Course-level, proportional & competency-based funding
The stakeholder group should explore how to implement course-level, proportional, and competency-based funding for schools. There are several educational systems currently exploring these concepts that can be utilized as relevant examples. In these models, students are able to earn recognized course credit for taking a number of digital courses from a choice of providers outside the school or district where they are enrolled. This model creates a system where schools can explore course-level, proportional, and competency-based models and move away from a seat time requirements.

Expand student accountability measures
The current accountability system in Colorado is heavily based on singular assessments, and it has a misalignment of incentives and consequences for schools, teachers, students, and parents. Multiple data points beyond state assessments can and should be used to determine accountability. The use of objective, verifiable, and multiple measures of student achievement as indicators of school quality is absolutely necessary, but a comprehensive accountability measure requires multiple data points. Some educational providers in Colorado have begun to use school-specific composite accountability measures that could be used for further study in the pilot program(s) that may provide schools with in-depth analysis and explanation of academic, financial, and organizational performance outcomes for the purpose of demonstrating repeatable results in multiple settings.

Improved student count measures
For all schools, but particularly for online and blended learning, any student count model needs to de-emphasize seat time. A step toward a competency-based system could be achieved by implementing a count process based on participation in the form of work completion rather than seat time. A pilot program would provide an opportunity to study the details of a participation-based count no matter what student count model is used in Colorado.

Raising student success and performance through tiered interventions
Explore how students can be supported through the use of tiered interventions. In order to serve students, online schools in partnership with parents need to initiate interventions and practices to support the individual students based on a well-integrated system that is matched to students' academic, social-emotional, and behavioral needs.

Determine the student requirements and responsibilities associated with success in online education
Online education is an excellent choice for many, but not all, of Colorado's students. The transition to an online education may be difficult, misunderstood, or not the appropriate educational path for the student. In order to serve these students and ensure their success, student, parents, and online schools all need to understand and accept their requirements and responsibilities.