Novastar Academy

Larisa Hegenbarth

Homeschool pilot - online environment

June, 2020

Overview

- Douglas County District

- Pilot for Novastar Academy elements of academic program and test-drive for Core Learning Exchange learning platform

- 2020-2021, 3-6 grades

- Online, synchronous / asynchronous instruction delivery

- A small cohort of students: 90% ELL, 10% bilingual, 10% SPED needs (in learning disabilities)
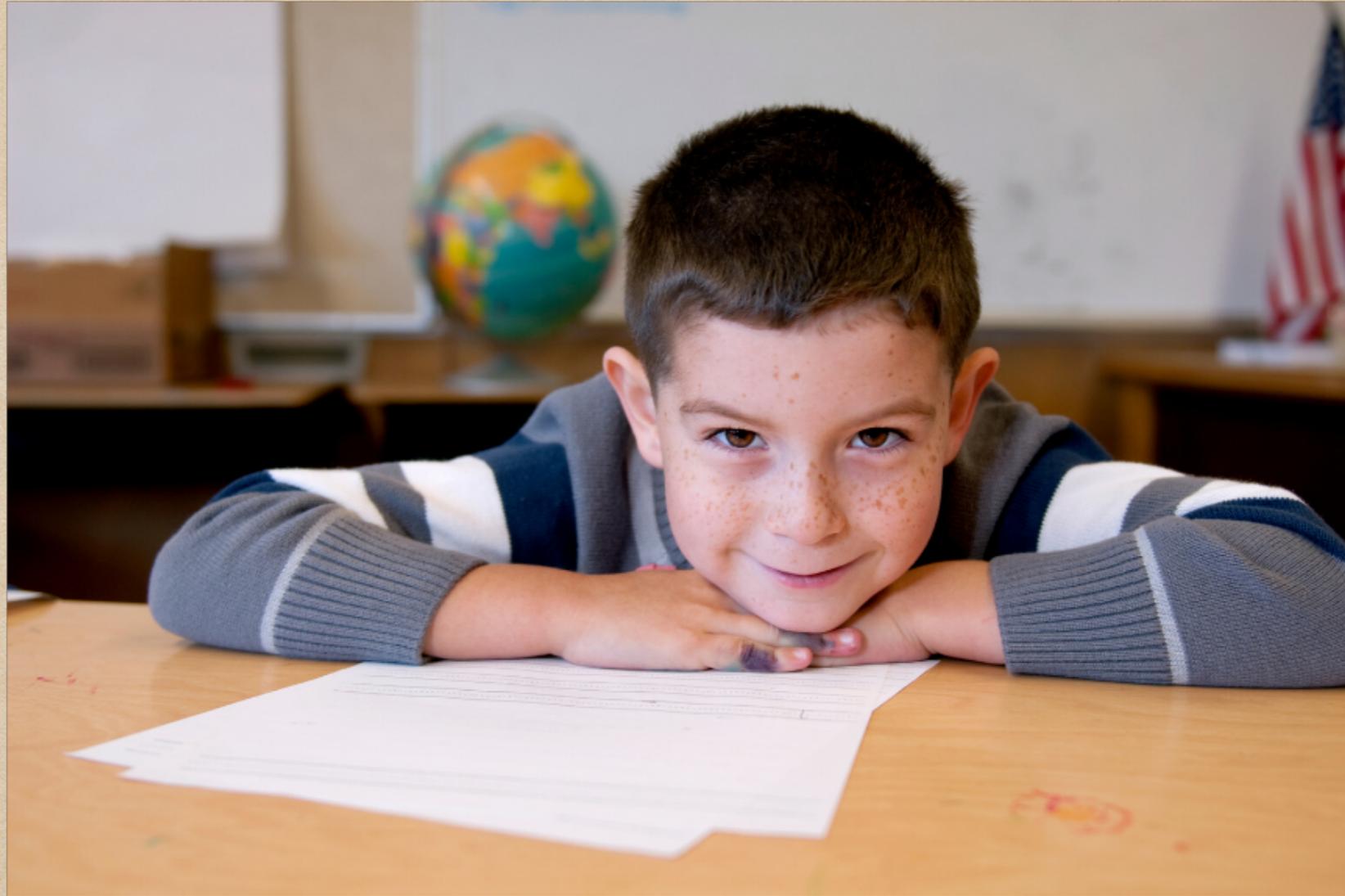
homeschooling?

we will do the job!

learn more about our program

We guarantee

- live teachers

- quality lessons

- flexibility

Innovation

- Project -based

- Mastery assessment

- Spectrum of students' needs

- Online learning

- Native language supports, World languages class

- Customized Learning Platform

Weekly schedule

Time / period	Monday	Tuesday	Wednesday	Thursday	Friday
	September 14-18				
	Independednt Study				
9:00 - 9:40 am	**Visual Arts**	**STEAM**	**Visual Arts**	**Humanities**	**Musical Arts**
	Brain Break				
10:00 - 10:40 am	**STEAM**	**Eidos Club: brain workout**	**Math**	Independent Study / Core-LX	**Eidos Club: brain workout**
	Brain Break				
11:00 - 11:40 am	**Independent Study / Core-LX**				
	Lunch and Recess				
1:00 - 1:40 pm	**World language**	Independent Study / Core-LX	**Math / Science**	**World language**	
	Brain Break				
2:00 - 2:40 pm	Independent Study / Core-LX	Independent Study / Opportunity Project	**Language Arts**	**Math**	**Opportunity Project**
class structure:	18 min	Instruction (new material, practice together, practice individually)			
	4 min	break (transition to project)			
	18 min	project (collaborative or individual project)			

[an error occurred while processing this directive]

PBS KIDS

Super WHY Home

Games

Videos

Alpha Pig's
PAINT
BY
LETTER

SUPER WHY
SAVES
THE
DAY!

Princess Presto's
Spectacular
Spelling Play

Wonder Red's
RHYME
RACER
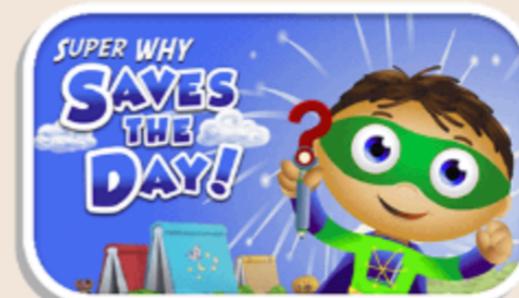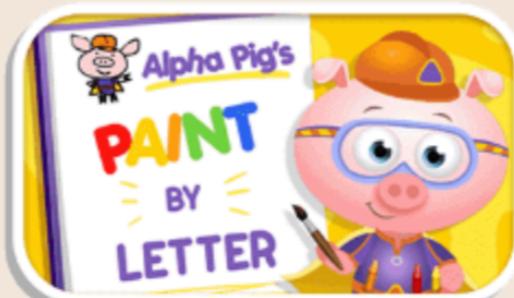
Your Turn Ad

RATING:
⭐⭐⭐⭐⭐ (0)

AUTHOR: Amee Wittbrodt

DESCRIPTION:
- Understand, analyze, evaluate, and use different types of print, digital, and multim
- Critically analyze information found in electronic, print, and mass media and use a
- Review an example ad deconstruction essay.

See More +

TUTORIAL

Trix Rabbit Commercial 2006

Commercial Deconstruction- Trix Yogurt Cracklin Crystals Commercial starring TRIX RABBIT, Heidi Uzelac, and Jake Reid. This is the first TRIX commercial filmed using live children in approx 20 years.

TRIX Rabbit Commercial 2006   📋 Copy link

Example Commercial Deconstruction

This document shows an example of how to deconstruct the Trix commercial shown above. Pay close attention because you will be asked to deconstruct a commercial of your choice next.

| 1 | of 1 | − + | ⛶ ⤓ |

Growing up, my mom stressed the importance of eating   The first part should

prepmagic

Reset Activity

Trial 1

Frequency

0.1 — 2 **Hz**

0.9

Amplitude

0.5 — 5 **m**

3

Wavelength

0.1 — 2 **m**

0.5

Figure 1

Time: 5.25 s   Disp: - - m

Displacement (m) vs Time (s)

Figure 2

Dist: 5.25 m   Disp: - - m

Displacement (m) vs Distance (m)
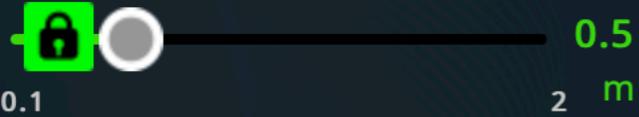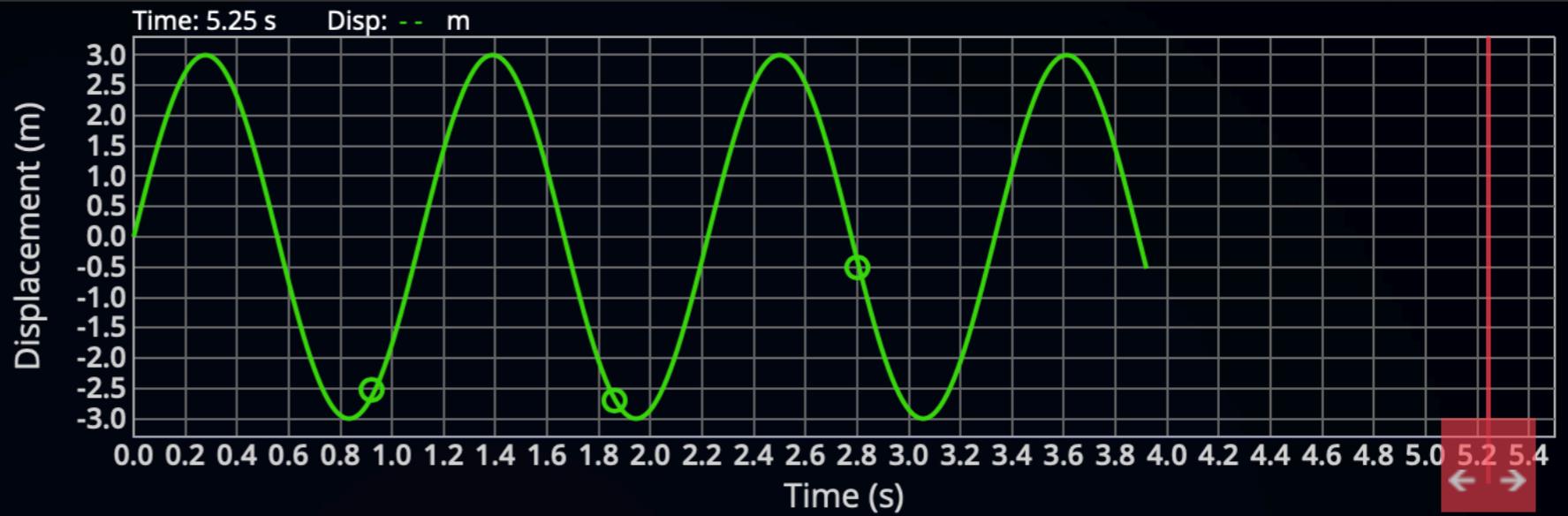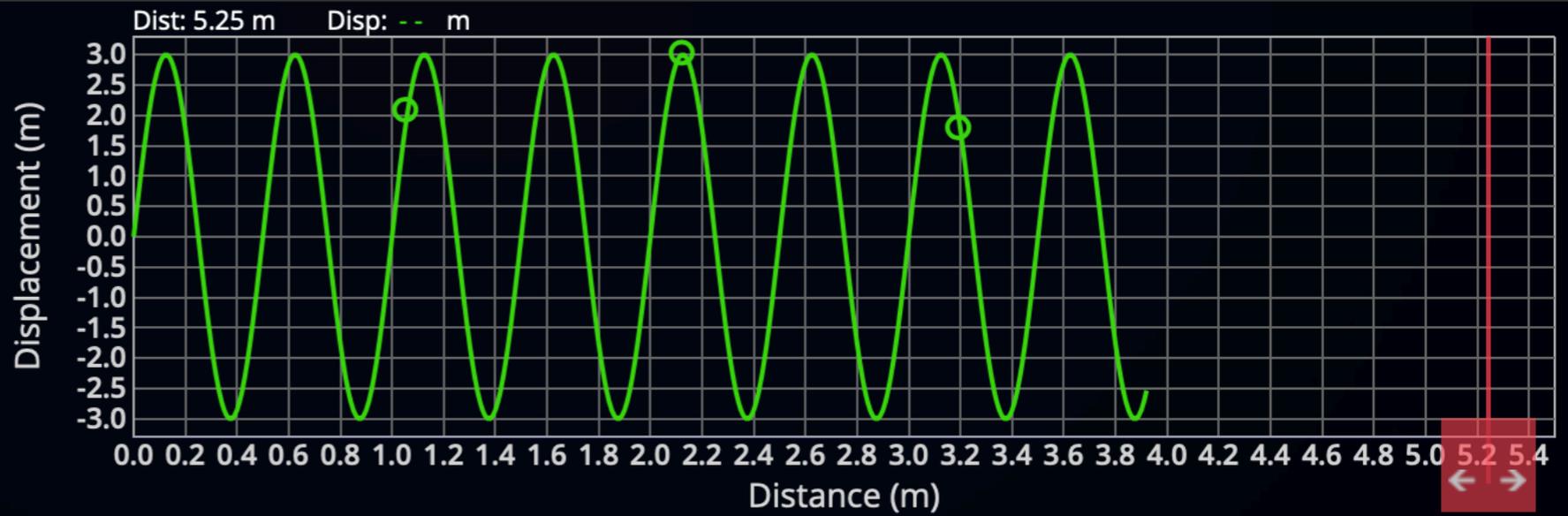
NASA STEM Engagement

INSPIRE · ENGAGE · EDUCATE · EMPLOY
The Next Generation of Explorers

Search STEM Resources and Opportunities

Browse Topics For: Students ▾   Educators ▾

< Back to search results

Our Very Own Star: The Sun

Product Type: Lesson Plans/Activities
Audience: Educators, Students
**Grade Levels:** K-4
Publication Year: 2002
Product Number: EP-2002-1-014-GSFC
Subjects: General Science, Solar System and Planets, Solar System and Stars, Space Science, Stars, Sun

This storybook for children tells the story of the sun. The easy-to-understand text and graphics make it a useful classroom tool for younger students.

Our Very Own Star: The Sun [108K PDF file]

Players • Teams • Class

The Brown Baboons >

STUDENTS

Rachelle Ancona

Julio Bolin

Greg Delaughter

Chere Manier

Antwan Marsch

Onita Stenberg

Rachelle Tillis

Wilmer Trogdon

Rachelle Ancona
Warrior • Level 7

VIEW AS STUDENT

HP	20	80
AP	2	30
XP	6 655	7 000
GP	230	

+ GP − -/+

POWERS • SENTENCES

Protect 1

Rachelle has 7 Power Point(s)

LEARN POWERS

Successes

- ELL and kids with needs excelled in online environment given sufficient parents support

- Improved Math application skills

- All students showed growth in motivation and engagement

Reflection

- Every child can succeed provided sufficient supports and coaching through:

  - well structured lessons

  - projects, experiential learning opportunities

  - clear learning targets and student engagement in setting learning goals

  - explicit, consistent, and direct literacy instruction, including supports in native languages

  - structured, hand-on Math lessons and cross-subject engagement through projects (Math skills application)

Hybrid Blended Learning ~ charter school design

June, 2020

Who we are

NOVAST★R

*Novastar: A new generation of learning*

Click to add text

Overview

- Douglas County District, Ridgegate Pkwy corridor

- Proposed Novastar Academy charter to open in 2023

- K-12 program continuum with 20-50% ELL, 10-15% GT, 7-10% SPED, 1/3 bilinguals, ~70% minorities

- Hybrid blended learning environment/project-based pedagogy/ STEAM integrated curriculum/ CTE certification/ Seal of Biliteracy

Innovation

- Personalized learning path for every student

- Mentorship Paths

- Serving the spectrum of students' needs

- Hybrid blended learning environment

- Block schedule with learning zones rotations

- Native language supports, World languages core class

- CTE track and customized graduation pathways

- Customized Learning Platform

Kunskapsskolan – KED Global Network (Sweden)
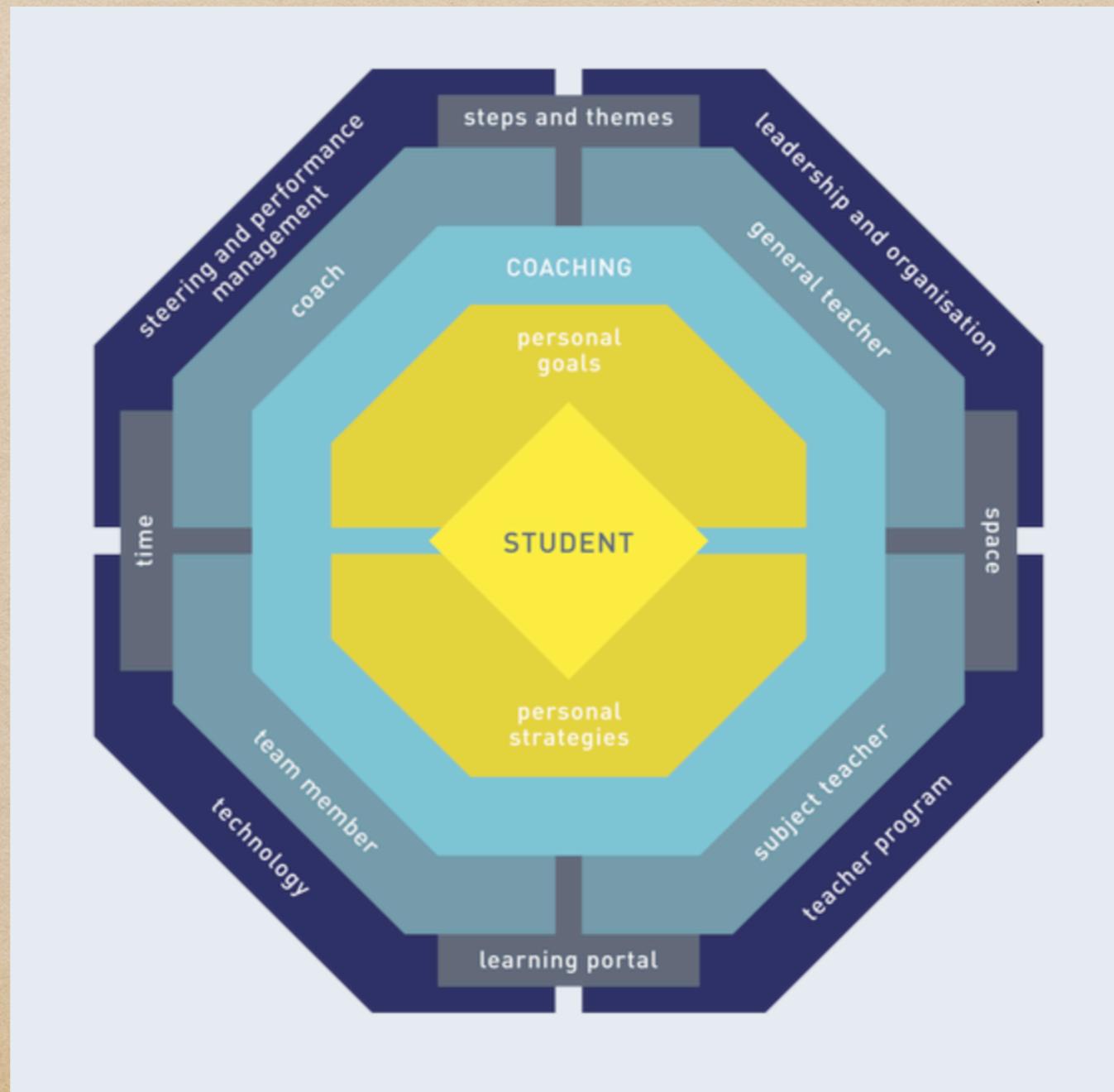
#Rigor: learn as fast as you can and as far and deep as you want

#Empowerment: prepare to become a leader, a steward, and a citizen

Personalized learning elements
(Education Reimagined, USA)

- Student (learner) agency: opportunities to be independent and make choices

- Socially embedded: SEL, mentorship, coaching

- Personalized, relevant, and contextualized to the student's passions, needs, culture, family and community

- Opened walled – learning happens anytime anywhere

- Competency-based – create a track for mastery

INTERVENTION

BREAKOUT ROOM

SOCIAL AREA

STUDY AND COLLABORATIVE SPACE

SCIENCE LAB

BREAKOUT ROOM

COLLABORATIVE ROOMS
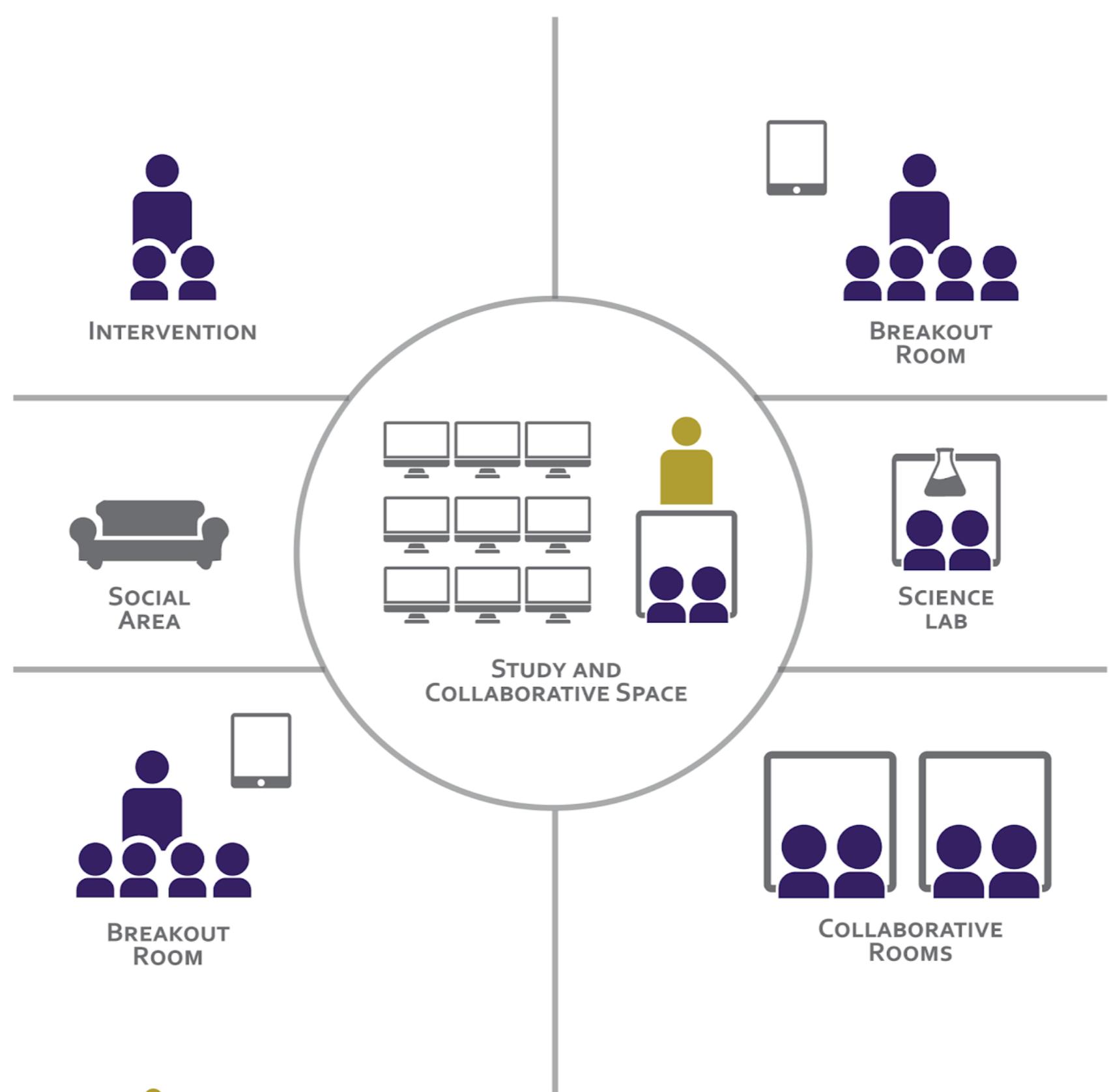
TEACHER   PARAPROFESSIONAL

NOVASTAR ACADEMY schedule elements
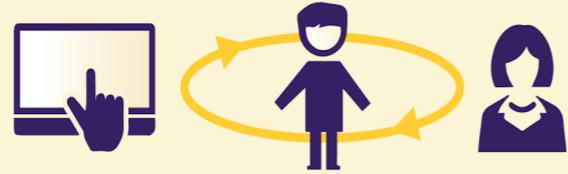
PERSONALIZED LEARNING PLAN

PRIMARY ◄► **INTERMEDIATE** ◄► **ADVANCED**

CORETIME

will take place in a blended learning environment on a rotation schedule

ELA   MATH   SCIENCE

WORLD LANGUAGES GLOBAL COMPETENCY   SOCIAL STUDIES

LABTIME

INDIVIDUAL WORK   SMALL GROUP PROJECT

ELECTIVES

MUSIC   ARTS

SPORTS

CTE TRACKS
Career Technical Education

CODING   DESIGN

ENGINEERING

OPPORTUNITY PROJECT

student-driven independent and group explorations of cross-curriculum research and projects

INDEPENDENT WORK

DIRECT INSTRUCTION

PEER LEARNING

COLLABORATIVE PROJECT
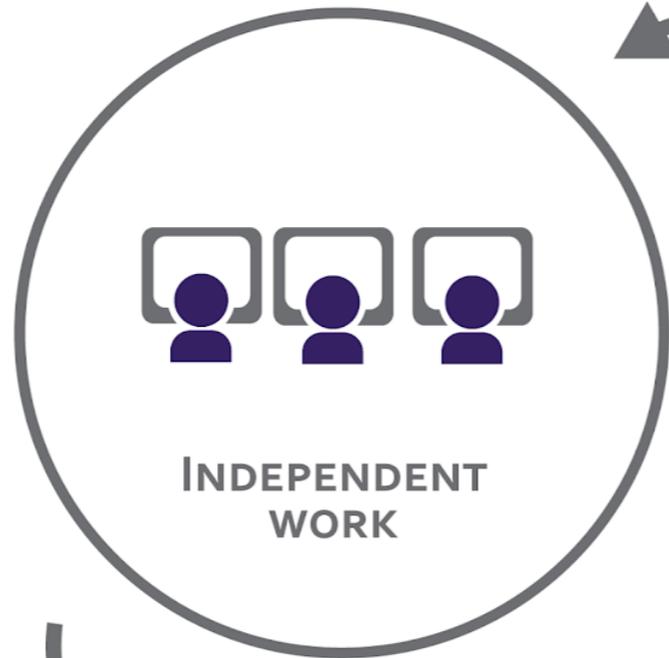
FLOATING TEACHER

TEACHER   PARAPROFESSIONAL
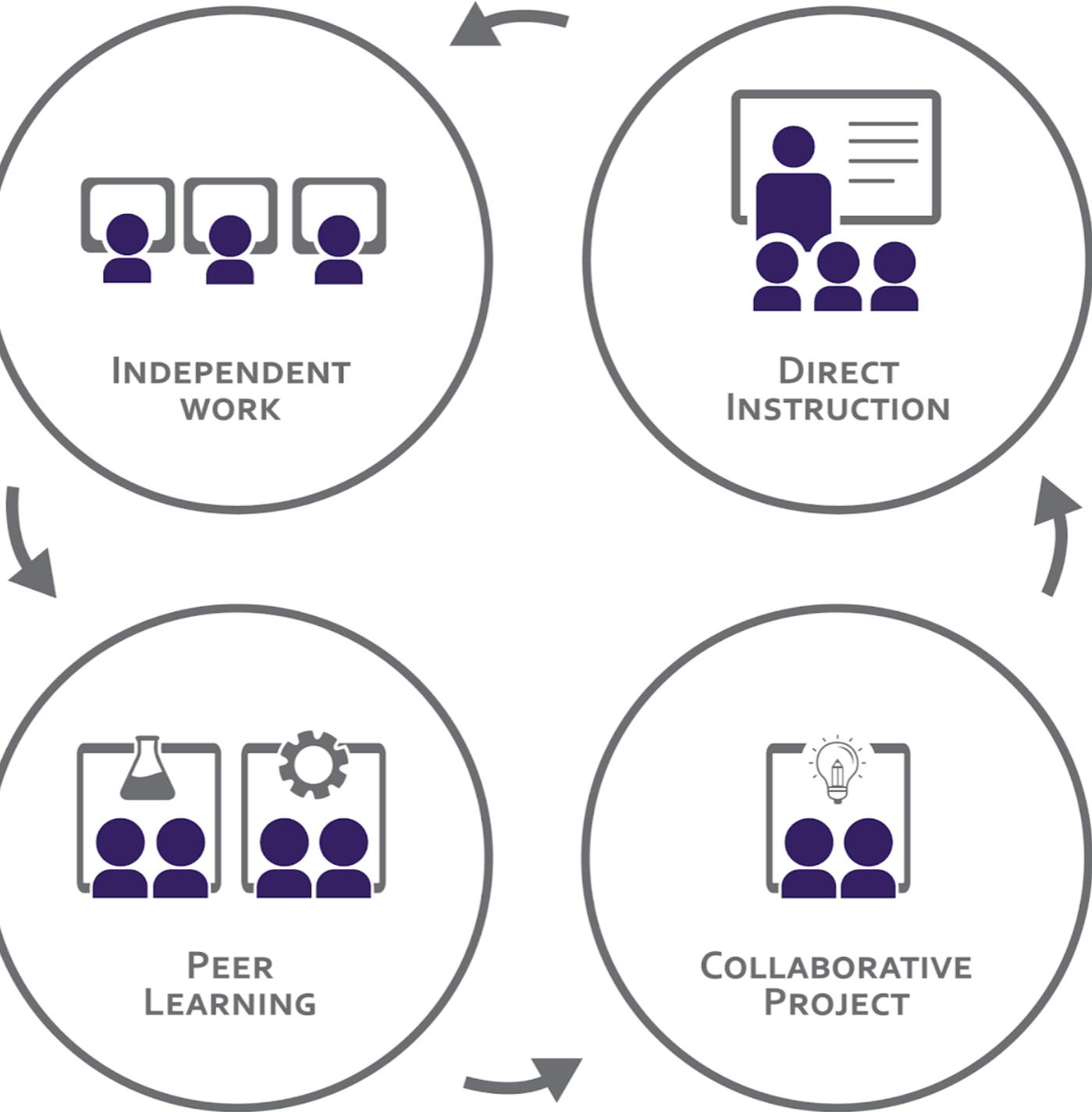
Benefits of hybrid learning

- Increased academic achievement

- Increased student engagement

- Immediate feedback and academic interventions

- Accommodation of all learning styles

- Learning opportunities accessibility

Thursday				Friday	
Mentorship Path				Mentorship Path	
Track B - HS: Primary group	**Track B - HS: Intermediate group**	**Track B - HS: Advanced group**		Track A - MS	Track B - HS
Foreign Language Lessons	Math and ELA Lessons	Math and ELA Lessons / ELL block		Mentorship Path	
Math and ELA Lessons	Foreign Language Lessons	Math and ELA Lessons / ELL block		Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)	Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)
Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	Foreign Language Lessons			
Math and ELA Lessons / ELL block	Math and ELA Lessons / ELL block	Math and ELA Lessons			
Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons		Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)	Opportunity Project (Project Based Learning Class: CTE Tracks and PLP Curriculum)
Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons			
Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons		Character Education Lessons	
Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons	Science, History/SS, PLP, and Project Lessons		**Learning Lab** (Flex time: Math Support Lessons, ELL and Special Education Supports)	

Core Learning Exchange
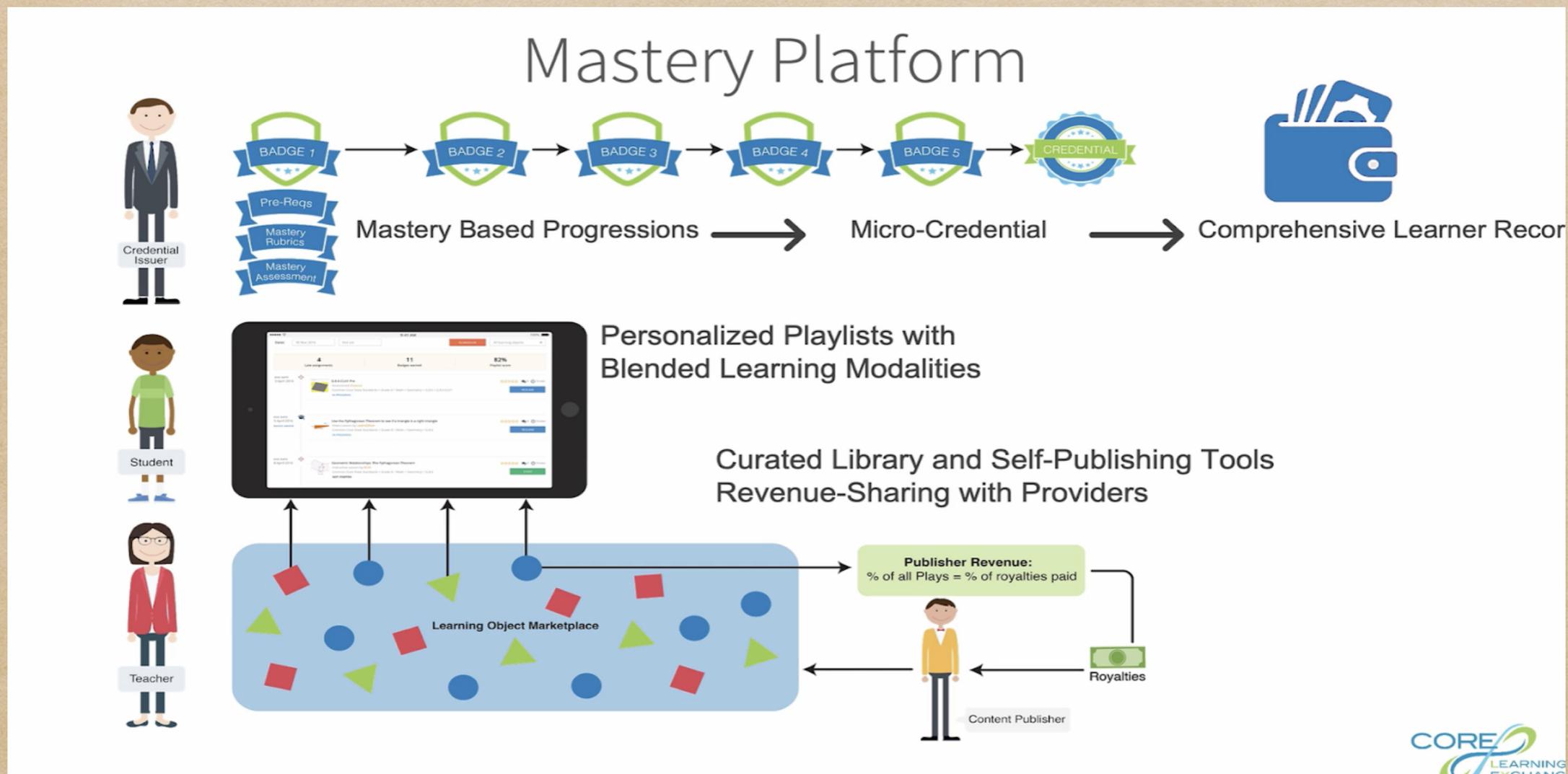
Larisa Hegenbarth

- Classrooms
- Core Collection
- My Collection
- Grader (1)
- My PD
- CLR
- Messages

CoreCollection

Assignment

Accountability Enrichment Module

☆☆☆☆☆   💬 0   🕐 36 min

- Read the article by Linda Galindo, "A Powerful Personal Accountability Exercise".
- Download the attached file, answer the questions on the space provided then submit

by **Peggy Horne**

Assignment
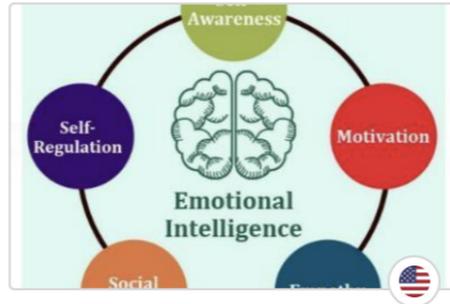
Emotional Intelligence Enrichment Module

☆☆☆☆☆   💬 0   🕐 45 min

by **Peggy Horne**

Discussion
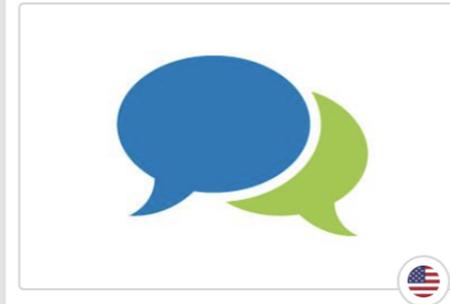
Business Ethics Enrichment Module/Discussion

💬 0

by **Peggy Horne**

Assignment

Business Ethics Enrichment Module

☆☆☆☆☆   💬 0   🕐 45 min

by **Peggy Horne**

Assignment

Leadership Enrichment Module B

☆☆☆☆☆   💬 0   🕐 45 min

by **Peggy Horne**

Assignment

Decision Making Learning Module

☆☆☆☆☆   💬 0   🕐 45 min

This assignment works toward providing a foundation to what Decision Making is and why it's important, as a professional competency.

by **Peggy Horne**

Assignment

Effective Communication Enrichment Module A

☆☆☆☆☆   💬 0   🕐 45 min

by **Peggy Horne**
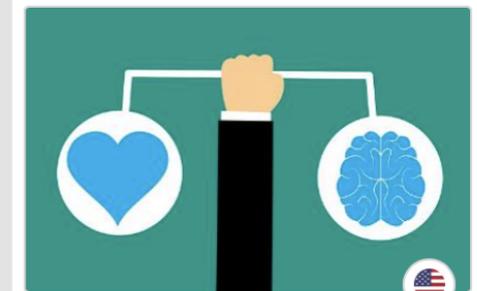
Assignment

Emotional Intelligence Learning Module

☆☆☆☆☆   💬 0   🕐 45 min

This assignment works toward providing a foundation to what Emotional Intelligence is and why it's important, as a professional competency.

by **Peggy Horne**

Classrooms > Badges

CORE
LEARNING
EXCHANGE

Daniel Joseph

👥 Classrooms

📁 CoreCollection

🔨 My Collection

▦ Grader (17)

💬 Forum

📁 My PD

✉ Messages

Class Badges

Add Badges to your Class

Badge Mastery Report

👤+ 🗑

Course Intro and Pre-assessment
Beginning of class
CBE Solutions 📶

👤+ 🗑

The Sun
Develop a model based on evidence to illustrate the **life span of the sun** and the **role of nuclear fusion** in the sun's core to release energy that eventually reaches Earth in the **form of radiation**.

CBE Solutions 📶

👤+ 🗑

The Big Bang
Construct an explanation of the **Big Bang theory** based on astronomical evidence of **light spectra, motion of distant galaxies**, and **composition of matter** in the universe.

CBE Soltuions 📶

👤+ 🗑

Plate Tectonics
Plate Tectonics (Seafloor Spreading, Plate Boundary Features, Plate Motions)

CORE LEARNING EXCHANGE

Classrooms > What is Engineering?

Larisa Hegenbarth

- Classrooms
- Core Collection
- My Collection
- Grader (16)
- My PD
- CLR
- Messages
  0 second

General info | Playlist

Add badge to classes

What is Engineering?

Learning object for Feedback Cut Score

Intro to Engineering
Discussion by Gittel Grant

more..

Level Of Mastery   Below Proficient ▮   At Proficient ▮   Above Proficient ▮

0%   75%   90%   100%

☆☆☆☆☆ 💬 0 👁 0 second

PREVIEW

LED Challenge
Assignment by Gittel Grant

more..

Level Of Mastery   Below Proficient ▮   At Proficient ▮   Above Proficient ▮

0%   75%   90%   100%

☆☆☆☆☆ 💬 0 👁 15 min

Successes

- RAND researchers concluded, "Teachers and students reported higher levels of many aspects of personalization than their counterparts in a national sample…We estimate study students gained about 3 percentile points in mathematics relative to a comparison group of similar students. In reading, there was a similar trend, though it was not statistically significant. Low-performing and high-performing students appeared to benefit."

- McCarthy and Liu directly build upon the evidence base established by the two aforementioned reports from the Gates Foundation initiative. The researchers found that over a 3-year period, the 1911 students in the treatment group significantly outperformed their peers from the virtual comparison group on the MAP assessments, with effect sizes (Hedge's g) ranging from 0.10 (language usage) to 0.12 (mathematics and reading). In another special issue article, using the established iSTART platform, McCarthy et al. (this issue) conducted a comparative quantitative analysis examining the ways personalization of reading tasks influences learning outcomes.

Reflection

- To engage students in meaningful learning, they have to become active participants of the learning process from the beginning to end

"creating a new generation
of learning experience"

Colorado Connections Academy

Blended Learning Initiative: Convening #5
April 22, 2022

Overview

- *Colorado Connections Academy--MDOL*
  - *Staff and Students are across CO, with offices in Englewood and Durango*
  - *Colorado Connections Academy @ Mapleton--Opened in 2002*
  - *Colorado Connections Academy @ Durango--Opened in 2016*
  - *Colorado Summit Connections Academy--Opened in 2021*
- *Student population served*
  - *K-12*
  - *Wide variety of students served: Special Populations, NCAA athletes, professional dancers, credit recovery, etc.*
- We are "Three schools, one team"

Innovation

- *What makes us unique?*
  - *Rigorous curriculum and high Academic Standards*
  - *Predominantly Virtual Staff (spread across Colorado and the US)*
  - *Collaboration with Connections Academy Schools across the country*
- *Instruction/Learning Structure*
  - *Fully online*
  - *in-person socialization options*
  - *Provide both synchronous and asynchronous instruction*
  - *Students move through curriculum at their own pace, while meeting weekly attendance requirements*
  - *Semester Schedule*
  - *Mastery-based Achievement Measure*

Successes

- *Positive Impacts*
  - *On district/school/community*
    - *Connection of students in rural populations to statewide opportunities and school choice*
    - *Communities across CO impacted with partnerships with ColoCA*
    - *Concurrent Enrollment agreements with a wide range of schools*
    - *District Ability to offer a quality education to students with online/homebound needs*
  - *On staff/teachers/administrators*
    - *Work from Home*
    - *Online setting enables increased collaboration with colleagues*
  - *On students/families*
    - *We provide a flexible and rigorous college preparatory curriculum that students can access from home.*
    - *As an established online school, we were able to provide continuity during the COVID 19 pandemic.*
    - *We offer a wide range of courses including Credit Recovery, Foundations/Essentials, Standard, Honors, AP, and Concurrent Enrollment*
    - *We are able to work closely with the entire family*

Successes

- *Variety of Data Points Utilized to Measure Success including:*
  - *Attendance hours, Contacts with school staff, Lesson Completion*
  - *Withdrawal Rates*
  - *Course Pass Rates*
  - *NWEA MAP*
  - *Special Populations Pass Rates*
  - *Year over Year Retention Rate*
  - *MTSS*
  - *Content Based Assessments*
  - *IEP Compliance*

Content Based Assessment Completion
K-8: 99%
9-12: 95%

K-5 Pass Rates: 96% (IEP 92%, 504 93%)

6-8 Pass Rates: 89% (IEP 80%, 504 75%)

9-12 Pass Rates: 87% (IEP 84%, 504 75%)

Reflection

- *Learning Moments*
  - Continuous improvement cycle through yearly SIP/state-district UIP
  - Cognia accreditation
  - Opening new schools
  - Offering a virtual school option to students who had experienced remote learning
- *Future Goals*
  - Growth of the school to ensure all students have school choice.
  - Increased connections with communities across the state
  - Improve academic achievement.
  - Continue to be a school where we believe ALL students can and WILL learn at high levels every day through the support of school staff.

Takeaways/Questions

GOAL Academy
Ramon Arriaga & Jill Toussaint

GOAL Academy High School
A Statewide
Online Learning Model

Blended Learning Initiative: Convening #5
April 22, 2022

Agenda

- Introductions
  - *Ramon Arriaga, Director of Student Support Services*
  - *Jill Toussaint, Chief Academic Officer*
- Objectives
  - *Describe GOAL Academy's Online Model*
  - *Answer questions about our School/Model*

Overview

- *GOAL Academy High School, D49 Authorized Charter*
  - *We maintain 37 Drop-In Center Across the State of Colorado*
  - *We Divide the state into 6 Regions*
    - *Southern, Central, Colorado Springs, Denver, Northeast, Northwest*
  - *Our first year of our Charter was 2008/2009, Operating in our 14th Year.*
- *Student population served*
  - *We serve grades 9 -12+*
  - *GOAL is a Statewide Public Charter School that serves Alternative Education Students through online education.*
  - *GOAL is a designated Alternative Education Campus with 94% of our students this year with 1 or more indicators.*
- *Other 'about us' key point*
  - We education about 5300 students statewide
  - Through we serve grades 9-12+, 50% of our population is in the 12th grade

Innovation

What makes you unique and Instruction/Learning Structure

Our Mission

- *Operation overview*
  - *GOAL is a statewide online school.*
  - *37 Drop-in Centers*
  - *6 Regions*
  - *Each Region has a regional principal, assistant principals, teachers, academic coaches, counselors, counseling assistance, Social Emotional Generalist, and Administrative Assistance.*

Our Drop-in Centers and Support System

- *Online, blended, on-site*
  - *GOAL Operates 100% online for all education delivery*
  - *Student use GOAL Sites as needed for counseling, fun activities, food stability and tutoring*
- *Student Structure*
  - *PODs (Support by Academic Coach)*
  - *Class Enrollments - Teacher Directed and Supported*
  - *We use Schoology for our Classroom Environment and Microsoft Teams for Communication, Live Sessions, Tutoring*
- *Synchronous, asynchronous, other*
  - *The majority of learning is asynchronous*
  - *Teachers hold weekly optional virtual live instruction*

Innovation

What makes you unique and Instruction/Learning Structure

THRIVE Programs to support student Goals

- *Schedule structure*
    - *Our Calendar is in Quarters (Q1, Q2, Q3 and Q4)*
    - *Our students are scheduled into 3 .5 credits per quarter*
- *Achievement measure (competency-based, mastery-based)*
    - *GOAL Has two graduation Pathways: 22 Credits or Senior Recovery Competency-based*
    - *All students that graduate from GOAL graduated with something in addition to their Diploma*

Successes

- *Positive Impacts*
  - *GOAL serves many students that have previously dropped out of school, we are a safety net school for students*
  - *GOAL graduated close to 1000 students a year, all students that graduate from GOAL have something in addition to their high school diploma*
  - *GOAL helps students to get connected with community resources putting an emphasis on Social Emotional Support*
  - *GOAL meets students where they are academically*
- *Data*
  - *GOAL uses internal Measures, District Measure through our Annual Performance Report and State Measures on the School Performance Framework (AEC)*
  - *Internal Measures include: Daily Attendance, Daily Connection, Passrate of classes, Retention of Students, Growth using the STAR360*
  - *APR includes: Academic, Operational, Financial and Governance measures*
  - *SPF includes: Academic Growth, Academic Achievement, Student Engagement and Post-Secondary and Workforce Readiness*
- *Other 'success' key point*
  - MTSS Process (Show Up, Connect, Succeed)
  - Concurrent Enrollment Program
  - CTE -Programs Virtually
  - E-sports program

Takeaways/Questions

Examples of Rural/Small Rural Districts Utilizing State Supplemental Program

Blended Learning Initiative: Convening #5
April 22, 2022

Agenda

Overview of State Supplemental Program
Dan Morris – Colorado Digital Learning Solutions

Overview of Rural Online Usage/Programs- Contributing districts and leaders
- CRBOCES – Yampah Mountain HS- Ken Hartonstall, Executive Director
- Bayfield School District- Leon Hanhardt, Superintendent
- Wiggins District 50- Trent Kent, Superintendent: Mike Book, HS Principal
- Yuma Schools- Dianna Chrisman- Superintemdent
- WestEnd Schools- Clint Wytulka, Superintendent
- Various other example of districts using supplemental online program

What is the State "Supplemental" Program?

CDLS — Colorado Digital Learning Solutions
www.ColoradoDLS.org

- State program (Legislature, CDE, BOCES) – subsidized by state funding
- Offers online courses that the district/school can't offer.
- Offers students a needed course that students can't take due to a scheduling conflict.
- Provides access to online courses for students unable to attend school.
- Provides a way for students who start school late to catch up.

- Provide access to course options based on individual student needs
- Provides advanced and additional options.
  - Electives (including AP & Concurrent)
  - Career and technical education
- Offers students opportunities for credit recovery.
- Addresses teacher shortages in critical content areas.
- Leverages access to courses from multiple sources and "vendors"

CDLS is NOT an "Online School"

- Students remain enrolled in their local school
- District decides what courses are offered
- District only pays for the number of students enrolled in the supplemental program- no minimums or "contracts"
- District can offer supplemental online program to students and parents as part of their course offerings and registration process
- Courses ARE NOT "independent study"

Instructional and Student Support Models

How districts support students and establish online programs

- Provide "supplemental" and "full-time" options for students
  - Expanding course options and greater flexibility in scheduling
  - Address teacher shortages
  - Student medical and suspensions
- Scheduled time as part of student's daily and yearly schedule
- District assigns "online" monitors/mentors to support and monitor student progress
- District assigns local teachers as online instructors/co-instructors
- CDLS Courses are taught by licensed Colorado teachers (100+ instructors)
- Allows students to work and progress through semester schedule
- District and CDLS partner to "customize" courses as need at the student level
- District provides "online learning space" monitored by district staff
- District establishes policies outlining "online learning" requirements and expectations as part of the districts instructional program to expand student and "personalized" options

KEYS TO STUDENT SUCCESS

➢ Colorado Based Program and Leadership with 80+% success rate
➢ Partnership Focused on the Student

  ➢ Online Instructors

  ➢ District Site Coordinators

  ➢ District Instructors, Counselors, Mentors, and special needs support

  ➢ Flexibility in Scheduling

  ➢ Monitoring of Student Progress

➢ Established Locally Determined Educational Online Policy

➢ Technical and Administrative Support

➢ Experienced and Colorado Licensed Teachers

➢ Over 400 Quality Course Offerings

  ➢ CTE Course Offerings

  ➢ High School, Middle School and Elementary Courses

  ➢ NCAA and AP Approved "asynchronous" online Courses

  ➢ Approved "asynchronous" online Concurrent Enrollment

➢ Mobile Friendly

Students Participating:

	2017-18	2018-19	2019-20	2020-21	2021-22
Fall	804	926	1378	3826	2454
Spring	651	1035	1549	3739	2214
Summer	60	156	657	778	
	1515	2117	3584	8343	4668

Student participation for 2021-22 has already exceeded the pre-Covid 2019-20 school year by 30%.

CDLS is also seeing increased student participation based on districts experiencing teacher shortages in many content areas.

Students Taking Courses
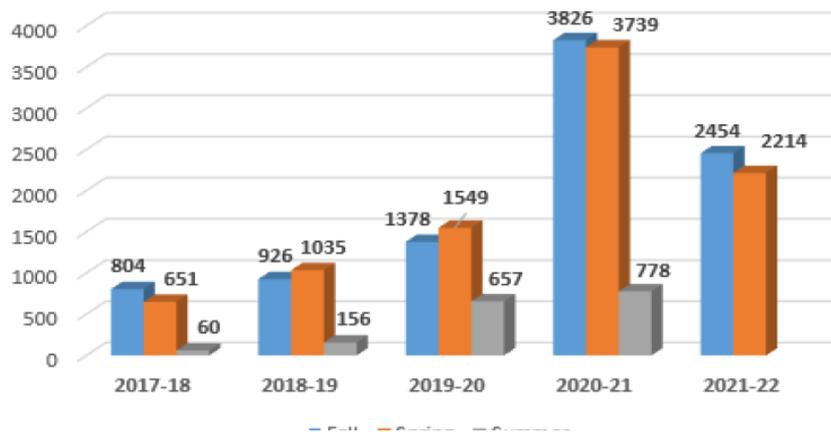
Course Enrollments

	2017-18	2018-19	2019-20	2020-21	2021-22
Fall	1047	1082	1699	13235	5610
Spring	811	1476	1689	11190	5229
Summer	75	207	955	1242	
	1933	2765	4343	25667	10839

Enrollments for Fall 2021 decreased by 61% over the Covid Fall of 2020 but have already increased by 150% over the pre-Covid 2019-20 school year. Additionally, the enrollments per student decreased from an average of 3.5 courses per student for Fall 2020, to 2.2 courses per student for Fall 2021. The 1242 enrollments for Summer 2021 represented the largest summer term CDLS has ever experienced.

Course Enrollments
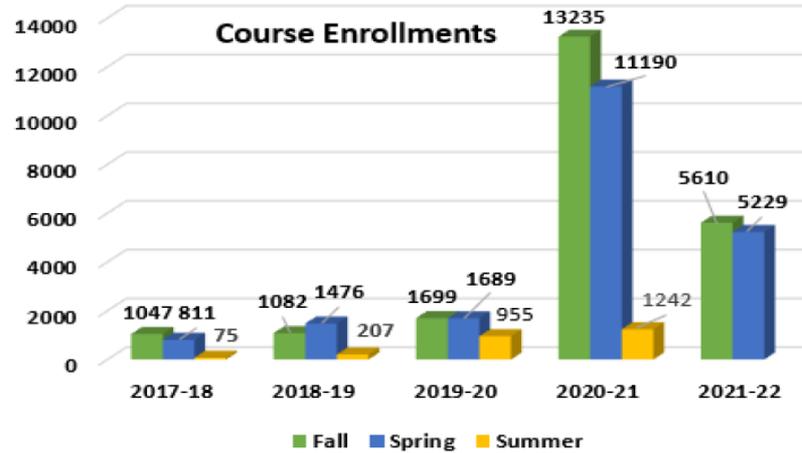
CRBOCES - Yampah Mountain HS

- **How have and how are you using online learning to support your students?** Our staff have used CDLS courses to develop a true hybrid approach that meets the needs of the Yampah students. Using CDLS content, our instructors can bridge in and out of the brick and mortar so students can always connect with staff.
- **What are the greatest successes you have seen?** Every student in Yampah is taking at least one CTE course and many are using CTE courses to provide grounding in their chosen pathway to explore careers and next steps.
- **What are the greatest challenges you have seen?** Like any other high school kid, keeping the kids motivated, but with the Yampah philosophy, that isn't super hard.

CRBOCES - Yampah Mountain HS

Student Options	Enrollments
CTE Explore Coding 1 CW: Introduction to Programming	1
CTE Explore: Agriscience CW	1
CTE Explore: Concepts of Engineering and Technology	1
CTE Explore: Emergency Medical Responder : Introduction	2
CTE Explore: Forensic Science CW	2
CTE Explore: Forestry and Natural Resources CW	3
CTE Explore: Foundations of Game Design 1 CW	5
CTE Explore: Health Science- Nursing CW	4
CTE Explore: Principles of Welding	1
CTE Explore: Sports Medicine CW	2
CTE Explore: Veterinary Science- The Care of Animals	2
CTE Animation	22
CTE Digital Media Fundamentals	12
CTE Marine Science: Trash to Treasure Plastic Ocean	17
Grand Total	**75**

Bayfield Schools

- Bayfield School District is located in Southwest Colorado, centered between Durango and Pagosa Springs
  - 1350 Students K-12
  - Approximately 25 students full time on CDLS during the pandemic

- Bayfield has hired a .5 FTE as the Student Success Coordinator for Online Learning using ESSR funds
  - Provides opportunities for students to get tutoring, ask questions, get clarification on assignments
  - Follow up with families and students on progress monitoring
- Waiver
  - BSD completed the waiver using this model
  - Policy changes to include "Online Learning"
    - Identifies use during a health crisis
    - Identifies CDLS as an online learning option

Bayfield Schools

- Bayfield School District Student Success Coordinator for Online Learning using ESSR funds
  - Provides opportunities for students to get tutoring, ask questions, get clarification on assignments
    - Holds weekly GoogleMeets "office hours"
    - Engages with students through weekly Google Classroom Attendance Question
    - Assists with minor technology issues
  - Follow up with families and students on progress monitoring
    - Sends personal parent weekly emails with positive message, login minutes, current grades and missing assignments to
    - Suggests ideas for parents to use as support for their kid learning
    - Enters weekly grades in PowerSchool

Bayfield Schools

- Successes
  - 89% students passing pass rate
  - Students report liking this option because they can work, self-pace, being in charge of own learning experience, and school "day" flexibility (and math courses)
  - Students have larger elective selections to match self-interests

- Challenges
  - Parents confused about expected login minutes and its display on student dashboards
  - Consistency among building sites expectations
  - Class names in District grading platform

Schools	Student Enrollments
⊟ BAYFIELD HS	129
⊟ Advanced Placement	3
Social Studies	3
⊟ Core - Main	70
Language Arts	17
Mathematics	13
Science	21
Social Studies	16
World Languages	3
⊟ Credit Recovery	2
Language Arts	1
Mathematics	1
⊟ CTE-Agriculture, Natural Resources, and Energy	3
CTE	3
⊟ CTE-Business, Marketing, and Public Administration	3
CTE	3
⊟ CTE-Health Science, Criminal Justice, and Public Safety	6
CTE	6
⊟ CTE-Skilled Trades & Technical Services	1
CTE	1
⊟ CTE-STEM, Arts, AV, Design & Information Technology	3
CTE	3
⊟ GT Electives	1
Electives	1
⊟ HS Electives	33
Electives	21
Fine and Performing Arts	3
Health and Fitness	9
⊟ Middle School	4
Mathematics	4

Schools	Student Enrollments
⊟ BAYFIELD INTERMEDIATE SCHOOL	20
⊟ Elementary	20
Language Arts	5
Mathematics	5
Science	5
Social Studies	5
⊟ BAYFIELD MS	36
⊟ HS Electives	2
Electives	2
⊟ Learning Recovery	1
Science	1
⊟ Middle School	33
Language Arts	8
Mathematics	8
Science	9
Social Studies	8
⊟ BAYFIELD PRIMARY SCHOOL	16
⊟ Elementary	16
Language Arts	4
Mathematics	4
Science	4
Social Studies	4
Grand Total	**201**

39 Students

5.2 course registrations per student

Wiggins Schools

- Location
  - 50 miles East of Denver on I -76
  - Gateway to the Plains and the Rockies
- Population
  - 2016: 558
  - 2021: 834
    - 49% Growth in 5 years
- Diversification of student needs
  - Credit Recovery, CTE, AP, Concurrent Enrollment
  - Core Classes, Expulsion Requirements

Wiggins Schools

How have and how are you using online learning to support your students?

- New Students (Showing up at different times during the year)
  - Fill gaps
  - Requirement fulfillment
- COVID (Hybrid)
  - Full time at home students have/had access to CDLS Classes K-12
- Student Interests/ILP
  - AP Courses
  - CTE
    - Business
  - Electives
- Teacher Shortage
  - Asynchronous/scheduled/locally monitoed CDLS English classes for freshmen and sophomores

Wiggins Schools

Success Stories

- Offer ILP options for our students
  - Marine Science
  - SAT Prep
  - German
- CDLS is an incredible resource when the master schedule does not fit for every student. It has allowed us to fill those gaps in a student's education that we are unable to schedule for them.

Challenges

- The biggest challenge that we have encountered is students not adhering to the due dates and becoming overwhelmed with the amount of work due at the end of the semester. This is not a CDLS problem, it is individual time management.

Schools	Student Enrollments
WIGGINS ELEMENTARY	**4**
Elementary	**4**
Language Arts	1
Mathematics	1
Science	1
Social Studies	1
WIGGINS HIGH SCHOOL	**203**
Core - Main	**165**
Language Arts	123
Mathematics	17
Science	9
Social Studies	8
World Languages	8
Credit Recovery	**6**
Language Arts	6
CTE-Business, Marketing, and Public Administration	**3**
CTE	3
CTE-Health Science, Criminal Justice, and Public Safety	**1**
CTE	1
CTE-Skilled Trades & Technical Services	**1**
CTE	1
CTE-STEM, Arts, AV, Design & Information Technology	**2**
CTE	2

Schools	Student Enrollments
HS Electives	**11**
CTE	1
Electives	8
Health and Fitness	2
Middle School	**10**
Language Arts	3
Mathematics	1
Science	3
Social Studies	3
MS Electives	**4**
Electives	3
Health and Fitness	1
Grand Total	**207**

140 students

1.5 course enrollments per student

Yuma Schools

- **How have and how are you using online learning to support your students?**
  - We currently have a few students using this as a remote option due to Covid,.
  - We use the supplemental courses for middle school summer school and high school credit recovery as well as elective options for high school students seeking specialized courses.
  - We have also held the potential of using CDLS in the event we are short staffed as a replacement for specific specialized courses such as Spanish.
- **What are the greatest successes you have seen?**
  - The ability to provide for individual student needs has been our overall long-term success.
  - Being able to address short term medical needs by using supplemental courses.
- **What are the greatest challenges you have seen?**
  - Ensuring students follow through with the courses independently. We have found the solution to this is having a teacher or admin review progress weekly in addition to the CDLS provided instructor.

Yuma Online Learning

- Credit Recovery
- Electives
    - U.S. Government
    - Sociology 1: The Study of Human Relationships
    - Accounting
    - Nutrition and Wellness
    - Entrepreneurship 1a: Introduction
    - Anatomy & Physiology
    - Veterinary Science: The Care of Animals
    - Game Development
    - Principles of Information Technology 1a: Introduction
    - Law & Order: Introduction to Legal Studies
    - Applied Medical Terminology
    - Forensics: The Science of Crime
    - Art History & Appreciation
- Middle School Options
    - MS - English, Math, Science
    - MS Photography: Drawing with Light
    - MS Digital Art and Design
    - MS Coding 1 Introduction

West End Schools (Nucla)

- How have and how are you using online learning to support your students?
  - Access to electives and courses that we cannot support locally
  - Ability to address teacher shortages so we could expand options for students
- What are the greatest successes you have seen?
  - Ability to offer our students the same opportunities larger districts have.
  - Ability to work with CDLS to customize and modify courses based on our student needs.
- What are the greatest challenges you have seen?
  - Supporting and preparing students to be successful in online courses.

West End Online Learning

- District Cohort Courses (teacher shortage)
  - World Geography
  - Economics
  - U.S. History
  - Algebra 2
  - World History
  - MS Academic Success
- Concurrent Enrollments
  - College Algebra
  - Communication Arts I - Eng 101
  - Communication Arts II - Eng 102
- Electives
  - French
  - Accounting
  - U. S. Government

- Forensic Science 1: Secrets of the Dead
- Anthropology 1
- Anatomy & Physiology
- Veterinary Science: The Care of Animals
- Creative Writing
- Criminology
- Native American Studies
- Web Development 1
- Law & Order: Introduction to Legal Studies
- Applied Medical Terminology
- Forensics: The Science of Crime
- Art History & Appreciation
- Introduction to Welding

Schools	Student Enrollments
⊟ YUMA HS	15
⊟ Core - Main	8
Mathematics	1
Science	2
World Languages	5
⊟ Credit Recovery	1
Language Arts	1
⊟ CTE-Business, Marketing, and Public Administration	2
CTE	2
⊟ CTE-Health Science, Criminal Justice, and Public Safety	2
CTE	2
⊟ HS Electives	1
Electives	1
⊟ Middle School	1
Language Arts	1
⊟ YUMA- MORRIS ELEM	7
⊟ Elementary	7
CTE	1
Fine and Performing Arts	1
Health and Fitness	1
Language Arts	1
Mathematics	1
Science	1
Social Studies	1
⊟ YUMA MS	20
⊟ Middle School	16
Language Arts	4
Mathematics	4
Science	4
Social Studies	4
⊟ MS Electives	4
Electives	4
Grand Total	42

16 Students

2.6 course enrollments per student

School	Student Enrollments
⊟ NUCLA HS	68
⊟ Core - Main	27
Language Arts	8
Mathematics	13
Science	1
Social Studies	3
World Languages	2
⊟ Credit Recovery	7
Mathematics	3
Social Studies	4
⊟ CTE-Agriculture, Natural Resources, and Energy	1
CTE	1
⊟ CTE-Skilled Trades &; Technical Services	1
CTE	1
⊟ CTE-STEM, Arts, AV, Design &; Information Technology	2
CTE	2
⊟ HS Electives	24
Electives	19
Health and Fitness	5
⊟ Middle School	6
Language Arts	3
Mathematics	3
Grand Total	68

38 Students

1.7 course enrollments per student

South Routt Online Learning

High School Electives

- Art in World Cultures
- Drawing
- German
- American Sign Language
- Heath Science
- Learning in a Digital World
- Mythology and Folklore: Legendary Tales
- Personal and Family Finance
- Sociology
- Structure of Writing
- World Religions
- SAT Writing & Language

- Augmented & Virtual Reality Applications
- Anatomy and Physiology
- Anthropology
- Astronomy
- Civics
- Consumer Math
- Earth & Space Science
- Creative Writing
- Economics
- Digital Photography
- Entrepreneurship
- Forensic Science
- Fundamentals of Aviation Science

School	Student Enrollments
⊟ SOUTH ROUTT RE 3	49
⊟ SOROCO HS	49
⊟ Core - Main	20
Language Arts	13
Mathematics	1
Social Studies	4
World Languages	2
⊟ CTE-Business, Marketing, and Public Administration	2
CTE	2
⊟ CTE-Health Science, Criminal Justice, and Public Safety	7
CTE	7
⊟ CTE-STEM, Arts, AV, Design &; Information Technology	2
CTE	2
⊟ HS Electives	14
CTE	3
Electives	10
Fine and Performing Arts	1
⊟ Test Prep	4
Language Arts	4
Grand Total	**49**

27 students

1.8 course enrollments per student

Campo Online Learning

- High School Options
  - Pre-Calculus
  - German
  - Spanish 1
  - Spanish 2
  - Academic Success
  - 3D Modeling
  - Fundamentals of Aviation
  - World History

- Concurrent Enrollments
  - College Algebra
  - Finite Math

School/District	Student Enrollments
⊟ **WELDON VALLEY HIGH SCHOOL**	**95**
⊟ **Core - Main**	**79**
Language Arts	3
Mathematics	52
Science	9
Social Studies	7
World Languages	8
⊟ **Credit Recovery**	**3**
Language Arts	1
Mathematics	1
Science	1
⊟ **CTE-STEM, Arts, AV, Design &; Information Technology**	**7**
CTE	7
⊟ **HS Electives**	**6**
CTE	1
Electives	3
Health and Fitness	2
Grand Total	**95**

52 Students

1.8 course enrollments per student

School	Student Enrollments
⊟ **WEST GRAND HS**	**54**
⊟ **Core - Main**	**31**
Language Arts	7
Mathematics	10
Science	2
Social Studies	7
World Languages	5
⊟ **Credit Recovery**	**11**
Language Arts	2
Mathematics	3
Science	3
Social Studies	3
⊟ **CTE-Business, Marketing, and Public Administration**	**1**
CTE	1
⊟ **CTE-Health Science, Criminal Justice, and Public Safety**	**2**
CTE	2
⊟ **HS Electives**	**9**
Electives	2
Health and Fitness	7
Grand Total	**54**

21 Students

2.6 course enrollments per student

School	Student Enrollments
⊟ BETHUNE SCHOOL	58
⊟ Core - Main	26
Language Arts	13
Mathematics	5
Science	3
Social Studies	2
World Languages	3
⊟ CTE-Business, Marketing, and Public Administration	1
CTE	1
⊟ CTE-Health Science, Criminal Justice, and Public Safety	2
CTE	2
⊟ CTE-STEM, Arts, AV, Design &; Information Technology	1
CTE	1
⊟ HS Electives	10
Electives	8
Health and Fitness	2
⊟ Middle School	8
Language Arts	2
Mathematics	2
Science	2
Social Studies	2
⊟ MS Electives	8
Electives	8
⊟ Test Prep	2
Mathematics	2
Grand Total	58

34 Students

1.7 course enrollments per student

World Languages

CDLS has supported 2133 students from 111 school districts who enrolled in and completed work in 6 different World Languages

RIDGWAY R-2	40
American Sign Language 1	6
Chinese 1	1
French 1	11
French 2	2
German 1	1
Latin 1	3
Spanish 1	5
Spanish 2	2
Spanish 3	8
Spanish 4	1

REVERE SCHOOL DISTRICT	26
American Sign Language 1	8
French 1	1
German 1	1
Spanish 1	9
Spanish 2	7

EAST OTERO R-1	20
American Sign Language 1	10
American Sign Language 2	1
Chinese 1	3
French 1	2
German 1	1
German 2	1
Spanish 2	2

FREMONT RE-2	67
American Sign Language 1	2
Chinese 1	1
French 1	2
German 1	1
Latin 1	1
Spanish 1	51
Spanish 2	9

■ "The overarching theme that emerged from this report is that state virtual schools *(supplemental programs)* are poised to do much more than to expand course access to rural students and districts, and the role they play in the K-12 education ecosystem is growing to include a variety of services beyond the original mission and vision of these entities. These "value-adds" include working to find innovative ways to get digital content into the hands of less-resourced students, creating fiscally sustainable partnership models that help empower districts in their own growth and improvement, building capacity for diverse learning models across the states in which they operate, and in pioneering new hybrid and/or student-centered programming that addresses authentic needs."

■ See: https://www.i4tlresearch.org/partnering-rural-student-success

■ CDLS works to expand options for rural districts -https://drive.google.com/file/d/11lcV-qHc31ymBcAUSdXNm3KOgkKudoZZ/view?usp=sharing

Takeaways/Questions