *Dropbox* program as well as e-mail for assignments is easily accessible for the students. The teachers of the online program are quick to respond to student needs throughout the course. Grades are e-mailed to me on a weekly basis and I can check the log-in use of the student as well as grades at any time throughout the course.

The staff is very punctual in returning e-mails and phone calls when I need assistance for a variety of tasks. They work diligently to ensure the success of the program for the students and the site coordinators.

The Colorado Online Learning program also provides students with the opportunity to earn college credit through dual-credit enrollment if such a course offers this opportunity. The Campo School District pays for the tuition of all courses that the student is successful in completing while enrolled in high school. The completion of college courses is a tremendous savings to parents when the student goes to a postsecondary education institution after high school graduation.

I would encourage your continued support of the Colorado Online Learning program. The program is a definite asset to the students of the Campo School District. Our students deserve the opportunity to benefit from such a worthwhile program.

Thank you for your consideration of this letter and the program. Please contact me by telephone or e-mail if you should have additional concerns or need answers to questions. My telephone number is 719-787-2226 (office hours of 7:00 a.m. to 4:30 p.m. Monday through Thursday) and my e-mail address is [kim.jenkins@campok12.org](mailto:kim.jenkins@campok12.org).

Sincerely,

Kim Jenkins  
Campo School District RE-6 Principal