Summary Report of the Operations and Activities of Online Programs in Colorado
February 1, 2010

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Achievement

Cover Photo: The Cooney family students, all enrolled in Colorado Virtual Academy, have a scheduled time and place in their home for working on their online coursework.

Acknowledgments

Table of Contents

Executive Summary

Pursuant to section 22.30.7-109(1)(a) and (d) C.R.S., online programs in Colorado are required to submit an annual report to the Colorado Department of Education's Unit of Online Learning. As per the "CDE Rules for the Administration, Certification and Oversight of Colorado's online programs," individual program reports were submitted on Dec. 1, 2009 and are herein summarized.

Pursuant to CRS 22-30.7-103(3)(f)and (h) the Unit of Online Learning shall evaluate reports submitted by online programs pursuant to CRS section 22-30.7-109, as such evaluation is described in section 22-30.7-110; and to compile the reports submitted by authorizers and school districts pursuant to section 22-30.7-109 and prepare a summary report to be submitted on or before Feb. 1, 2008, and on or before Feb. 1 each year thereafter, to the Colorado State Board of Education and the Education Committees of the House of Representatives and the Senate.

This review provides information on the activities and structure of single district and multi-district online programs for the 2008-2009 school year and also includes 2009 October count data. It addresses not only the reporting requirements outlined in the "CDE Rules for the Administration, Certification and Oversight of Colorado's Online programs," but also gives insight into other areas of program delivery about which the public has inquired.

Demographics and Accountability Data

Increasing numbers of students in Colorado are choosing online programs as the means of attaining an education and a high school diploma. Very few districts in the state have no students enrolled in an online course of study. Online student enrollment in 2009 increased 12.5 percent from the 2008 CDE October count. This figure does not include the increase in students taking supplemental online courses.

> *"...87 percent of online students come from districts other than those that authorize their online program."*

It is interesting to note that 87 percent of online students come from districts other than those that authorize their online program. In many cases (Kaplan Academy, Vilas Online, Branson Online, Colorado Distance and Electronic Learning Academy (CDELA), Insight and Karval Online) 99.9 percent to 100 percent of the students come from other districts.

Relative to the state-wide representation, students in online programs show a wide variation in their race/ethnic representation. **Colorado Connections Academy** has the least diversity with 93 percent of the students being white, non-Hispanic, and both **Guided Online Academic Learning (GOAL) Academy** and **Hope Online Learning Academy** show the most diversity with 32 percent of the student population being white, non-Hispanic.

The non-completion rate is high in online programs. Because of the formula used for course completion rates, this rate is not reflected in that data. It is reported, however, in the table on page 14 which show the October count in 2008 and the number of students who remained at the end of

the year. For example, CDELA shows a non-completion rate of 56 percent; Insight a rate of 47 percent; Vilas Online 25 percent; and Hope Online 24 percent. Unlike their brick and mortar siblings, online programs can attribute some of the non-completion issues to students who believe that online learning will be "easier" than the traditional structure and then pull out when they discover that expectations are the same. Additionally, online programs attract a high percentage of students who are already at risk because of problems encountered in the brick and mortar environment.

> *"There are currently 19 online programs that have received multi-district certification, with four additional applications pending evaluation."*

Multi-district online programs are certified to serve students anywhere in the state. Seven single district online programs also submitted annual reports which are included in this summary document. Interest continues to increase among single districts that want to start their own online program. Several districts are currently in the investigation process, seeking ways to provide curriculum and teaching to students in an online environment.

Although there are students who are performing at the Proficient or Advanced level on the Colorado Student Assessment Program (CSAP), the average scores for online programs continue to be below the state average. Some programs, however, are showing an increased level of student performance with **Branson School Online** notably showing significant improvement. (See Longitudinal Growth Data, page 20). Specific data for each online program can be found in Appendix A of this document.

Edison Online Academy student, Josiah, interacts with his online teacher through a video-conferencing class session.

Curriculum

In Colorado, the majority of online programs focus on the secondary level. Some are K-12 programs with a few, **LPS@Home** (Littleton Public Schools) among them, serving only elementary students. The number of individual courses offered at the secondary level (grades7-12) shows a wide

variation, ranging from five courses at **Academy Online High School** (Academy 20 District) to 244 courses at **Colorado Connections Academy**. All programs indicated that they have an evaluation process for aligning and updating their courses, whether the courses are developed "in house" or are acquired through commercial course providers. More online programs this year are reporting use of a combination of courses developed "in-house" and those purchased through a third-party vendor, rather than relying solely on vendor coursework or courses developed by staff within the program.

"Commendably, graduation and completion rates for online programs, on the average, have increased from the previous reported year."

The data reported for student-teacher ratios, is not self-reported by the online programs, but rather was pulled from CDE data collections. The calculation shows a ratio ranging from a low of 1:20 in both **Branson Online** and **Vilas Online,** to a high of 1:317 **in Kaplan Online Academy** (Garfield Re-2 District).

Student Support and Initiatives

Some online programs serve what they determine to be "at risk" populations. In order to provide consistency for reporting, they were asked to report their "at risk" student numbers based on the National School Lunch Act definition. The table reflecting those figures cites lows of 0 percent of "at risk" students attending **Kaplan Online Academy** and 1 percent at **eDCSD** Online Education (Douglas County School District), to a high of 50 percent of students categorized as "at risk" attending **Crowley County Online.**

It is essential that online programs have strong systems in place to help students understand the structure and their personal responsibilities and remain in the educational organization. Online programs are diligent in using screening and placement tools prior to placing students in coursework. After the students are placed, progress is monitored and either teachers or other professionals work with individual students who are falling behind.

Future initiatives, as we saw in last year's reporting, vary from very simple proposals to system-wide overhauls. Response to Intervention (RtI) again was mentioned as an initiative newly implemented for the current school year or proposed for the 2010-11 school year. It is evident from the concrete, detailed descriptions that Colorado's online programs are earnestly striving to not only use technology tools effectively, but to also implement proven strategies to raise student achievement.

Monte Vista Online High School student, Sarah Oden, uses her headset and microphone to complete her French assignments.

Budgets for Online programs

For the 2009 Annual Report, online programs were asked to submit their annual budget "which accounts for all state funding received by the online program in accordance with existing budgetary requirements consistent with the program's authorizer or school district." Total annual budgets for multi-district online programs ranged from a low of $72,440 to a high of $30,087,685. Single district program budgets were not clearly defined because many of the programs' budgets were included in the overall district budget. The percentages spent on specific budget categories varied considerably between programs, with the category of "supplies", for example, ranging from a high of 24 percent to a low of 0 percent. Budget information for each program can be found in the appendices, with detailed comments from the programs on how expenditures were categorized.

Alignment to the Quality Standards

The fifteen Quality Standards, used as standards not only for quality but also accountability, are the cornerstone of both the Application for Certification of multi-district programs and for the Annual Report of online programs. All online programs, both single and multi-district, described in narrative form how they meet each of the Quality Standards. In this report, each Quality Standard is addressed with a detailed summary of how the standard is met, as well as which programs may not be completely meeting the standard. The majority of Colorado's online programs are meeting most, if not all, of the Quality Standards.

"Approaches include a strong corporate directive, solid direction from a board of directors, authorizing district oversight and the incorporation of parent -staff advisory committees."

The first standard addresses an online program's governance, vision and organization. Authorizing districts differ on their approach to stakeholder and community input into the goals and mission of the online program.

The second standard addresses standards-based curricula and data driven instructional practices. Review of report submissions showed that district-led programs were more likely to develop their

own content using district teachers who have experience with Colorado's Model Content Standards and district-specific benchmarking. Many online programs rely on third-party vendor provided curriculum, with some staff developed curriculum to fill gaps.

The third standard considers the adequacy of technological infrastructure. For the most part, online programs document strong technology infrastructures with many programs relying on their third-party content providers also as providers of servers, technology support for software and hardware and technology tools used to support the learning environment. Fully half of the state's online programs report complete reliance on the authorizing district's technology infrastructure.

The fourth standard looks at internet safety, a key issue for every educational institution in Colorado but doubly important for programs whose students interact online on a daily basis. All online programs, both single and multi-district, report that they comply with federal requirements regarding internet usage as dictated in the Child Internet Protection Act (CIPA).

The fifth standard addresses sound financial and accounting practices and resources. In their reporting of alignment with this Quality Standard, almost all online programs indicated that they met the standard by meeting the requirements of the Colorado State Board of Education as set forth in the "Financial Policies and Procedures Handbook" for Colorado public school districts. All district-led programs mentioned that they follow all financial policies and procedures of their district. Many charter online programs cited their EMO (educational management organization) as being responsible for all of the program's financial pieces. The EMO not only develops the budget, they also have oversight for all expenditures. Although all indicated that the budget is "open to the public," very few addressed the specifics of transparency.

"All of the online programs indicate that an important part of their structure is the ability to individualize instruction based on the results of assessments and progress monitoring."

The sixth standard speaks to student academic performance and improvement through four important areas: individual student academic growth, mastery of content standards, individual growth toward performance expectations and instructional strategies informed by analysis of assessment results. All of the online programs indicate that an important part of their structure is the ability to individualize instruction based on the results of assessments and progress monitoring. The programs cited strengths such as differentiated benchmarking, the ability to identify achievement gaps easily, extensive use of RtI, progress monitoring through the Learning Management System, unit and semester tests and "multiple opportunities to demonstrate skill and knowledge.

The seventh standard deals with monitoring and assessment of student academic performance and improvement.   Online programs are subject to the same statutory requirements as brick and mortar institutions, so all reporting programs describe the use of state mandated assessments. The programs also describe regular benchmark testing, course assessments, student portfolios, ongoing

writing sample evaluations, reading assessments, projects, discussion boards, blogs, oral reports and labs.

PSD Online (Poudre School District) high school student, Tim Abney, doesn't solely work on computer course work. Here he is reading to brick and mortar kindergarten students in the Kindergarten Book Buddies Club.

The eighth standard assesses how Colorado's online programs provide support to students in order to strengthen course completions. All programs have a process involving staff and teacher support with a variety of interventions to keep students on track. Several programs mentioned the use of RtI to identify students and keep them on track.

The ninth standard speaks to the existence of a defined policy that covers the three critical areas of attendance, participation and truancy. Online programs should also have addressed how teacher/student interaction is documented within their programs. Most online programs adopt their authorizing district's attendance and truancy policy and cite it in their individual annual reports. It is in the area of the documentation of teacher-student interaction that many annual reports fell short. Since the statutory definition of "Online Program" includes instruction from a teacher to a student at a distance," the absence of documentation about this interaction and instruction is of concern.

The tenth standard addresses data analysis, management and reporting. Online programs need to demonstrate the capacity to support and store all critical student, program and staff data for expedient retrieval and analysis. The majority of online programs reported a reliance on district software and hardware to store and retrieve data. They also cited compliance with Colorado law and required auditing practices as evidence of capacity to support and report data. District policy was also frequently named as the source of policy in these targeted areas.

The key component of **standard eleven**, like the data standard, is the existence of a policy regarding the provision of guidance counseling. Colorado's online programs have a variety of ways of addressing this standard. Some programs have complete departments to serve a large student population. Colorado's Counselor Corps grants have favorably impacted online programs such as **GOAL Academy** and **Branson Online**, by providing additional counselors.

Standard twelve addresses the way that online programs communicate with the parents and guardians of their online students. Many programs have requirements for how often the teacher

must contact the parent and contacts and communications are carefully logged. Most programs also cited versions of a parent/student handbook as a key communication piece. Reporting online programs cited many technology-enabled tools, such as blogs, Web site, e-mail, telephone calls, and online newsletters, as ways of providing up-to-date information to the home. Interestingly, online programs also reported face to face meetings, parent's nights, open-house, home visits and face to face orientation sessions as ways of communicating with parents and guardians.

Standard thirteen speaks to provisions for students with special needs, including gifted and talented students and English language learners. Again, this year, many online programs are reporting that as schools within a district, they rely on the district to provide services for students who are eligible for title 1, ELL and special education services. Several programs have licensed special education teachers, with some also citing use of a special education and ELL coordinator.

"All of the online programs reported using data, in a systematic intentional way, to differentiate and target instruction, and set programmatic and student achievement goals."

Standard fourteen addresses program evaluation and improvement.   All of the online programs reported using data, in a systematic intentional way, to differentiate and target instruction, and set programmatic and student achievement goals. Many programs report having teams reviewing bodies of evidence to determine strategies and benchmarks for program goals. Most programs report using technology tools to record, store and report student data. Programs reported formalized processes for reviewing data, with some indicating weekly meetings to evaluate data and others reporting more infrequent times up to once a year.

Standard fifteen deals with the requirement for completing background checks on any adult who is in unsupervised contact with children, whether in a physical environment or an online environment. All online programs reported compliance with Colorado statute which requires background checks of all employees.

Conclusion

The 2008-09 school year saw improvements in student success in many of Colorado's online programs. Although most are still behind the state average, a few notable programs are "moving the dot" of student achievement up into the high growth/high achievement quadrant of the Colorado Growth Model http://www.schoolview.org/performance.asp . Until more students are staying with programs long enough to measure growth, and until programs have more students for whom achievement data can be included, growth will not be visible on the longitudinal model. Thus, it is still important to look at the CSAP scores and AYP tables as shown in this report.

It is encouraging to see more and more programs using RtI as a means of identifying and serving individual students. Likewise, it is a positive step that more programs are employing guidance counselors and credentialed staff for special education and English Language Learners. These efforts are paying off for the programs as can be evidenced by the data.

Some programs, seeing the value of lower student to teacher ratios, have hired more licensed teachers. This value added strategy is directly tied to increased achievement and decreased withdrawals and is strongly recommended to the online programs that continue to rely too heavily on digital content.

 Of the most concern are the very few programs that appear to spend a high percentage of their resources on promoting web-based curriculum that alone will not advance student academic success. These programs need additional support and strong guidance for infusing tested methods and systems that have been successful in online learning environments for promoting student achievement.

Josiah, an elementary student at a Hope Online Learning Center.

I.   Introduction

Pursuant to section 22.30.7-109(1)(a) and (d) C.R.S., Colorado online programs are required to submit an annual report to the Colorado Department of Education's Unit of Online Learning. As per the "CDE Rules for the Administration, Certification and Oversight of Colorado's online programs," individual program reports were submitted in Dec. 2009 and are herein summarized.

Pursuant to CRS 22-30.7-103(3)(f)and (h) the Unit of Online Learning shall evaluate reports submitted by online programs pursuant to CRS section 22-30.7-109, as such evaluation is described in section 22-30.7-110; and to compile the reports submitted by authorizers and school districts pursuant to section 22-30.7-109 and prepare a summary report to be submitted on or before Feb. 1, 2008, and on or before Feb. 1 each year thereafter, to the Colorado State Board of Education and the Education Committees of the House of Representatives and the Senate.

This review provides information on the activities and structure of single district and multi-district online programs for the 2008-2009 school year and also includes 2009 October count data. It addresses not only the reporting requirements outlined in the "CDE Rules for the Administration, Certification and Oversight of Colorado's Online programs," but also gives insight into other areas of program delivery about which the public has inquired. The CDE rule requirements are itemized below.

1. How the online program has satisfied the Quality Standards established by these rules, pursuant to CRS section 22-30.7-105;

2. The ratio of adults (not to be construed to mean only a licensed Teacher) to students in the online program;

3. The number of online teachers employed by the online program who satisfy the requirements specified for a highly qualified teacher as such requirements are described in the federal "No Child Left Behind Act of 2001," 20 U.S.C. § 6301 *et seq.* , and which can be retrieved by the online division;

4. The annual budget of the online program, which budget shall account for all state funding received by the online program, in accordance with existing budgetary reporting requirements consistent with its authorizer or school district.;

5. Current Student Accountability Report data for the online program as reported by CDE and which can be retrieved by the online division;

6. Current CSAP data for the online program as reported by CDE and which can be retrieved by the online division.

The intended audiences for this report include the Colorado State Board of Education, the education committees of the Colorado Senate and the House of Representatives, students and parents interested in the quality of online learning, and the community of stakeholders in online learning programs.

The following single and multi-district online programs reported school data to CDE for the 2010 annual report. Twenty-four schools in total submitted information per statutory requirement. Please note that not all online programs have an assigned school code – this is particularly true of single district programs.

Submitting online programs:

0110 - Academy District 20 Online Program
0269 - ACHIEVE k12-D11
Boulder Valley School District Online Program
0948 - Branson School Online
1887 - Colorado Connections Academy
0656 - Colorado Distance and Electronic Learning Academy (CDELA)
1752 - Colorado Virtual Academy (COVA)
1967 - Crowley County Online Academy
D3 My Way-Widefield School District
6509 - DPS Online High School, Denver Public School District
5405 – eDCSD Online Education, Douglas County School District
2504 - Edison Academy, Edison School District
3475 - GOAL (Guided Online Academic Learning Academy)
4837 - Heartlight Academy Online, North Conejos School District
3995 - Hope Online Learning Academy CO-OP
4369 - Insight School of Colorado
4408- Jeffco's 21st Century Virtual Academy
 JeffcoNet Academy
3325 - Kaplan Academy of Colorado (KACO)
4504 - Karval Online Education
LPS Online, Littleton Public Schools
6520 - Monte Vista Online Academy
7198 -PSD Online Academy, Poudre School District
RIDGE Academy, Pueblo 60 School District
9085 - Vilas Online

II.   Demographics and Accountability Data

Enrollment in Colorado's online programs is still on the rise, although increases in student numbers were not as great as anticipated for the current 2009-2010 school year. October count data shows very large increases in programs such as **Kaplan Academy** (93 percent), **Insight** (84 percent), Guided Online Academic Learning Academy **GOAL** (118 percent) and **Connections Academy** (58 percent). There were also decreases in enrollments in **Hope Online** (-10 percent), **CDELA** (-12 percent) and single digit decreases in some of the smaller programs. Overall enrollment increased in the state by 12.5 percent (See table 2.1 on the next page).

It is also interesting to note that 87 percent of online students come from districts other than those that authorize their online program. In many cases 99.9 to 100 percent of the students come from other districts (**Kaplan Academy, Vilas Online, Branson Online, CDELA, Insight and Karval Online**).

Table 2.1 Online Program Enrollments (October Count Data)

All Online programs[1]	Online Student Enrollment		Students outside of Authorizing District[2]	
	2008-2009[2]	2009-2010[2]	2008-2009[2]	2009-2010[2]
	11,641	13,093	8,978	11,358

[1]Online student enrollment includes students enrolled in multi and single district programs, GED, credit recovery, and other online programs

[2]Self-reported by online programs

"Overall enrollment increased in the state by 12.5 percent"

Another fact worth noting is that the non-completion rate is very high in online programs. Because of the formula used for course completion rates, this rate is not revealed in the course completion data available in Appendix B. It is reflected, however, in the tables 2.2 and 2.3 which show the October count in 2008 and the number of students who remained at the end of the year. For example, **CDELA** shows a non-completion rate of 56 percent; **Insigh**t a rate of 47 percent; **Vilas Online** 25 percent and **Hope Online** 24 percent.

Multi-District Online programs

A multi-district online program is an online program that serves a student population drawn from two or more school districts. When an online program serves more than 10 students from outside of the authorizing district, the program must receive certification from CDE.

There are 19 online programs that have received multi-district certification, with 18 currently operating and one, Provost Academy, scheduled to begin serving students in the fall of 2010. Four additional online programs submitted their applications on Jan. 4, 2010, and are under evaluation at this time. There is a second submission date, April 1, 2010, available for the current year. The application, rubrics, and guidelines are posted at: http://www.cde.state.co.us/onlinelearning/application.htm.

"Fourteen programs will undergo the re-certification process this year."

Once an online program is certified, the program is required to be evaluated and re-certified after two years. Fourteen programs will undergo the re-certification process this year. Those receiving re-certification may continue to operate for an additional three year period.

Table 2.2 Multi-District Programs (self-reported current enrollment)

Program	Student Enrollment			District Representation	
	Student Enrollment CDE 2008 October Count	2008-2009 End of Year Count	2009-2010 Enrollment	2009-2010 Students from Other Districts	School Districts represented among 2009-2010 Students
0110 - Academy Online High School –Academy 20[1]	74	70	35	7	3
0269 - ACHIEVE k12 -D11[1]	43	60	59	6	5
0948 - Branson School Online	465	388	447	447	82
0656 - Colorado Distance and Electronic Learning Academy	513	225	455	455	68
1887 - Colorado Connections Academy	668	627	1060	927	85
1752 - Colorado Virtual Academy	4,333	4500	5006	4680	153
1967 - Crowley County Online Academy	14	6	20	6	3
6509-DPS Online High School[1]	122	83	128	21	10
5405 – eDCSD	134	146	156	39	15
2504 - Edison Academy	85	102	42	41	14
3475 - Guided Online Academic Learning Academy	273	310	603	NA[2]	24
3995 - Hope Online Learning Academy CO-OP	3,152	2402	2846	2836	37
4369 - Insight School of Colorado	528	280	976	975	99
4408 – Jeffco's 21st Century Virtual Academy[1]	NA	NA	108	11	5
3325 - Kaplan Academy of Colorado	175	114	338	292	47
4504 - Karval Online Education	201	166	208	207	68
6520 - Monte Vista Online Academy	81	74	82	66	31
9085 - Vilas Online	407	306	343	342	72
Total	11,029	9,859	12,884		

[1]Program was not a certified multi-district program at start of school year 2008-2009
[2] GOAL Academy records were compromised and some data was not retrievable

Single District Online programs

Single District online programs serve students who reside within the district boundaries. This type of online program may serve 10 students from outside of the district without being certified. If more than ten out-of-district students are enrolled, and the online program does not have certification, they will not receive funding for those students which are over the allowable 10-student limit.

Interest continues to increase among single districts that want to start their own online program. Many districts are currently in the investigation process, seeking ways to provide curriculum and teaching to students in an online environment.

Table 2.3 Single District Programs[1]

Program	Student Enrollment		District Representation	
	2008-2009 End of year Count	2009-10 Enrollment	2009-2010 Count of students from other Districts	School Districts represented in 2009-2010 student population
Boulder Valley Online Program[1]	0	0	0	1
Heartlight Academy Online- North Conejos	8	16	10	6
JeffcoNet Academy	99	76	3	2
LPS Online –Littleton	3	6	2	3
Poudre Online School	-	42	0	1
Ridge Academy – Pueblo 60	321	47	0	1
Widefield [1]	-	20	6	1
Total	431	213	21	

[1]New online program 2009-2010

The Unit of Online Learning frequently receives requests to provide assistance and advice to districts that wish to start their own single district online program. We are witnessing the desire of local districts to win back students who may have enrolled in another district's online program instead of attending the local brick and mortar school, as well as the fundamental wish to find ways of reaching all students. The Unit of Online Learning recommends that smaller districts share resources and collaborate in order to provide these services. A stronger and more cost effective program can be established with this partnership.

The Unit of Online Learning also reviews the statutory definition of online program with the start-up district's staff, emphasizing the importance of the role of the teacher in student

learning. There are documents provided to the district which describe the differences between an online course and digital content. It is important to disseminate this information in order to assure quality in the program and ensure that districts do not lose funding because the program does not meet the definition.
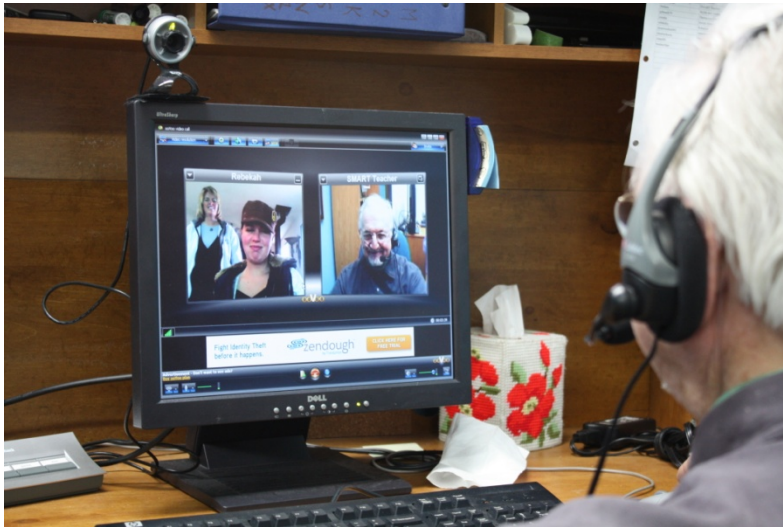
Teaching for Edison Academy, Joe Shea interacts with an online student.

Student Diversity

As indicated in Table 2.4, online students represent various races and ethnic groups.

Table 2.4 2008-2009 Online Program Students by Race/Ethnicity

Program	School Code	District	AMERICAN INDIAN OR ALASKAN NATIVE		ASIAN OR PACIFIC ISLANDER		BLACK (NOT HISPANIC)		HISPANIC		WHITE (NOT HISPANIC)	
			07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09	07-08	08-09
Branson School Online *	0948	Branson Reorganized 82	1%	1%	1%	1%	3%	1%	16%	17%	79%	80%
Connections Academy	1887	Denver County 1	1%	1%	0%	0%	3%	2%	6%	4%	90%	93%
Colorado Distance & Electronic Learning Academy	0656	Charter School Institute	2%	1%	4%	4%	14%	17%	22%	27%	58%	51%
Colorado Virtual Academy	1752	Adams 12 Five Star Schools	1%	1%	2%	2%	3%	3%	10%	10%	84%	84%
Crowley County Online Academy	1967	Crowley County RE-1-J	na	0%	na	0%	na	7%	na	36%	na	57%
DPS Online High School	6509	Denver County 1	3%	2%	2%	2%	12%	15%	26%	33%	57%	47%
eDCSD	5405	Douglas County RE 1	na	0%	na	2%	na	2%	na	8%	na	89%
Edison Academy	2504	Edison 54 JT	5%	1%	0%	0%	2%	0%	27%	14%	66%	85%
GOAL Academy	3475	Charter School Institute	na	1%	na	0%	na	3%	na	64%	na	32%
Hope Online	3995	Douglas County RE 1	1%	1%	2%	2%	24%	21%	33%	43%	40%	32%
Insight School of Colorado	4369	Julesburg RE-1	na	2%	na	1%	na	3%	na	17%	na	76%
Garfield RE-2 Center for Integrative Studies (KAPLAN)	3325	Garfield RE-2	0%	1%	0%	1%	0%	6%	11%	16%	89%	76%
Karval Online	4504	Karval RE-23	3%	3%	1%	0%	2%	1%	10%	14%	85%	82%
Monte Vista Online Academy	6520	Monte Vista C-8	2%	2%	1%	0%	2%	0%	16%	28%	78%	69%
Vilas. Online	9085	Vilas RE-5	3%	3%	1%	1%	1%	1%	27%	23%	68%	72%
		State	1%	1%	3%	4%	6%	6%	28%	28%	61%	61%

*Data was not reported in the previous year's annual report for Branson School Online.

Student Accountability Report (SAR) based on 2008-2009 School Year

Table 2.5 (next page) reflects the Adequate Yearly Progress based on CSAP performance. **Individual program data for CSAP can be found in Appendix A.**

Table 2.5 Adequate Yearly Progress Shown as E (elementary), M (middle school) and H (high school)

School Name	School Number	District Name	EMH Level	Made AYP Reading 07-08	Made AYP Reading 08-09		Made AYP Math 07-08	Made AYP Math 08-09
Branson School Online	0948	Branson Reorganized 82	E	YES	YES		YES	YES
			M	YES	YES		YES	YES
			H	NO	YES		NO	NO
Connections Academy	1887	Denver County 1	E	YES	YES		YES	YES
			M	YES	YES		YES	YES
			H	NA	YES		NA	NO
Colorado Virtual Academy (COVA)	1752	Adams 12 Five Star Schools	E	YES	NO		NO	NO
			M	NO	NO		NO	NO
			H	NO	NO		NO	NO
Colorado Distance and Electronic Learning Academy	0656	Charter School Institute	E	YES	NO		YES	NO
			M	YES	YES		YES	NO
			H	YES	NO		NO	NO
Crowley County Online Academy (1st year 0809)	1967	Crowley County RE-1-J	H	NA	YES		NA	YES
eDCSD (1st year 0809)	5405	Douglas County RE 1	M	NA	NO		NA	NO
			H	NA	NO		NA	NO
Edison Academy	2504	EDISON 54 JT	M	YES	NO		YES	YES
			H	NO	YES		NO	NO
Garfield RE-2 Center for Integrative Studies (Kaplan)	3325	Garfield RE-2	M	NA	YES		NA	YES
			H	NO	NO		NO	NO
GOAL Academy (1st year 0809)	3475	Charter School Institute	H	NA	NO		NA	NO
Hope Online	3995	Douglas County RE 1	E	NO	YES		NO	YES
			M	NO	YES		NO	YES
			H	NO	NO		NO	NO
Insight School of Colorado (1st year 0809)	4369	Julesburg RE-1	H	NA	NO		NA	NO
Karval Online	4504	Karval RE-23	E	YES	YES		YES	YES
			M	YES	YES		YES	NO
			H	NO	YES		YES	NO
Monte Vista Online Academy	6520	Monte Vista C-8	M	YES	YES		YES	YES
			H	YES	YES		NO	NO
DPS Online High School	6509	Denver County 1	H	NO	YES		NO	NO
Vilas Online	9085	Vilas RE-5	E	YES	NO		YES	NO
			M	YES	YES		NO	YES
			H	NO	YES		YES	NO

Longitudinal Growth As Shown on the Colorado Growth Model

The Colorado Growth Model divides students into groups of elementary, middle and high school grades.   Only four schools were represented in this year's Growth Model, due to the requirement that CSAP data must be available from a group of at least 20 students for two academic years, and in existence for at least two years. Specific online programs may not be represented if they were chartered by a new or different school district within the past two years. In the Growth Model representation, an *All Online Schools* point is also provided, which includes the median student growth and percent at or above proficiency score for online schools. (Hope Online academic growth is not included in this point, due to "Inclusion/Exclusion Rules.") The size of the points is relative to the population they represent, but is not exact to scale.

According to description provided by CDE's Office of Standards and Assessment,

"The Colorado Growth Model reveals patterns in CSAP results that cannot be produced by a simple, snapshot analysis. These results based on analysis of the 2007 to 2009 state-level growth data illustrate the extent to which Colorado's proficiency objectives for its students are being met over time. Overall the state-level data (combined for all grades) paint a picture of both short-term and longer-term progress towards the state's goals, especially among non-majority groups."

"The Colorado Growth Model measures two things: academic achievement and student growth. "
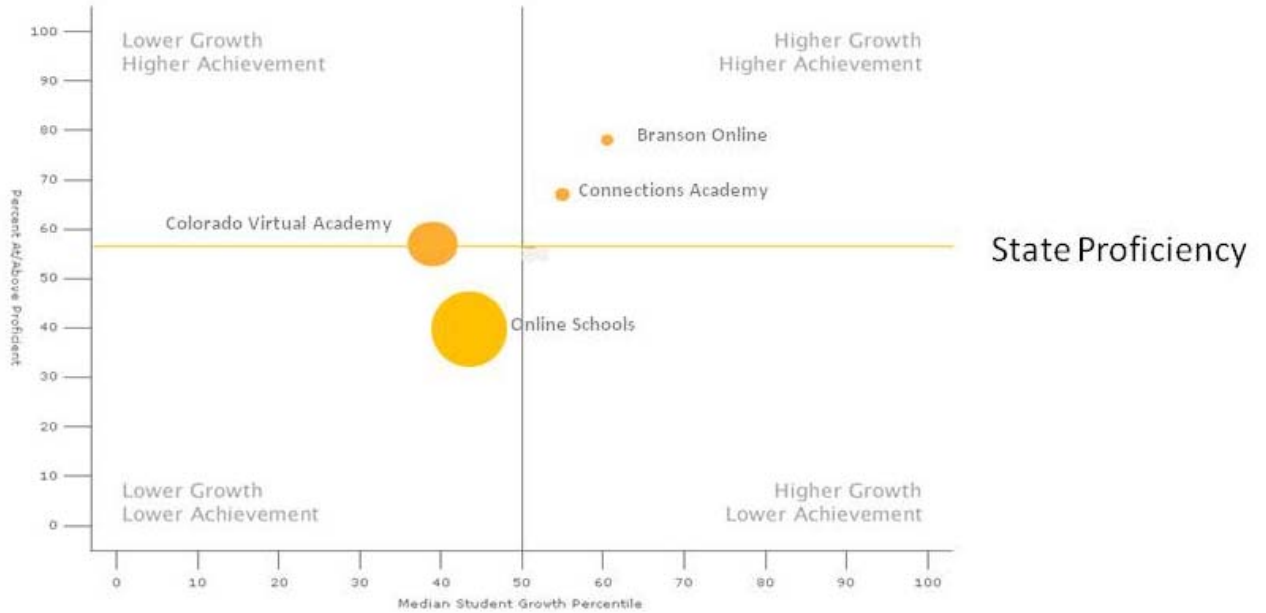
It then graphs these two values to show how student or schools compare to the state proficiency in each subject and to other schools. The Colorado Growth Model measures academic status/achievement on the vertical axis. It measures academic achievement as the percentage of students who score at or above proficiency on the CSAP. A median is used to measure student growth. The growth percentile is found for individual students by comparing their scores to students of the same academic achievement over two years. A growth percentile is calculated. The median growth percentile is used to measure the academic growth of these students in each subject area. This value represents the horizontal axis. A median is a better way to represent this data because it eliminates outliers.

The horizontal line drawn across the graph represents the percentage of all Colorado students at or above proficiency. The vertical line represents average student growth, where the number 50 represents the norm, or average growth. These two lines divide the graph into four quadrants.
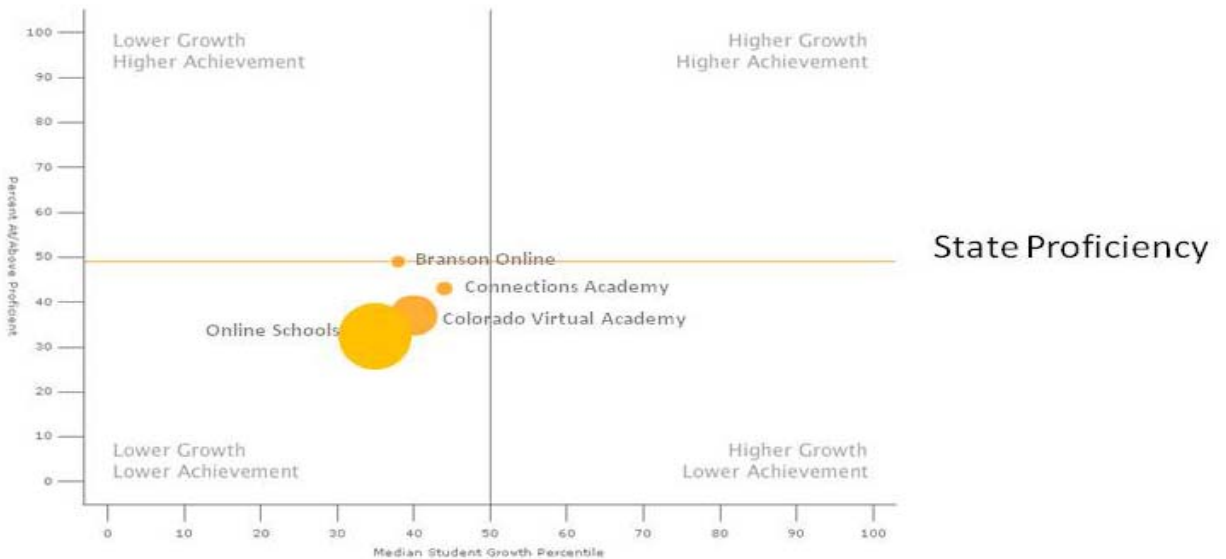
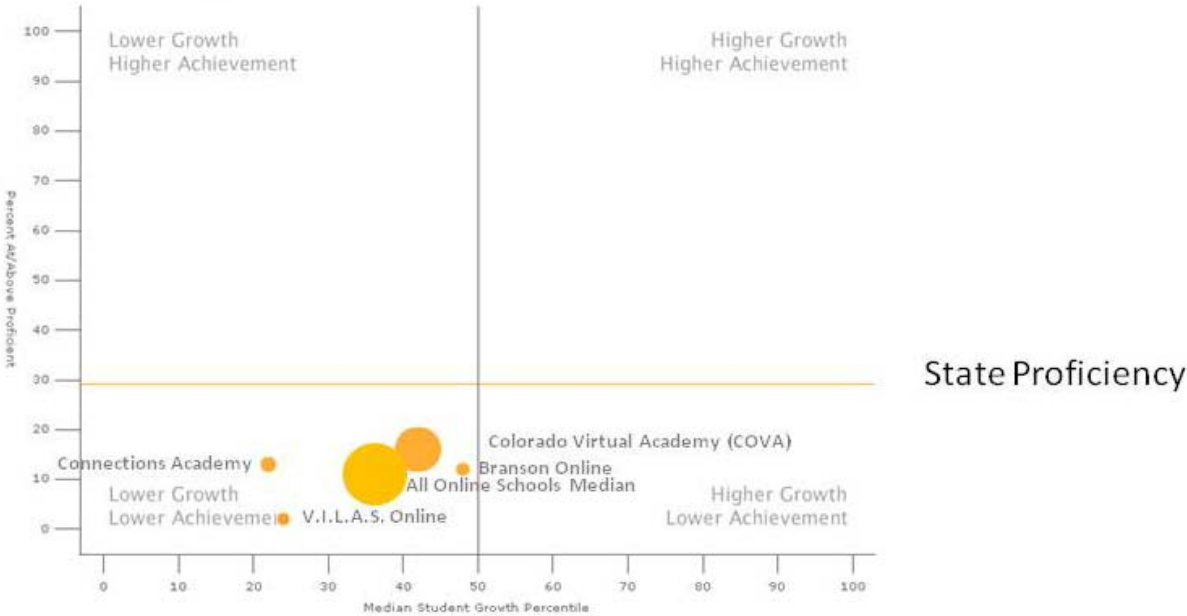For more information about the Colorado Growth Model, visit:
http://www.schoolview.org/learningcenter.asp.

Elementary Math Growth

Middle Math Growth

High School Math Growth

Chart axes: Percent At/Above Proficient (y-axis) vs. Median Student Growth Percentile (x-axis)

Quadrant labels: Lower Growth Higher Achievement; Higher Growth Higher Achievement; Lower Growth Lower Achievement; Higher Growth Lower Achievement

State Proficiency

Data points: Connections Academy; Colorado Virtual Academy (COVA); Branson Online; All Online Schools Median; V.I.L.A.S. Online

Elementary Reading Growth

Chart axes: Percent At/Above Proficient (y-axis) vs. Median Student Growth Percentile (x-axis)

Quadrant labels: Lower Growth Higher Achievement; Higher Growth Higher Achievement; Lower Growth Lower Achievement; Higher Growth Lower Achievement

State Proficiency

Data points: Branson Online; Connections Academy; Colorado Virtual Academy; Online Schools

Middle Reading Growth

Lower Growth
Higher Achievement

Higher Growth
Higher Achievement

Connections Academy

Branson Online

State Proficiency

Colorado Virtual Academy

All Online Schools

Lower Growth
Lower Achievement

Higher Growth
Lower Achievement

Percent At/Above Proficient

Median Student Growth Percentile

High School Reading Growth

Lower Growth
Higher Achievement

Higher Growth
Higher Achievement

Branson Online

Connections Academy

State Proficiency

All Online Schools

Colorado Virtual Academy

V.I.L.A.S. Online

Lower Growth
Lower Achievement

Higher Growth
Lower Achievement

Percent At/Above Proficient

Median Student Growth Percentile
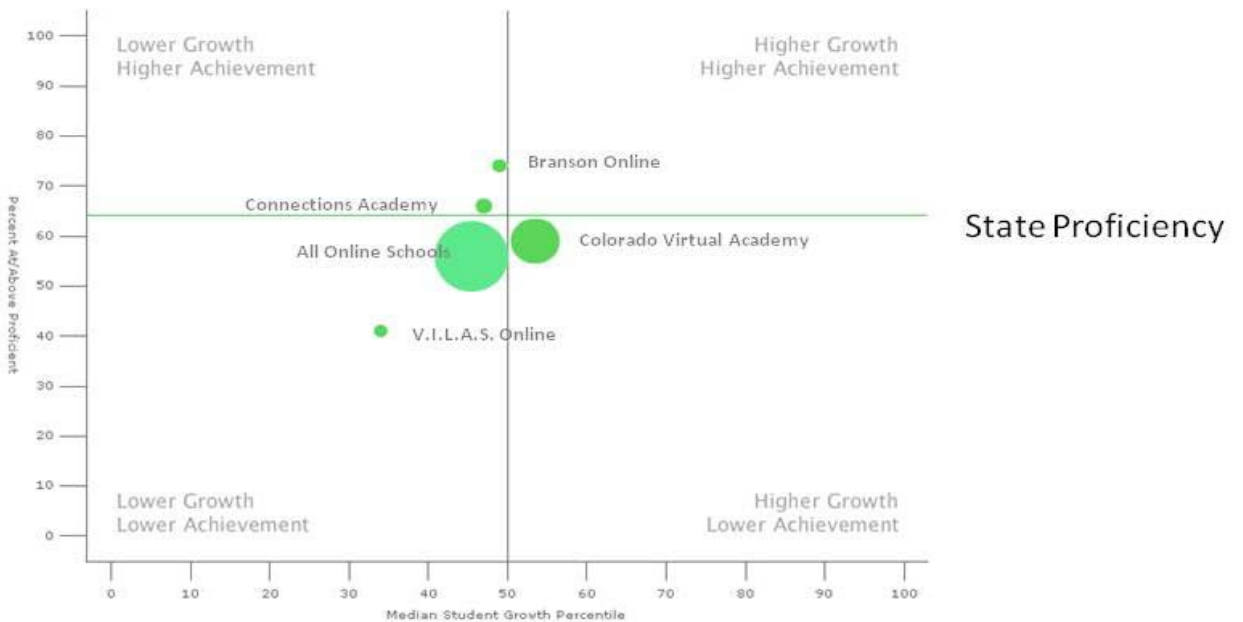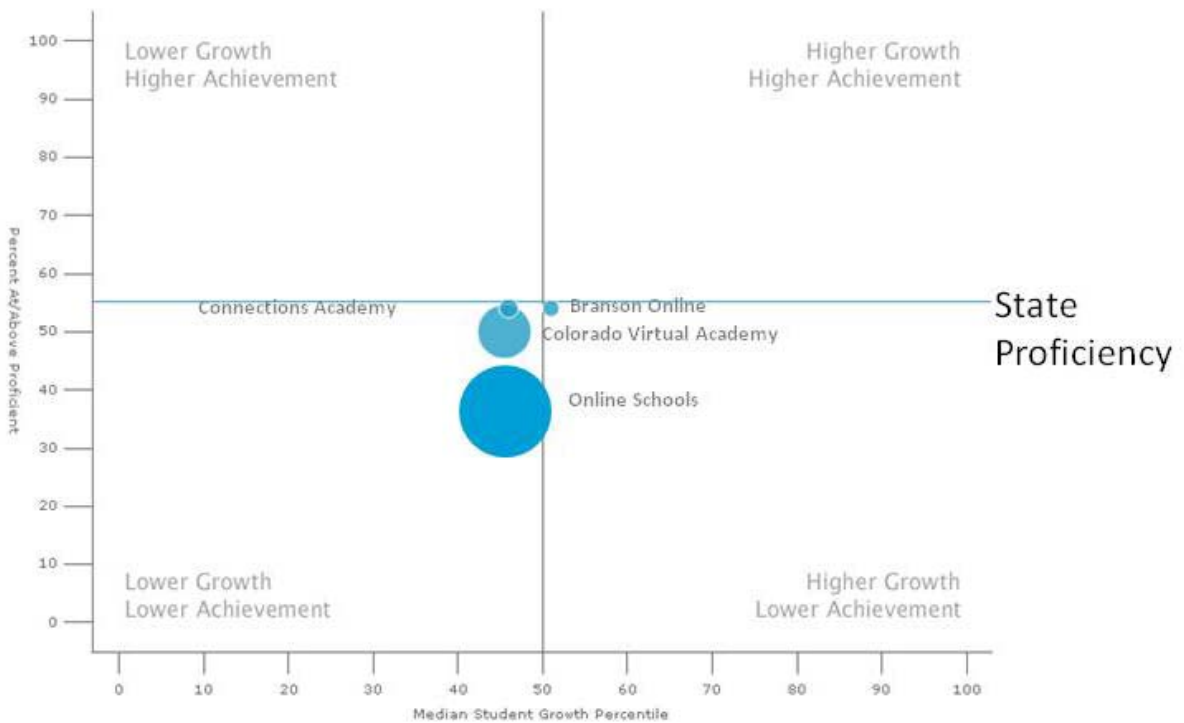
Elementary Writing Growth
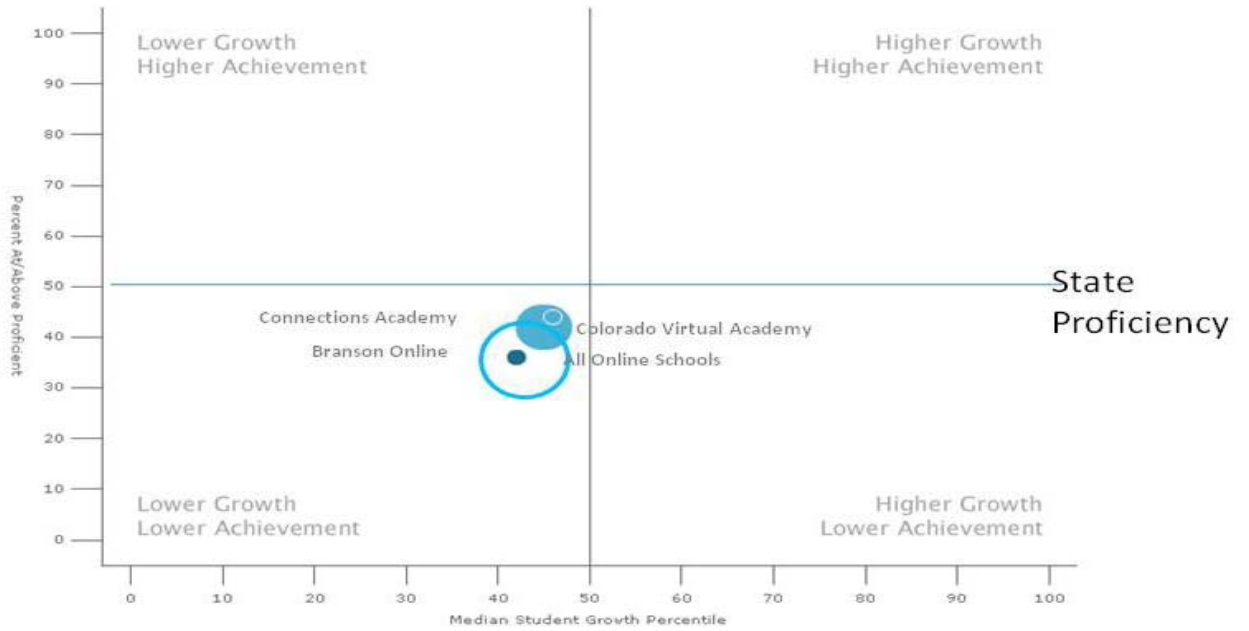
Middle Writing Growth

High School Writing Growth

Student Accountability Report (SAR) based on 2008-2009 School Year

Tables 2.6-2.9, on the following pages, reflect CSAP performance data for key result categories by subject area for all grade levels available.

Table 2.6 2007-2009 CSAP Results – Reading

Programs	2007 Proficient or Advanced	2007 Un-satisfactory	2008 Proficient or Advanced	2008 Un-satisfactory	2009 Proficient or Advanced	2009 Un-satisfactory
Branson School Online	62%	10%	73%	4%	75%	5%
Colorado Connections Academy	64%	11%	68%	6%	70%	7%
CDELA	N/A	N/A	66%	11%	45%	19%
COVA	69%	11%	67%	10%	63%	10%
Crowley County Online*	n/a	n/a	n/a	n/a	n/a	n/a
DPS Online High School	45%	5%	47%	18%	65%	6%
eDCSD	n/a		n/a		62%	0%
Edison Academy*	n/a		n/a		n/a	n/a
GOAL Academy	n/a		n/a		50%	10%
Hope Online	31%	31%	22%	41%	34%	31%
Insight	n/a		n/a		56%	4%
Kaplan Academy	n/a	n/a	n/a	n/a	35%	10%
Karval Online	59%	5%	68%	5%	61%	4%
Monte Vista Online*	50%	0	43%	3%	n/a	n/a
VILAS Online	41%	26%	46%	14%	37%	11%
All Online Programs	51%	20%	51%	20%	54%	16%
State Wide Average	**67%**	**11%**	**68%**	**10%**	**68%**	**10%**

* Data Unavailable

NOTES - BRANSON for 2008 total count used 266 for percent calculations (adjusted for 14 students not reported in data for Grade 5); includes Grades 3-4, 6-10.
CDELA for 2008 total count used 93 for percent calculations (adjusted for 38 students not reported in data), includes Grades 6,8-10.
KARVAL for 2007 total count used 41 for percent adjustments as includes Grades 9-10 only and for 2008 total count used 37 for percent calc and includes Grades 9-10 only.
MONTE VISTA for 2007 total count used 20 and includes Grade 9 only; for 2008 total count used 37 and includes Grades 9-10 only.
VILAS for 2007 total count used 155 and includes Grades 7-10 only; for 2008 total count used 124 and includes Grades 8-10 only.
DPS ONLINE for 2007 total count used 20 and includes Grade 10 only; for 2008 total count used 17 and includes Grade 10 only.
NOTES - CDELA for 2009 total count used 169 for percent calculations (adjusted for 32 students not reported in data), included Grades 5th, 7-10.
NOTES - KARVAL for 2009 total count used 46 for percent calculations (adjusted for 52 students not reported) included Grades 9-10 only.
NOTES - VILAS for 2009 total count used 118 for percent calculations (adjusted for 35 students not reported) and includes Grades 8-10.
NOTES - DPS ONLINE for 2009 data includes 17 students and includes Grade 9 only.
NOTES - KAPLAN for 2009 total count used 60 and includes Grades 9-10 only (1 student not reported in data).
NOTES - eDCSD for 2009 total count 21 students reported for percent calculations for Grade 10 only.

Table 2.7 2007-2009 CSAP Writing Results

Programs	2007 Proficient or Advanced	2007 Un-satisfactory	2008 Proficient or Advanced	2008 Un-satisfactory	2009 Proficient or Advanced	2009 Un-satisfactory
Branson Online	43%	6%	52%	4%	59%	2%
Colorado Connections Academy	41%	9%	50%	5%	44%	5%
CDELA	n/a	n/a	40%	3%	28%	7%
COVA	51%	7%	50%	8%	45%	8%
Crowley County Online*	n/a	n/a	n/a	n/a	n/a	n/a
DPS Online High School	10%	10%	n/a	n/a	53%	0%
eDCSD	n/a	n/a	n/a	n/a	38%	0%
Edison Academy*	n/a	n/a	n/a	n/a	n/a	n/a
GOAL	n/a	n/a	n/a	n/a	23%	9%
Hope Online	15%	23%	12%	33%	16%	22%
Insight	n/a	n/a	n/a	n/a	29%	4%
Kaplan Academy	n/a	n/a	n/a	n/a	20%	2%
Karval Online	20%	7%	27%	5%	46%	4%
Monte Vista Online *	45%	5%	41%	3%	n/a	n/a
VILAS Online	19%	12%	15%	12%	16%	11%
ALL Online Programs	32%	14%	35%	16%	35%	11%
State Wide Average	**54%**	**5%**	**53%**	**6%**	**55%**	**5%**

*Data Unavailable
NOTES - CDELA for 2008 total count used 93 for percent calculations and Grades 6, 8-10 only
NOTES - KARVAL for 2007 total count used 41 for percent calculations and for Grades 9-10 only; for 2008, used 37 for total count and for Grades 9-10 only.
NOTES - MONTE VISTA for 2007 total count used 20 for percent calculations for Grade 9 only; for 2008, used 37 for total count for Grades 9-10 only.
NOTES - VILAS for 2007 total count used 155 for percent calculations for Grades 7-10 only; for 2008, used 124 for total count for Grades 8-10 only.
NOTES - DPS ONLINE for 2007 total count used 20 for percent calculations for Grade 10 only; for 2008, used 17 for total count for Grade 10 only.
NOTES - CDELA for 2009 used 181 for the total count, and represented Grades 5, 7-10.
NOTES -DPS ONLINE total count for 2009 represents 17 students in Grade 9 only.
NOTES - eDSCD for 2009 total count represents 21 students in 10th grade only.
NOTES -KARVAL Represents 46 students Grades 9-10 only.
NOTES - VILAS total count for 2009 represents 118 students from Grades 8-10,

Table 2.8 2007-2009 CSAP Results – Math

Programs	2007 Proficient or Advanced	2007 Un-satisfactory	2008 Proficient or Advanced	2008 Un-satisfactory	2009 Proficient or Advanced	2009 Un-satisfactory
Branson School Online	27%	35%	36%	25%	40%	19%
Colorado Connections Academy	37%	27%	48%	18%	38%	29%
Colorado Distance and Electronic Learning Academy	n/a	n/a	20%	42%	15%	42%
Colorado Virtual Academy	51%	19%	48%	21%	39%	24%
Crowley County Online*	n/a	n/a	n/a	n/a	n/a	n/a
DPS Online High School	5%	55%	6%	65%	0%	59%
eDCSD	n/a	n/a	n/a	n/a	9%	32%
Edison Academy*	n/a	n/a	n/a	n/a	n/a	n/a
GOAL	n/a	n/a	n/a	n/a	2%	64%
Hope Online Learning Academy CO-OP	13%	59%	12%	57%	14%	58%
Insight	n/a	n/a	n/a	n/a	7%	51%
Kaplan Academy of Colorado	n/a	n/a	n/a	n/a	5%	67%
Karval Online Education	2%	71%	16%	57%	15%	54%
Monte Vista Online Academy	15%	45%	14%	51%	n/a	n/a
VILAS Online	13%	54%	7%	59%	3%	68%
ALL Online Programs	29%	40%	32%	36%	28%	38%
State Wide Average	**53%**	**18%**	**53%**	**18%**	**54%**	**17%**

*Data Unavailable

NOTES - BRANSON for 2008 total count used 266 for %percent calculations for Grades 3-4, 6-10 only.

NOTES - CDELA for 2008 total count used 93 for %percent calculations for Grades 6, 8-10 only.
NOTES - KARVAL for 2007 total count used 41 for percent calculations for Grades 9-10 only; for 2008, total count used 37 for Grades 9-10 only.
NOTES - MONTE VISTA for 2007 total count used 20 for percent calculations for Grade 9 only; for 2008, total count used 37 for Grades 9-10 only.
NOTES - VILAS for 2007 total count used 155 for percent calculations for Grades 7-10 only; for 2008, total count used 124 for Grades 8-10 only.
NOTES - DPS ONLINE for 2007 total count used 20 for percent calculations for Grade 10 only; for 2008, total count used 17 for Grade 10 only.

NOTES - CDELA for 2009 count used 170 students for percent calculations for Grades 5, 7-10.

NOTES - DPS ONLINE for 2009 total count 17 students reported for Grade 9 only.

NOTES - EDCSD 22 students reported for Grade 10 only.

NOTES - KAPLAN 60 students reported for 2009 total count for Grades 9-10.

NOTES _ KARVAL 46 students used for total count for Grades 9-10 only.

NOTES - VILAS 118 students represented for total count Grades 8-10.

Table 2.9 2008-2009 CSAP Results – Science

Programs	2008 Proficient or Advanced	2008 Un-satisfactory	2009 Proficient or Advanced	2009 Un-satisfactory
Branson School Online	51%	23%	50%	15%
Colorado Connections Academy	38%	16%	39%	27%
CDELA	41%	23%	26%	24%
COVA	45%	22%	39%	23%
Crowley*	n/a	n	n/a	n/a
DPS Online High School	35%	29%	n/a	n/a
eDSCD	n/a	n/a	23%	59%
GOAL	n/a	n/a	25%	51%
Hope Online Learning Academy CO-OP	7%	66%	12%	61%
Insight	n/a	n/a	20%	32%
Kaplan Academy of Colorado	n/a	n/a	42%	25%
Karval Online Education	29%	38%	39%	33%
Monte Vista Online Academy	17%	39%	n/a	n/a
VILAS Online	14%	58%	15%	54%
Online Programs	27%	41%	30%	36%
State Wide Average	**46%**	**22%**	**48%**	**21%**

2007 Science data not included due to new science standards adopted in 2008
NOTES - BRANSON for 2008 total count used 91 for Grades 8,10 only.
NOTES - CDELA for 2008 total count used 44 for Grades 8,10 only.
NOTES - KARVAL for 2008 total count used 21 for Grade 10 only.
NOTES - MONTE VISTA for 2008 total count used 18 for Grade 10 only.
NOTES - VILAS for 2008 total count used 69 for Grade 8,10 only.
NOTES - DPS Online for Grade 10 only.
NOTES - KARVAL total count for 2009 used 18 (adjusted for 21 students not reported) includes Grade 10.
NOTES - MONTE VISTA no data available
NOTES - VILAS total count for 2009 used 81 (adjusted for 9 students not reported) includes grades 8 and 10.
NOTES _ EDCSD total count for 2009 used 22 (adjusted for 17 students not reported) includes Grade 10.
NOTES - KAPLAN total count for 2009 used 91 (adjusted for 1 student not reported) includes Grade 5 and 10.
NOTES - DPS ONLINE no data available.

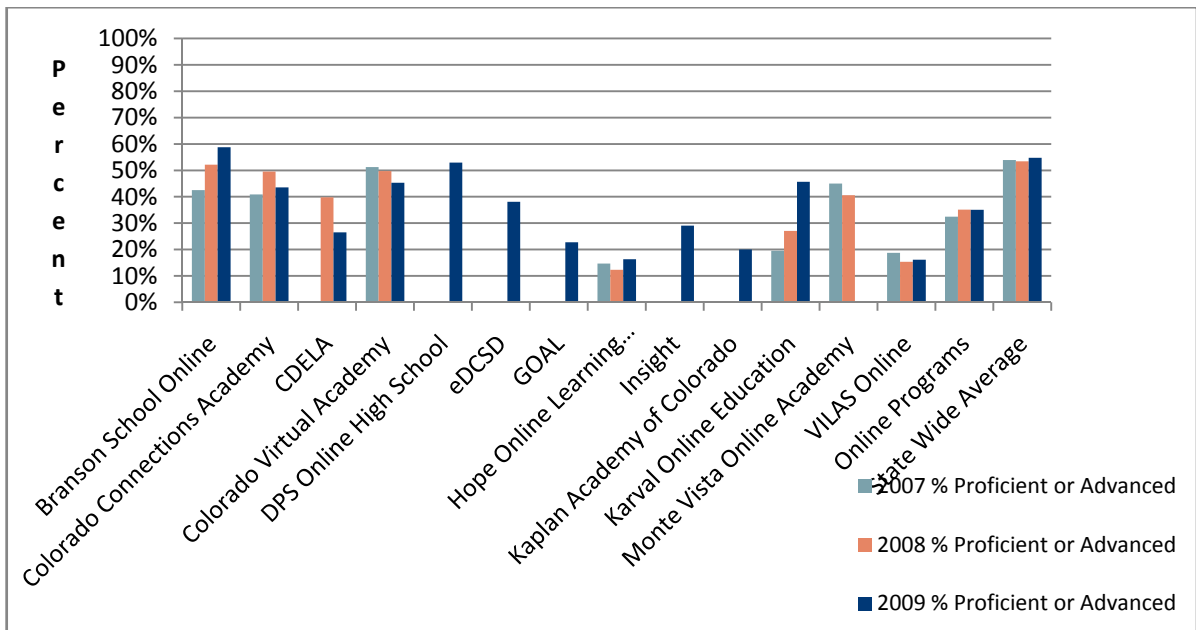## CSAP 2007-2009 Proficient or Advanced Reading All Grades

Legend:
- 2007 % Proficient or Advanced
- 2008 % Proficient or Advanced
- 2009 % Proficient or Advanced
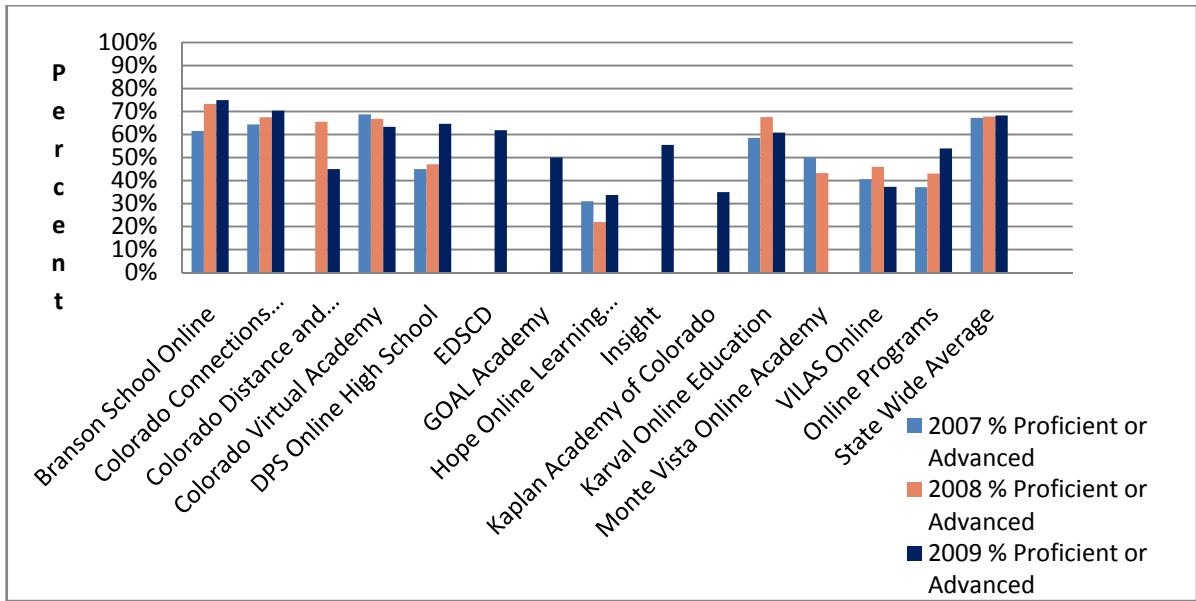
CSAP 2007-2009 Reading Unsatisfactory All Grades

Legend:
- 2007 % Unsat.
- 2008 % Unsat.
- 2009 % Unsat.
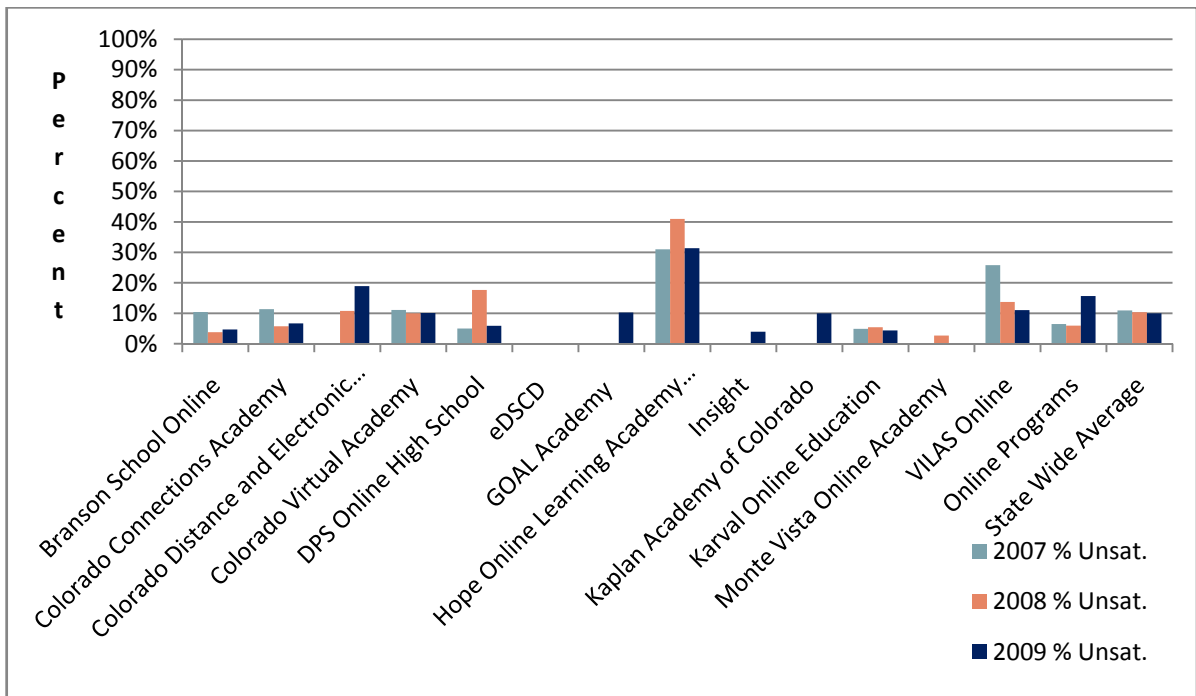
*EDCSD reported 0% Unsat students for 2008-2009.

CSAP Writing 2007-2009 All Grades - Proficient or Advanced

Legend:
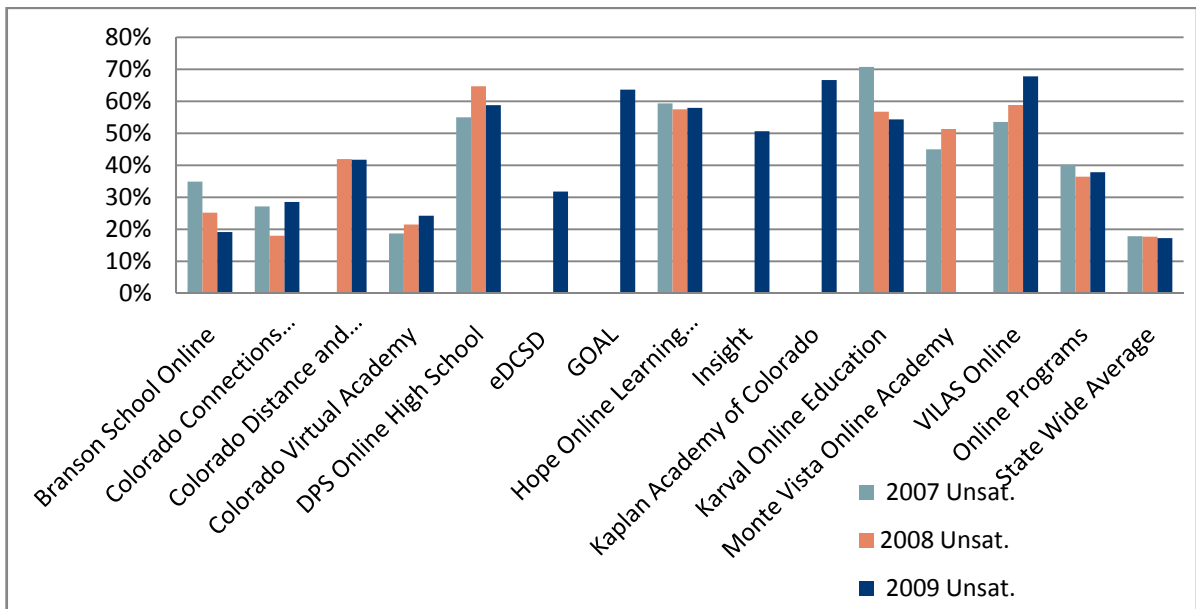- 2007 % Proficient or Advanced
- 2008 % Proficient or Advanced
- 2009 % Proficient or Advanced

Categories (x-axis): Branson School Online, Colorado Connections Academy, CDELA, Colorado Virtual Academy, DPS Online High School, eDCSD, GOAL, Hope Online Learning…, Insight, Kaplan Academy of Colorado, Karval Online Education, Monte Vista Online Academy, VILAS Online, Online Programs, State Wide Average

CSAP 2007-2009 Unsatisfactory Writing All Grades

Legend:
- 2007 Unsat.
- 2008 Unsat.
- 2009 Unsat

Categories (x-axis): Branson School Online, Colorado Connections Academy, Colorado Distance and Electronic…, Colorado Virtual Academy, DPS Online High School, eDCSD, GOAL, Hope Online Learning Academy CO-OP, Insight, Kaplan Academy of Colorado, Karval Online Education, Monte Vista Online Academy, VILAS Online, Online Programs, State Wide Average

2007-2009 CSAP Proficient and Advanced Math All Grades

Legend:
- 2007 Proficient or Advanced
- 2008 Proficient or Advanced
- 2009 Proficient or Advanced
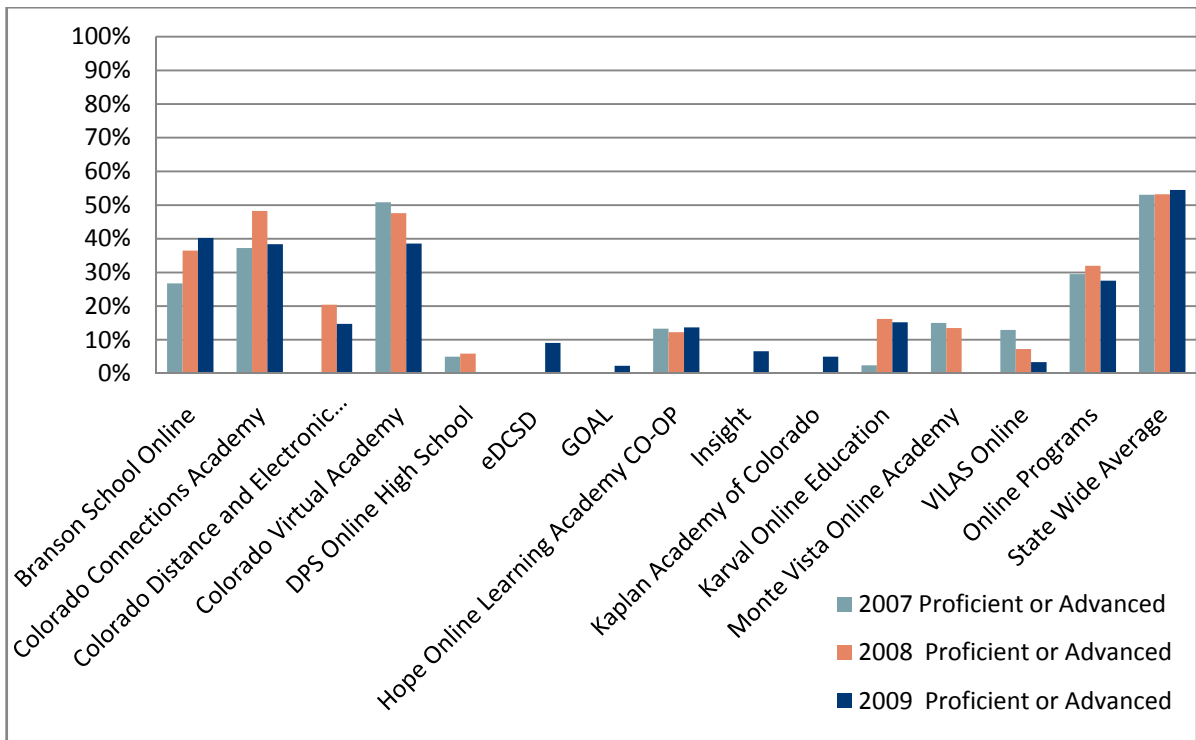
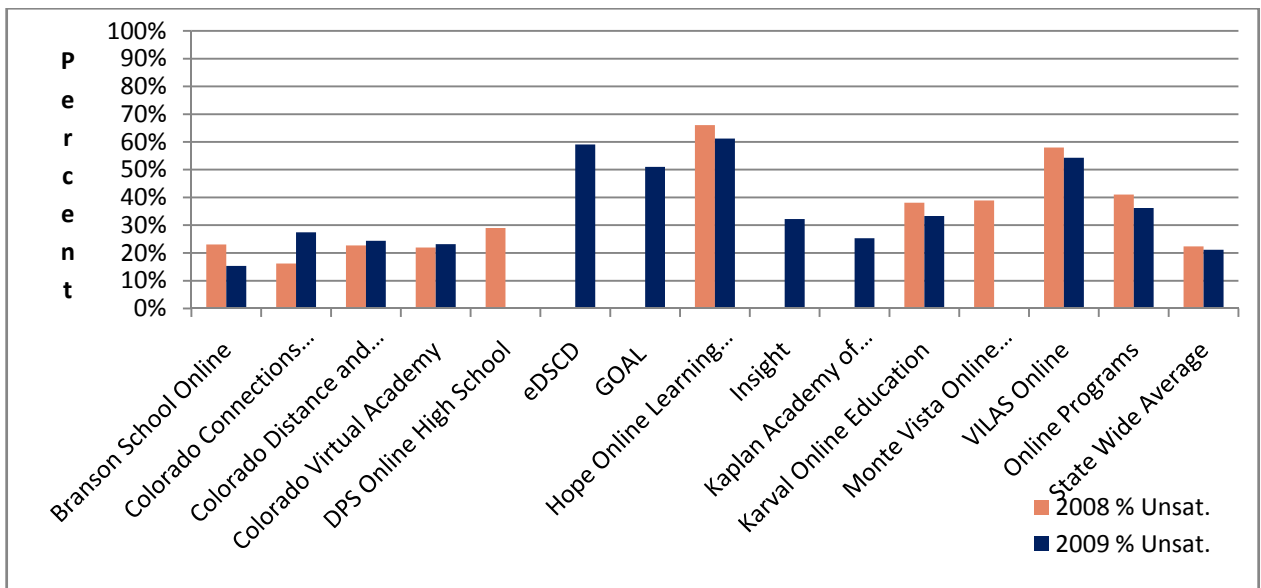## 2007-2009 CSAP Unsatisfactory Math All Grades

Legend:
- 2007 Unsat.
- 2008 Unsat.
- 2009 Unsat.

CSAP 2008-2009 Proficient or Advanced Science All Grades
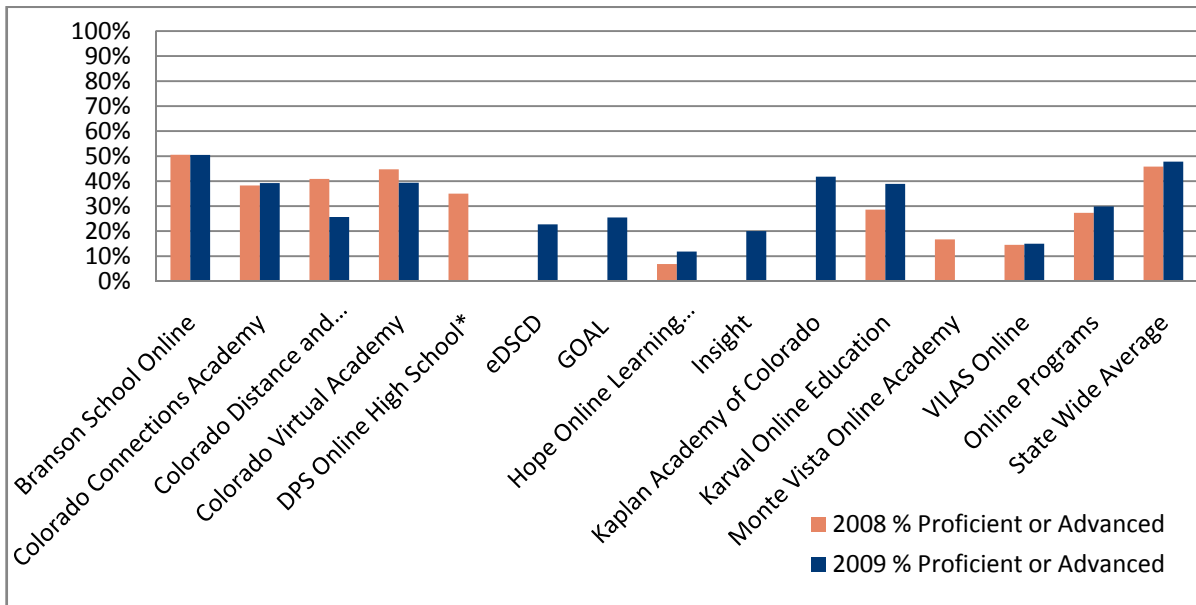
CSAP 2008-2009 Unsatisfactory Science All Grades

The Mission Statements

Each online program was asked to describe their mission and/or vision statement. This statement should reflect the guiding purpose of the organization and should also demonstrate support for accomplishment of the mission. Optimal statements would focus on student learning and achievement. Individual program statements reflected a desire for "preparing students for future success," with many citing goals of providing alternative paths to education through technology. Some mentioned having additional goals of character development and

preparing students for the 21st century. Only a few programs specifically addressed student achievement as a goal, other than the reference to preparing students for success.

Branson Online concentrates on innovation in education, stating in their submitted report that their online program "strives to make a positive difference in the lives of children in an alternative manner that transcends the limitations of time and space" and also wants to "facilitate the development of lifelong learners." **Colorado Connections Academy** states the mission of "delivering top-quality, personalized instruction in a high-tech, high-touch virtual environment." **Hope Online** indicates a "strong commitment to child-centered education," stating also that they will "advance academic achievement, character building, leadership and enhanced life skills in all its students."

III.   Curriculum

The curriculum, in any educational program, is the cornerstone of instruction. The curriculum should be rich, rigorous and relevant. It is also important that it be completely aligned with the Colorado Model Content Standards.

"A critical component of the instructional framework is the presence of the highly qualified teacher who actively engages the students ..."

Online programs reported on the development and acquisition structure of their particular curriculum as well as the evaluation and updating process. A critical component of the instructional framework is the presence of the highly qualified teacher who actively engages the students and assumes responsibility for individual student learning.

Curriculum- Summary of Elementary Offerings

In Colorado, the majority of online programs focus on the secondary level. Some are K-12 programs with a few, **LPS@Home** among them, serving only elementary students. A review of the core curriculum for online programs offering elementary courses shows a common core curriculum of language arts, mathematics, science and social studies. Included in the language arts curriculum, is writing, spelling and reading. Uniquely, **D3 My Way** includes "Thematic Projects" as part of the elementary core.

Almost all elementary curriculums also include art and music, with **Branson Online** including technology, physical education and enrichment classes. **Edison Academy** cites a Colorado history course being offered to both elementary and junior high level students. Notably, **Vilas Online School** also offers foreign language courses for the elementary students.

Curriculum - Summary of Secondary Offerings

Online programs were asked how many individual courses they offer at the secondary level. The tabulation of those results, found in the table below, show a wide variation in the number of courses offered to students in grades 7-12.

Table 3.0 Number of Secondary (7-12) Course Offerings by Program

Online Program	Number of Secondary Course Offerings
0110 - Academy Online High School –Academy 20	5
0269 - ACHIEVE k12 -D11	15
Boulder Valley School District Online Program	154
0948 - Branson School Online	154
0656 - Colorado Distance and Electronic Learning Academy	77
1887 - Colorado Connections Academy	244
1752 - Colorado Virtual Academy	104
1967 - Crowley County Online Academy	74
D3 My Way-Widefield School District	15
6509-DPS Online High School	81
5405 – eDCSD	73
2504 - Edison Academy	169
3475 - Guided Online Academic Learning Academy (GOAL)	125
4837 - Heartlight Academy Online	38
3995 - Hope Online Learning Academy CO-OP	98
4369 - Insight School of Colorado	120
4408 – Jeffco's 21st Century Virtual Academy	30
JeffcoNet Academy	31
3325 - Kaplan Academy of Colorado	180
4504 - Karval Online Education	58
6520 - Monte Vista Online Academy	74
7198 -PSD Online Academy, Poudre School District	140
RIDGE Academy, Pueblo 60 School District	71
9085 - Vilas Online	48

Course Refresh / Update Cycle

Keeping the curriculum updated is critical to the student knowledge base. It is important that online programs have a process in place to evaluate, review and update courses, and that they conduct the process in a timely manner. Equally important is that the online program has a process to align courses with the Colorado Model Content Standards and to curriculum standards or guidelines of the authorizing district.

Online programs were asked to describe the process by which they evaluate, review, or update courses and give the timeline for completion of the process. All programs indicated that they have an evaluation process for their courses, whether the courses are developed "in house" or are acquired through commercial course providers. Course review is completed by a combination of online program teachers and administrators in most online programs. Other programs described a process of alignment and evaluation that included district level curriculum specialists as well as staff from the online program.

Table 3.1 Update Cycle and Alignment of Courses to Model Content Standards

Online Program	Staff Involved	Process Description	Timeline
0110 - Academy Online High School –Academy 20	Principal with District Learning Services Department	Quality Assurance Process, looking at rigor, structure, standards and effective instructional practices. Teachers and other staff make recommended course modifications.	Every three years
0269 - ACHIEVE k12 -D11	District Curriculum Coordinators, faculty	Program's first year. Content developed by faculty and curriculum coordinators following Understanding by Design model. Peer review and editing	First year of development
Boulder Valley School District Online Program	District Curriculum and Instruction Division	Third party curriculum reviewed and aligned to district's Guaranteed and Viable Curriculum Standard. Updating of courses completed by third party provider	Every 3 to 4 years
0948 - Branson School Online	Subject matter/grade level teacher teams	In-house curriculum is developed by teacher team, peer reviewed. Receive feedback from students and Parent Advisory Committee and principal. Vendor curriculum is reviewed by teacher teams and enhanced with supplemental material	Ongoing process of evaluation and continuous improvement over a school year
0656 - Colorado Distance and Electronic Learning Academy	Teachers, principal	Course offerings reviewed to ensure meeting graduation requirements. Curriculum mapping to standards.	Annually
1887 - Colorado Connections Academy	Corporate level curriculum team	Courses, after review and editing are released to the students. Needs assessment conducted annually to identify courses to be updated. Academy liaisons make recommendations to the curriculum team and also develop and coordinate teacher- created course enhancements.	Ongoing throughout the school year curriculum build cycle annually

Table 3.1 Update Cycle and Alignment of Courses to Model Content Standards (continued)

Online Program	Staff Involved	Process Description	Timeline
1752 - Colorado Virtual Academy	Corporate level on a national basis, local Academic Leadership Team monitors	Academic leadership team evaluates to ensure standards alignment	Not answered
1967 - Crowley County Online Academy	Teachers and staff at contracted program	Ongoing process, contracted curriculum reviewed by local administration for alignment with standards and monitored for rigor and content.	Ongoing
D3 My Way-Widefield School District	Director of Technology, lead teacher	Curriculum from vendor is modified to remediate or accelerate students according to need.	1st year of program
6509-DPS Online High School	District Curriculum Department, and teaching staff	Initial review of vendor curriculum. Vendor modified to meet district standards. Teachers revise and update continuously	Ongoing
5405 – eDCSD	District Quality Assurance Department	Courses aligned to district standards. Course content reviewed by subject matter experts. Community feedback collected from SAC. Course approved by Curriculum and Instruction Department	Not answered
2504 - Edison Academy	District team with third-party provider team for initial review (with input from BOCES and fellow superintendents)	Adopted new curriculum this year for increased rigor and content. Updating completed by vendor	Not answered
3475 - Guided Online Academic Learning Academy (GOAL)	Curriculum team	Yearly alignment with state standards Vendor curriculum with vendor updating responsibility	Not answered
4837 - Heartlight Academy Online	Department heads with teachers	Courses aligned with state standards and evaluated for curricular gaps, modifications made and approved	Annually
3995 - Hope Online Learning Academy CO-OP	Curriculum and Instruction Department, Academic teaching staff, ELL coordinator, academic manager, director of student achievement, and chief academic officer	Acquisition courses aligned to district approved courses, content reviewed by subject matter experts, community feedback from School Accountability Committee. Course approval by Curriculum and Instruction Department Learning Centers may offer individual courses for their center. Those courses are reviewed and approved by Chief Academic officer.	Not answered Updating not addressed
4369 - Insight School of Colorado	Corporate level / Director of Education Strategy, Curriculum Manager, Course Development Project Manager and subject Matter Experts	Use of Course Evaluation tool, review of findings, analysis of technical issues and recommendation for changes. Includes a review of student achievement data for each course	Annually

Table 3.1 Update Cycle and Alignment of Courses to Model Content Standards (continued)

Online Program	Staff Involved	Process Description	Timeline
4408 – Jeffco's 21st Century Virtual Academy	District level and teaching staff	Identified a system "that allows for responsive instruction" for students. Identify issue, Report issue, Prioritize issue, address issue, and announce resolution. Duplicate process for course enhancements	Every 12 to 18 months
JeffcoNet Academy	Program Administrator, content teachers	Follows the district Curriculum Alignment Project Documents pacing guides and Model Content standards Data collection reveals effectiveness of assignments and assessments. quarterly meetings to review data	Annually
3325 - Kaplan Academy of Colorado	Corporate curriculum Department	Operations Manager communicates course updates and corrections back out to schools and users.	Annually
4504 - Karval Online Education	Principal, Online Director, Administration approval / curriculum committees write and revise	Curriculum revised using district authoring program	Annually
LPS@Home	Coordinator of Curriculum, Assistant Director of Instructional Technology	Online curriculum subject to review as part of the normal curriculum revision process for the district. Initial course review evaluated on specific areas with scaled rankings. Holistic judgment is made "on the appropriateness of the course for LPS @Home students."	Not answered
6520 - Monte Vista Online Academy	Program Administrator and Content area teachers	Course reviews as per Quality Assurance Plan with Course Quality checklist	Every three to five years
7198 -PSD Online Academy, Poudre School District	Corporate level staff with oversight of district curriculum staff and Instructional Technology Coordinator	Updating of courses completed by third party provider	Every three to four years
RIDGE Academy, Pueblo 60 School District	Corporate level staff with oversight of Online Program Coordinator, Resource Teacher, Counselor and Educational Assistant	Updating of courses completed by third party provider	Not answered
9085 - Vilas Online	Curriculum Director, Online Director, required teaching staff	Changes or needed additions reported to Leadership Team. Team evaluates and gives recommendation to district Board of Education. Upon Board approval, plan for revision is implemented.	Not answered

Sandra, a Hope Online student, works at her computer station in a Learning Center.

Source of Curriculum

There has been a definite shift in the curricular offerings of Colorado's online programs, with more programs opting to provide both third-party curriculum and coursework that has been developed "in house." This can be seen as a positive movement, with programs creating courses and external curriculum to fill gaps in purchased content in order to more fully align with Colorado's Model Content Standards.

Table 3.2 Curriculum Development Source for Online programs

Online Program	District	Curriculum Development		
		In-house	vendor	In-house & vendor
Academy District 20 Online	1040-Academy District 20			X
ACHIEVE k12-D11	1010-Colorado Springs 11			X
BVSD Online Program	0480-Boulder Valley RE-2		**X**	
0948-Branson School Online	1750-Branson School			X
1887-Colorado Connections	0880-Denver Public Schools			X
0656-CDELA	8001-Charter School Institute			X
1752-COVA	0020-Adams 12 Five Star Schools		X	
1967-Crowley County Online	0770-Crowley County		X	
D3 My Way	Widefield School District		X	
6509-DPS Online High School	0880-Denver Public Schools			X
5405-eDCSD	0900-Douglas County School District			X
2504-Edison Academy	1120-Edison School District 54JT			X
3475-GOAL	8001-Charter School Institute			X
Heartlight Academy Online	0550-North Conejos - RE-1J		X	
3995-Hope Online	0260-Douglas County School District			X
4369-Insight School of Colorado	2862-Julesberg School District RE-1			X
Jeffco's 21st Century Virtual	Jefferson County School District			X
JeffcoNet Academy	1420-Jefferson County R-1			X
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2			X
4504-Karval Online Education	1810-Karval School District Re-23			X
Littleton Public Schools	0140-Littleton 6		X	
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8			X
Poudre Online School	1550-Poudre RE-1		X	
Ridge Academy	2690-Pueblo 60 School District		X	
9085-Vilas Online	0260-Vilas RE-5 School District			X

Table 3.4 shows the third party providers utilized by each of the different online programs. *Please note that this list should not be interpreted as an endorsement of any third party provider by the Colorado Department of Education.*

Table 3.4 Third party providers used by online programs for curriculum development

Program	District	Third party Curriculum Providers
Academy District 20 Online Program	1040-Academy District 20	Colorado Online Learning, Aventa Learning
ACHIEVE k12	1010-Colorado Springs 11	Hippo Campus (Algebra 1A & 1B)
Boulder Valley School District Online Program	0480-Boulder Valley RE-2	Aventa Learning
0948-Branson School Online	1750-Branson School	Aventa Learning, Singapore Math, YourTeacher.com, Powerspeak, Madcap Logic, McGraw hill, Pearson Education, South Central Boces Learning Force, Scholastic Inc., People's Education, Learning.Com, Easy Tech, Learning A-Z Reading, Brain Pop LLC, Compass Learning Elementary, Discovery Education, Educational Designers, myschoolhouse.com, Click n kids, Evan Moor Online, Headsprout, Houghton Mifflin
1887-Colorado Connections Academy	0880-Denver Public Schools	Aventa Learning, Powerspeak
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	Aventa Learning, Tritone, Creativity Express, Compass, Plato, Holt
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	K12 Inc.
1967-Crowley County Online Academy	0770-Crowley County	Colorado Online Learning
D3 My Way	Widefield School District	Compass Learning Odyssey
6509-DPS Online High School	0880-Denver Public Schools	Aventa Learning
5405-eDCSD	0900-Douglas County School District	Lincoln Interactive' Compass Learning
2504-Edison Academy	1120-Edison School District 54JT	Odysseyware, Plato Web; Colorado Online Learning
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	Pearson Education, Pearson Digital, reading Plus, ACT.

Program	District	Third party Curriculum Providers
Heartlight Academy Online	0550-North Conejos - RE-1J	EdOptions Star Suite/Novel Net
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	Compass Learning Odyssey , The American Education Corporation A+, Rosetta Stone, Mind Play My Reading Coach and Lexia (selected students)
4369-Insight School of Colorado	2862-Julesberg School District RE-1	In-house development in collaboration with the University of Phoenix
Jeffco's 21st Century Virtual Academy	1420-Jefferson County R-1	Florida Virtual School
JeffcoNet	1420-Jefferson County R-1	Aleks
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	Aventa Learning, Florida Virtual School, Virtual Sage
4504-Karval Online Education	1810-Karval School District Re-23	A+nywhere Learning Systems; YourTeacher; CustomGuide; Class.com; Thinkwell; Caert; Power-Speak, Reading Horizons
LPS@Home	0140-Littleton 6	PLATO Learning
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	ALEKS; Global Student Network; Colorado Online Learning
PSD Online Academy	1550-Poudre RE-1	Aventa Learning
RIDGE Academy	2690-Pueblo 60 School District	Apex Learning
9085-Vilas Online	0260-Vilas RE-5 School District	Compass Learning; Rosetta Stone, Math-U-See; Step Up To Writing; Spectrum Spelling; Scott Foresman, Zaner-Bloser, Steck-Vaughn

Course Completion Rate

The course completion rate is another measure of accountability for online programs. Statute requires that a standardized method of reporting course completion be implemented for Colorado's online programs. This rate indicates how many students complete courses in which they enrolled at the beginning of a course of study and how many dropped out of the course before actually completing it. *This is not an indication of success or failure but rather of basic course completion.*

The standardized method currently allows programs to discount students who drop the course before reaching 25 percent completion of the course. It was found, however, that this calculation can easily give a false indication of completion because any student who doesn't

complete the first 25 percent does not have to be counted, regardless of when he leaves the program. For example, a student may not be logging in or completing assignments well into the year, dropping out in the second semester, or even at the end of the year. Because of the course completion rate rules, the student would not be counted as a non-completer.

"The tables in Appendix B of this document illustrate the course completion rates for secondary students in submitting online programs."

The tables in Appendix B illustrate the course completion rates for secondary students. The course completion data is self-reported by the individual online programs. It is unclear, in some instances, whether the data accurately reflects *only* secondary student course enrollment when compared to student membership count for 9-12 grade levels, or if other levels were included in the calculation. To facilitate understanding, included with each table is the beginning student enrollment with end of year enrollment, along with the student membership count for 9-12 grade levels.

According to the "Rules for the Administration, Certification and Oversight of Colorado Online programs" (1CCR301-71) the following rules shall be used for course completion:

- 2.04.1 The course may be counted as having been completed when academic content work, as based upon authorizer accreditation curriculum standards, has been completed.
- 2.04.2 Any student counted as an enrollment for the October 1st count date must be included in the course completion rate data.
- 2.04.3 For calculation purposes, any student who leaves the course within the first 25percent of said course shall not be counted.
- 2.04.4 Mastery or passing a course is not a requirement of course completion, but mastery levels should be consistent with the authorizer.

Graduation Rates

Notably, graduation and completion rates for online programs, on the average, have increased from the previous reported year. What is the graduation rate? The graduation rate is a cumulative or longitudinal rate which calculates the number of students who actually graduate as a percent of those who were in membership over a four-year period (i.e., from grades nine-12) and could have graduated with the current graduating class.

A graduation rate is reported for each graduating class (i.e., the class of 2007). The rate is calculated by dividing the number of graduates by the membership base. The membership base is derived from the number students entering ninth grade four years earlier (i.e., during the 2003-2004 year), and adjusted for students who have transferred into or out of the district during the years covering grades nine through 12.

Thus, the formula is:

The number of students receiving a regular diploma during the 2007-2008 school year

divided by

(The number of students finishing eighth grade in 2003-2004) +
(number of transfers in) – (number of verified transfers out)

The following table illustrates the calculation methods used by CDE to calculate graduation rate, completion rate and dropout rate.

Overview of the rate calculations for graduation, completion, and dropout

	Graduation Rate	Completion Rate	Dropout Rate
Time period	Adjusted longitudinal high school cohort (Class of…)	Adjusted longitudinal high school cohort (Class of…)	Annual (July 1 to June 30)
Numerator	# of students receiving a regular diploma during the past year	# of students receiving a regular diploma, GED certificate, or designation of high school completion during the past year	Number of reported dropouts and "age outs" during the past year
Denominator	# of students finishing 8th grade four years earlier + transfers in – verified transfers out	# of students finishing 8th grade four years earlier + transfers in – verified transfers out	# of students that were in membership at any time during the past year
08-09 rate (and count)	74.6% - State Avg. 35.4% - Online Avg.	78.0% - State Avg. 47.2% - Online Avg.	3.6% - State Avg. 12.3% - Online Avg.
Notes	The graduation rate will be calculated as a 4-year (on-time) rate beginning in 2009-10	The completion rate will be calculated as a 4-year (on-time) rate beginning in 2009-10	Students transferring to a GED program are not counted as dropouts in the dropout rate

The tables on the following page show the graduation rates and completion rates reported to CDE by the local district or the Charter School Institute.

Table 3.5 2007-2008 Graduation and Completion Data

School Name	School Code	All Students Final Grad Base 08	All Students Graduates Total 08	All Students Graduation Rate 08	All Students Completers Total 08	All Students Completion Rate 08
State Totals (All Schools)	9999	62,611	46,291	73.9	49,359	78.8
Branson School Online	0948	175	45	25.7	53	30.3
Colorado Distance & Electronic Learning Academy	0656	13	6	46.2	6	46.2
Colorado Virtual Academy (Cova)	1752	22	0	0.0	22	100.0
Edison Academy	2504	26	19	73.1	20	76.9
Garfield Re-2 Center For Integrative Studies	3325	1	0	0.0	0	0.0
Hope Online Learning Academy Co-Op	4091	460	50	10.9	87	18.9
Karval Online Education	4504	39	24	61.5	29	74.4
Monte Vista On-Line Academy	6520	21	11	52.4	14	66.7
Online High School (DPS)	6509	65	16	24.6	29	44.6
Vilas Online School	9085	147	53	36.1	66	44.9

2007-2008 Cumulative Averages and Sums for Online Schools		969	224	23.1%	326	33.6%

Table 3.6 2008-2009 Graduation and Completion Data

School Name	School Code	All Students Final Grad Base 09	All Students Graduates Total 09	All Students Graduation Rate 09	All Students Completers Total 09	All Students Completion Rate 09
State Totals (All Schools)	9999	63,585	47,459	74.6	50,377	79.2
Branson School Online	0948	138	38	27.5	61	44.2
Colorado Distance & Electronic Learning Academy	0656	52	13	25.0	18	34.6
Colorado Virtual Academy (COVA)	1752	171	0	0.0	12	7.0
Connections Academy	1887	32	6	18.8	6	18.8
Crowley County Online Academy	1967	2	0	0.0	0	0.0
Edison Academy	2504	21	17	81.0	17	81.0
Garfield Re-2 Center For Integrative Studies	3325	42	4	9.5	11	26.2
Goal Academy	3475	71	33	46.5	37	52.1
Hope On-Line	3995	268	151	56.3	177	66.0
Karval Online Education	4504	48	24	50.0	26	54.2
Insight School Of Colorado At Julesburg	4369	42	9	21.4	33	78.6
Monte Vista On-Line Academy	6520	22	7	31.8	11	50.0
Online High School (DPS)	6509	63	30	47.6	41	65.1
Vilas Online School	9085	154	67	43.5	82	53.2

2008-2009 Cumulative Averages and Sums for Online Schools		719	251	34.9%	330	45.9%

2007-08 Dropout Rates

School Name	School Code	District	Total Pupil Count	Total Dropouts	Total Dropout Rate
Branson School Online	0948	BRANSON REORGANIZED 82	669	91	13.6%
Colorado Distance & Electronic Learning Academy	0656	CHARTER SCHOOL INSTITUTE	215	11	5.1%
Colorado Virtual Academy (COVA)	1752	ADAMS 12 FIVE STAR SCHOOLS	2,218	139	6.3%
Connections Academy	1887	DENVER COUNTY 1	194	11	5.7%
Edison Academy	2504	EDISON 54 JT	70	5	7.1%
Garfield RE-2 Center for Integrative Studies (Kaplan)	3325	GARFIELD RE-2	22	2	9.1%
Hope Online	4091	VILAS RE-5	3,563	681	19.1%
Karval Online	4504	KARVAL RE-23	201	23	11.4%
Monte Vista Online Academy	6520	MONTE VISTA C-8	126	2	1.6%
Online High School (DPS)	6509	DENVER COUNTY 1	178	46	25.8%
Vilas Online	9085	VILAS RE-5	532	99	18.6%
Cumulative Averages and Sums for Online Schools			7,988	1,110	13.9%
State Grand Totals (Alternative Schools only)			19,057	4,241	22.3%
State Grand Totals (Excluding Alternative Schools)			392,382	11,283	2.9%
State Grand Totals (Including Alternative Schools)			411,439	15,524	3.8%

2008-09 Dropout Rates

School Name	School Code	District	Total Pupil Count	Total Dropouts	Total Dropout Rate
Branson School Online	0948	Branson Reorganized 82	496	30	6.0%
Colorado Distance & Electronic Learning Academy	0656	Charter School Institute	501	116	23.2%
Colorado Virtual Academy (COVA)	1752	Adams 12 Five Star Schools	3,146	362	11.5%
Connections Academy	1887	Denver County 1	587	63	10.7%
Crowley County Online Academy	1967	Crowley County Re-1-J	18	4	22.2%
eDCSD Online	5405	Douglas County Re 1	165	16	9.7%
Edison Academy	2504	Edison 54 Jt	109	7	6.4%
Garfield RE-2 (Kaplan)	3325	Garfield Re-2	231	49	21.2%
GOAL Academy	3475	Charter School	370	57	15.4%
Hope Online	3995	Douglas County Re 1	3,031	287	9.5%
Insight School of Colorado	4369	Julesburg Re-1	609	140	23.0%
Karval Online	4504	Karval Re-23	261	22	8.4%
Monte Vista Online Academy	*6520*	*Monte Vista C-8*	*142*	*10*	*7.0%*
Online High School (DPS)	6509	Denver County 1	210	20	9.5%
Vilas Online	*9085*	*Vilas Re-5*	*482*	*86*	*17.8%*
Cumulative Averages and Sums for Online Schools			10,358	1,269	12.3%
State Grand Totals (Alternative Schools only)			20,266	4,156	20.5%
State Grand Totals (Excluding Alternative Schools)			396,687	10,819	2.7%
State Grand Totals (Including Alternative Schools)			416,953	14,975	3.6%

Student to Teacher Ratio / Student to Adult Ratio

Online programs were required to report the ratio of adults to students in the online program along with the number of online teachers employed by the program who satisfy the requirements specified for a highly qualified teacher.

As programs reported their data, using the formula developed for calculating the ratio, there were found to be divergent ways of reporting that skewed the data. For example, some programs employ no full-time teachers, relying on part-time teachers to deliver instruction. Likewise, programs indicated that they serve full-time, part-time and supplemental students. Since the data asked only for the number of teachers (regardless of employment status) and students (regardless of status), the data became unreliable for calculating an accurate student-teacher ratio. The data reported below, therefore, is not self-reported by the online programs, but rather is from CDE data collections.

The online program reporting template will be amended to reflect the variability of employment status of teachers and attendance of students so that future reporting will accurately reflect actual conditions.

Note: This table represents pupil membership/teacher FTE. The teacher FTE is calculated by the following: (contract days X contract hours/day) divided by the (mode contract days X mode contract hours/day).

Table 3.7 Pupil and Teacher Membership as reported to CDE 08-09

Program	School Code	District Name	Pupil Membership	Teacher FTE	Pupil/Teacher FTE Ratio
Branson School Online	0948	Branson Reorganized 82	465	23.1	1:20
Colorado Distance & Electronic Learning Academy	0656	Charter School Institute	441	15.5	1:28
Colorado Virtual Academy (COVA)	1752	Adams 12 Five Star Schools	4501	128.4	1:36
Connections Academy	1887	Denver County 1	704	19.8	1:37
Crowley County Online Academy	1967	Crowley County Re-1-J	14	0.7	1:21
Edison Academy	2504	Edison 54	87	1.3	1:67
eDSCD Online Education	5405	Douglas County Re 1	132	3.0	1:45
Garfield RE-2 Center for Integrative Studies (Kaplan)	3325	Garfield Re-2	174	0.5	1:317
GOAL Academy	3475	Charter School Institute	273	5.9	1:47
Hope Online	3995	Douglas County Re 1	3135	32.2	1:98
Karval Online Education	4504	Karval Re-23	202	8.2	1:26
Monte Vista Online Academy	6520	Monte Vista C-8	81	4.4	1:19
Online High School (DPS)	6509	Denver County 1	123	6.3	1:21
Vilas Online	9085	Vilas Re-5	377	19.5	1:20

Data unavailable for single district online programs due to inability to disaggregate data from rest of district or associated school. Insight School data was not reported to CDE.

Table 3.8 Self-Reported Highly Qualified Teachers

Online Program	Number of Highly Qualified Teachers Estimate 08-09	Number of Highly Qualified Teachers Estimate 09-10
Academy Online High School	4	18
ACHIEVE k12	15	3
BVSD Online	NA	60
Branson School Online	26	24
Colorado Distance & Electronic Learning Academy	14	16
Colorado Connections Academy	17	29
Colorado Virtual Academy	96	96
Crowley County Online Academy	8	16
D3 My Way	NA	5
DPS Online High School	7	7.5
eDCSD	10	19
Edison Academy	3	3
GOAL Academy	7	28
Heartlight Online Academy	2	2
Hope Online	28	20
Insight School of Colorado	27	41
Jeffco's 21st Century Virtual Academy	NA	25
JeffcoNet Academy	6	6
KAPLAN	14	17
Karval Online	1	16
LPS@Home	1	1
Monte Vista Online Academy	8	10
PSD Online Academy	NA	40
RIDGE Academy	2	1
Vilas. Online	20	22

IV. Student Support and Initiatives

Colorado's online programs reported, in their individual annual reports, a variety of ways in which they support students and their achievement. One of the strengths of online initiatives is the ability to easily differentiate instruction and target specific needs in individual students. This differentiation and support specific to need should be evident in the reports.

As annual reports are reviewed, and support initiatives are detailed, it is important to also look at the student populations being served in order to determine if the support services that are in place are appropriate. Some online programs serve what they determine to be "at risk" populations. In order to provide consistency for reporting, they were asked to report their "at risk" student numbers based on the National School Lunch Act definition. The data for Table 4.0, below, is collected by CDE from all schools and districts in Colorado.

Table 4.0 Fall 2008 "At Risk" Online Students eligible for free lunch pursuant to the National School Lunch Act

Program	School Code	District	District At Risk Pupils *	Total District Pupils	% District At Risk Pupils	Online Program At Risk Pupils	Total Online Pupils	% Online Program At Risk Pupils
Colorado Virtual Academy	1752	Adams 12 Five Star Schools	9,439	40,021	24%	490	4501	11%
Branson School Online *	0948	Branson Reorganized 82	82	510	16%	71	465	15%
Crowley County Online Academy	1967	Crowley County RE-1-J	256	486	53%	7	14	50%
Colorado Distance & Electronic Learning Academy	0656	Charter School Institute	1,320	5,657	23%	37	441	8%
GOAL Academy	3475	Charter School Institute	1,320	5,657	23%	114	273	42%
Edison Academy	2504	Edison 54 JT	32	189	17%	0	87	0%
Garfield RE-2 Center for Integrative Studies (KAPLAN)	3325	Garfield RE-2	32	4,708	26%	0	174	0%
Insight School of Colorado	4369	Julesburg RE-1	104	777	13%	38	528	7%
Monte Vista Online Academy	6520	Monte Vista C-8	568	1,119	51%	12	81	15%
Karval Online	4504	Karval RE-23	32	253	13%	22	202	11%
Hope Online	3995	Douglas County RE 1	3,311	57,288	6%	1,376	3,135	44%
eDCSD	5405	Douglas County RE 1	3,311	57,288	6%	1	132	1%
Connections Academy	1887	Denver County 1	40,912	70,020	58%	49	704	7%
DPS Online High School	6509	Denver County 1	40,912	70,020	58%	26	123	21%
Vilas. Online	9085	VILAS RE-5	174	484	36%	133	377	35%

* District At Risk student population includes the online program count.

Disaggregated data is only available for those programs who have received an individual school code. It has been recommended that all single district programs also obtain an individual school code.

Support Strategies

The support that online programs provide for students is critical to the continuation of the student's enrollment in the program. As noted earlier, the retention rate is low in many online programs. There are several reasons why this is true. In many cases, the students enrolling in the program are seeking alternative structures because of the inability to succeed in a traditional brick and mortar setting.

"…it is essential that online programs have strong systems in place to help students understand the structure and their personal responsibilities and remain in the educational organization."

This seems to be particularly true in programs that specialize in serving at –risk students. Without having intense directed student support measures in place, the student suddenly realizing that "this is just like school," leaves the online program. Therefore it is essential that online programs have strong systems in place to help students understand the structure and their personal responsibilities, to promote retention of the student within the educational organization.

Online programs are diligent in using screening and placement tools prior to placing students in coursework. After the students are placed, progress is monitored and either teachers or other professionals work with individual students who are falling behind. Some programs, such as **CDELA** and **Crowley County Online**, view not logging into curriculum as non-attendance and thus truancy. Crowley County employs a student liaison to make contact with students at least twice a week and has extensive hours available for face-to-face tutoring at their brick and mortar high school.

JeffCo's 21st Century Virtual Academy has a formalized structure to "support students' successful progression through their course work." This structure includes required class sessions, scheduled office hours for teachers, daily attendance tracking and academic improvement plans.

Branson Online approaches the issue by maintaining a low student to teacher ratio "so that individual student needs are addressed." They also attribute their comparatively higher retention rate to the implementation of the (RtI) process, with focus on early intervention and the employment of two full time counselors (for a student body of 465 students).

Future Initiatives

Future initiatives, as we saw in last year's reporting, vary from very simple proposals to wide system overhauls. Again, (RtI) was mentioned as an initiative newly implemented for the current school year or proposed for the 2010-11 school year.

It is evident from the concrete, detailed descriptions that Colorado's online programs are earnestly striving to not only use technology tools effectively, but to also implement proven strategies to raise student achievement.

D3 My Way will be adding additional elective classes to the curriculum and hope to add staff if enrollments increase. **Hope Online**, noted the employment of more teachers for this current year (in spite of a decrease in enrollment) as well as employing reading specialists and coordinators for English Language Acquisition and Data and Assessment. Additionally they report the development of "an instructional team to support teachers and mentors with additional practices that have been identified in the research as necessary for schools in need of improvement."

ACHIEVE k12 extols the addition of video conferencing as part of the program. "This will add the ability to hold live class sessions to all of our courses." The online program also states that it is looking at ways to expand curriculum course offerings.

Insight Schools proposes a plethora of "student supports to increase student achievement." Among the upcoming initiatives are *Scantron* Assessments, the development of Individual Student Learning Plans, an extended semester, an increase in the number of *Elluminate* virtual classroom sessions for direct instruction, curriculum enhancements to increase opportunities for differentiated instruction, and access to *iCentral*, a Web site for career guidance, academic support and student resources.

Program initiatives for **LPS@Home** "that would contribute to increased academic success include a more developed writing assessment structure, an increase in frequency and content of student-to-student interactions, and technology labs to develop student technology competency and learning." Students will also complete informal and formal online writing assessments on a more consistent basis using wikis and weblogs. They also intend to integrate more student-to-student peer work groups.

Karval Online elementary student, Michael Bellomy, works on his art project as the "hands-on" part of his online art class.

V. Budgets for Online programs

For the 2009 annual report, the online programs were asked to submit their annual budget which accounts for all state funding received by the online program in accordance with existing budgetary requirements consistent with the program's authorizer or school district.

Multi-District Online programs

Table 5.0 reflects the reported total budget amount for each of the multi-district online programs that reported budget data to CDE for the 2009 annual report.

Table 5.0 Total Annual Budget for Multi-District Online programs

Program	District	Total Budget	# Students
Academy Online High School	Academy District 20	$122,475	74
ACHIEVE k12	Colorado Springs District 11	$504,234	43
Branson School Online	Branson Reorganized 82	$2,924,922	465
Colorado Distance and Electronic Learning Academy	Charter School Institute	$3,914,227	513
Colorado Virtual Academy (COVA)	Adams 12 Five Star Schools	$30,087,685	4333
Connections Academy	Denver County 1	$4,110,831	668
Crowely County Online Academy	Crowley County RE-1-J	$72,440	14
DPS Online High School	Denver County 1	$503,218	122
eDCSD	Douglas County RE 1	$1,190,777	134
Edison Academy	Edison 54 JT	$329,197	85
Garfield RE-2 Center for Integrative Studies (KAPLAN)	Garfield RE-2	$119,899	175
GOAL Academy	Charter School Institute	$2,048,420	273
Hope Online	Douglas County RE 1	$19,601,649	3152
Insight School of Colorado	Julesburg RE-1	$5,361,654	528
Jeffco's 21st Century Virtual Academy	Jefferson County R-1	$825,700	
Karval Online	Karval RE-23	$1,107,194	201
Monte Vista Online Academy	Monte Vista C-8	$407,834	81
Vilas Online	Vilas RE-5	$1,976,566	407
Totals for Multi-District Online programs		**$75,208,922**	**11,268**

[1]Represents the October 2008 student enrollment reported to CDE. The budget and student enrollment data for Jeffco's 21st Century Virtual Academy represents the 2009-2010 school year (data not available for 2008 as this program is newly implemented.)

Single District Online programs

Table 5.1 Total Annual Budget for Single-District Online programs

Program	District	Total Budget	# Students
Boulder Valley School District	Boulder Valley School District	$77,540	0
JeffcoNet Academy	Jefferson County R-1	$580,318	76
Ridge Academy	Pueblo 60	$211,083	47
Heartlight Academy	North Conejos RE-1J	$49,550	16
PSD Online Academy	Poudre RE-1	$0	42
Littleton Public Schools	Littleton 6	$45,400	6
Widefield School District	Widefield School District	$100,864	20
	Totals for Single-District Online programs	**$1,064,755**	**207**

[1]Represents the October 2008 student enrollment reported to CDE. The budget and student enrollment data for Boulder Valley, PSD Online, and Widefield represents the 2009-2010 school year (data not available for 2008 as these programs are newly implemented.)

Summary Table

Table 5.2 reflects the total dollar amount reported for each line item, for all online programs. Further data noted in this table include the lowest and highest dollar amount reported for each line item, and the correlated student enrollment for the specific online program. When comparing the lowest and highest budget number reported, there is a wide variance on expenditures per student for each of these line items. Individual online program budgets can be found in Appendix C.

Table 5.2 Summarized Annual Budget for all Online Programs

Budget Item	Total Budget	Lowest $ reported		Highest $ reported	
		$ Amount	# Student	$ Amount	# Student
Salaries	$15,831,355	$7,500	14	$4,289,534	4333
Benefits	$3,627,853	$1,240	14	$953,523	4333
Professional Services	$25,145,310	$500	175	$21,701,428	4333
Other Services	$20,161,538	$100	20	$13,549,530	3152
Supplies	$2,710,212	$500	175, 6	$984,099	668
Other	$286,892	$200	134	$110,112	273
Property Capitalized	$709,528	$1,200	14	$260,000	407
Property Non-Capitalized	$481,329	$2,000	175	$108,060	122
Internet	$1,038,287	$0	n/a[1]	$711,386	4333
Hardware	$3,153,317	$0	n/a[1]	$1,619,817	4333
Software	$3,128,056	$0	n/a[1]	$1,302,206	528
Budget Grand Total	**$76,273,677**				

VI.   Alignment to the Quality Standards

The Quality Standards, as written in the *"*Rules for the Administration, Certification and Oversight of Colorado Online programs*"*, with summarized responses beneath, are found below. The Quality Standards, used as a standard not only for quality but also accountability, are the cornerstone of both the Application for Certification of Multi-District Programs and for the annual report of online programs. All online programs, both single and multi-district, described in narrative form how they meet each of the Quality Standards. This section of the annual report summary addresses each standard individually, documenting the shared responses as well as individual responses which are unique to specific online programs.

> **Standard I**: *The Online program involves representatives of the online program's community, as well as staff, in a collaborative process to develop and communicate the online program's vision, mission, goals and results, in a manner appropriate to the online model for that program. The online program provides leadership, governance, and structure to support this vision and these supports are used by all staff to guide the decision-making.*

This standard addresses an online program's governance, vision and organization. Authorizing districts differ on their approach to stakeholder and community input into the goals and mission of the online program. Some, such as **Hope Online,** attribute input from "visionary community and business leaders with a passion for education and technology" as the impetus and vision for creating their online program. Other programs acknowledge that, although slow in coming, stakeholder involvement through advisory committees has begun to shape the mission of the program.

Programs such as **Kaplan Academy of Colorado (KACO)** clearly have a corporate directed leadership model, with the corporation, or management organization carrying out all policy and decision making. Kaplan also indicates that "the school employs the services of a principal and program manager …to ensure the vision is supported and achieved."

GOAL Academy reports fostering communication as well as encouraging parents and community members to become involved in school committees. It does not address, however, how communications and committee involvement provide avenues for stakeholders to help develop the program's vision mission and goals. **JeffcoNet** reports a similar structure with focus group meetings to discuss program strengths and challenges. JeffcoNet, however ultimately makes it clear that "any changes in the program's structure are determined by the school's principal."

A strong board of directors operational norm exists in **Colorado Virtual Academy (COVA)**. This is confirmed by the statement that the, "Board has developed a clear mission and vision for the school which has been shared with all staff and which is in our Handbooks." COVA continues with the declaration that "Our board oversees issues of governance, vision and mission, and finances and also delegates responsibility for day-to-day operations of the school

and for implementation of the policies established by the board, to its head of school and academic and operational leaders."

At **Colorado Distance Learning Academy (CDELA)** there is also the presence of a strong board which "has been effective in working closely with the school administrator to monitor and help implement the School Improvement Plan….the board regularly reviews the bi-monthly State of the School report to make sure the school remains aligned with the school's mission and goals." CDELA also reports a parent community group and the implementation of a balanced leadership approach.

Many district led online programs report strong district oversight and guidance in the visioning process. **DPS Online** (Denver Public School District) indicates that the Office of School Culture, within the district, provides "the tools and guidance to help schools create and harness their school culture for the benefit of student development." Included in the efforts to support the school and district's goals is a Collaborative School Committee with representation from parents, community, faculty, administrator and classified staff. **Vilas Online School** reports strong district presence and oversight in the form of the District Accountability Committee which develops the goals, vision and mission statements.

Several other programs, for example, **Heartlight Academy**, **Crowley County Online Academy, Karval Online,** and **Academy Online High School** indicate the incorporation of a parent -staff advisory committee with the mission of promoting student achievement and providing avenues for communication and input.

> **Standard II**: *The adopted curriculum of the online program is aligned with the Colorado Model Content Standards, assessment frameworks, and is consistent with grade level expectations. Assessment results are used by staff to obtain information on student learning, monitor student progress, support other academic plans, identify achievement and curricular gaps and to refine instruction.*

This standard addresses standards-based curricula and data driven instructional practices. It is important that the online curriculum meet the Colorado Model Content Standards and that the program has independently ascertained that the curriculum does so.

There are a variety of ways in which online programs adopt a curriculum. In many cases, Colorado's online programs subscribe to, or purchase, vendor developed curriculum. In a few cases, the program develops its own online coursework. Review of report submissions showed that district-led programs were more likely to develop their own content using district teachers who have experience with Colorado's Model Content Standards and district-specific benchmarking.

Notable, is that report submissions from district-led programs, whether or not they developed their own curriculum, always included a statement such as this one from **Academy Online High School**: "The adopted curriculum…is aligned with Colorado Model Content Standards, District 20 Standards and Benchmarks…as a matter of law, policy, and the district accreditation

process." National provider-led programs were most likely to include statements such as this one from **COVA:** "K12 Inc. designed the school's curriculum to be standards-based." Following this declaration is an assurance that administrators and teacher leaders …ensure that students have an effective standards-based curriculum, stating "If there are any gaps between the standards and the curriculum, we fill them." **Colorado Connections Academy**, also a national vendor-led program, indicates that "staff supplements and modifies the curriculum to ensure completed and targeted coverage of Colorado state standards, with review and refinement of the materials ongoing."

Commendable is the yearly review of curriculum completed by **Branson Online** staff. All assignments are aligned with the Colorado Model Content Standards and assessment frameworks. This model of consistent review, alignment and updating is one that ensures quality and timeliness in curricular offerings. **Monte Vista Online** also indicated a scheduled cycle for review and updating of curriculum.

The second part of this standard addresses the specific manner in which assessment results are used by the program. Ideally, online programs are using data to inform and differentiate instruction. **ACHIEVE k12** fully described how individual units are designed in order to inform instruction and provide critical feedback for differentiation of instruction. ACHIEVEk12 also emphasized their data driven design model which uses the RtI framework to track student's learning as well as continuous monitoring of student performance through assessments. **COVA** reports that teams regularly evaluate student growth "…via comprehensive reports on varied data on achievement". COVA further indicates that "Administrators are active team players with teachers, counselors and parents in the educational endeavor to analyze a variety of data and refine instruction for best outcomes."

COVA middle school student, Shannon Cooney, works on his science lab experiment.

Branson Online was the only online program that indicated that they are using, and will receive more staff development for increased application of, the Colorado Growth Model in order to "apply the data to benefit instruction for each student…and provide our staff with greater instructional strength."

An interesting (but not atypical of online programs) fact from **Crowley County Online** emerged as they reported, "last year, the majority of students enrolled on October 1 had transferred or moved before the CSAP testing window. However the students that were available during the window were tested and the results are being utilized to determine strengths and weaknesses of the program."

> **Standard III**: *The online program has, or has a plan and timeline place to accomplish, the technological infrastructure capable of meeting the needs of students and staff, and of supporting teaching and learning. The online program uses a variety of technology tools and has a user-friendly interface. The online program meets industry accepted accessibility standards for interoperability and appropriate access in for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.*

A consistent issue for Colorado's online programs, in the area of technological capacity and support, is the lack of broadband coverage in the state. Online opportunities are greatly needed for those students residing in rural areas of the state and those specifically are the areas where only dial-up connectivity is available. Since highly interactive multi-media experiences are becoming the norm in online courses, many students are handicapped by the inability to download content and fully interact with digital curriculum.

For the most part, online programs document strong technology infrastructures with many programs relying on their third-party content providers also as providers of servers, technology support for software and hardware and technology tools used to support the learning environment. Several programs are using open-source content management systems such as *Moodle,* relying on district IT support for maintenance and trouble-shooting.

Fully half of the state's online programs report complete reliance on the authorizing district's technology infrastructure **(JeffcoNet, ACHIEVEk12, Boulder Valley, Crowley County Online, D3 My Way, DPSOnline, eDCSD, Heartlight, Karval Online, LPS Online, Monte Vista Online,** and **RIDGE Academy). Vilas Online** reports a super capacity able to support 4,000 online students. Current enrollment at Vilas Online is 343 students.

Two programs included their entire ETIL (The Educational Technology and Information Literacy) Plan as part of their annual report. It was encouraging to read **Hope Online's** future plans for updating technology infrastructure, software, hardware and technology processes, although it is of some concern that there is no e-mail system in place for the students, only for staff members.

As part of the reporting, programs cited many technology tools available to their students. Robust learning management systems are the cornerstone of most programs, with the addition of tools such as *Elluminate Live! Classroom®*, wikis, voice-over IP telephony and an auto-dialer program which **Kaplan Online** evidences for technology support availability 24/7.

Colorado Connections Academy again is to be applauded for their robust technology infrastructure which provides daily backup for all data and information. Acknowledgement of the vital nature of this standard is recognized by Connections Academy with this statement, "For a virtual program, it is critical that the technology used to run the program is state-of-the-art, of the highest quality, and extremely reliable."

> **Standard IV**: *The online program has, and implements, a technology plan that includes (but is not limited to) documentation that all students and parents know and understand acceptable use of the internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or "at location") to students, the online program will use filtering software to prevent access to inappropriate materials.*

This standard addresses internet safety, a key issue for every educational institution in Colorado but doubly important for programs whose students interact online on a daily basis. All online programs, both single and multi-district, report that they comply with federal requirements regarding internet usage as dictated in the Child Internet Protection Act (CIPA). All programs, except **Kaplan Online**, document variations of Acceptable Use Policies and very detailed guidelines which are made available to both parents and students. Kaplan provides a parent/student handbook which describes the policies that "prohibit unlawful, unethical, and unsafe use of the Internet by students."

All online programs, except for **Poudre School District** and **RIDGE Academy**, also document the use of internet filtering either at the district level or through their third-party providers.

> **Standard V**: *Online programs must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support of student academic achievement.*

This standard addresses sound financial and accounting practices and resources. In their reporting of alignment with this Quality Standard, almost all online programs indicated that they met the standard by meeting the requirements of the Colorado State Board of Education as set forth in the "Financial Policies and Procedures Handbook" for Colorado public school districts. In documentation, respondents quoted verbatim from the Handbook and pointed out that the processes they have established along with the required yearly audit by an independent auditor clearly indicate compliance with all statutory requirements. **Karval Online** actually copy-pasted their entire district financial policy into their annual report.

All district-led programs mentioned that they follow all financial policies and procedures of their district. All had similar language as this statement from **ACHIEVE k12,** "follows the same policies and procedures established by Colorado Springs District 11 for budgetary requests, reporting and auditing for schools and educational programs within the district. The budget is open to the public and oversight committees for review and questioning."

Many charter online programs cited their EMO (educational management organization) as being responsible for all of the program's financial pieces. The EMO not only develops the budget, they also have oversight for all expenditures.

Hope Online student, Hayden, at his Learning Center computer.

Although all indicated that the budget is "open to the public," very few addressed the specifics of transparency. **Academy 20 Online** did mention that monthly financial reports are available on the district's Web site. **CDELA** likewise publishes their financial report monthly on the Web site as part of their board's minutes. **LPS@home** addressed transparency in this way, "To improve the transparency and accountability of the program, and to provide for yearly program analysis, a unique cost center has been created for this program. There are line items for salaries, benefits, purchased services, supplies and other. These items are all unique to the LPS@Home program."

Most individual program reports did not address how student academic achievement is supported by their budget. **COVA** cites spending 74percent of their budget on student achievement, naming expenditures for "technology to support academics, books and resources, assessments and extra software."

All online programs submitted individual budget information which can be reviewed in **Appendix C** of this document.

> **Standard VI**: *Individual student academic growth, mastery of content standards, and progress toward grade-level performance expectations satisfy state standards for district accreditation and the federal "Elementary and Secondary Education Act of 1965", 20 U.S.C. sec. 6301 et seq., as amended.*

This standard addresses student academic performance and improvement through four important areas: individual student academic growth, mastery of content standards, individual growth toward performance expectations and instructional strategies informed by analysis of assessment results.

All of the online programs indicate that an important part of their structure is the ability to individualize instruction based on the results of assessments and progress monitoring. The programs cited strengths such as differentiated benchmarking, the ability to identify

achievement gaps easily, extensive use of RtI (Response to Intervention), progress monitoring through the Learning Management System, unit and semester tests and "multiple opportunities to demonstrate skill and knowledge."

Most programs also indicated that the results of assessments are used to develop and update individualized learning plans, as well as providing concrete indicators used to target instruction. Additionally, some programs highlighted the importance of extensive staff development for the teaching staff on instructional interventions and data driven instruction. The programs that mentioned professional development cited it as a very strong component of the ability to serve students on an individual level.

> **Standard VII**: *The online program's teachers use ongoing, research based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.*

This standard addresses monitoring and assessment of student academic performance and improvement.   Online programs are subject to the same statutory requirements as brick and mortar institutions, so all reporting programs describe the use of state mandated assessments.

"An online program that fully meets this standard will have strong evidence of the use of both formative and summative assessments."

Academy Online High School evaluates this standard and its implications very well when it states that "the focus of this standard is on feedback and communication between the instructor and student on student progress." Academy indicates that "multiple measures are appropriate when making decisions about students because no single assessment provides a complete picture of student performance or ability." Thus, when the Unit of Online Learning looks at an online program to determine how well they align with this important standard, it looks for multiple pathways for evaluating student progress. An online program that fully meets this standard will have strong evidence of the use of both formative and summative assessments. There will also be strong evidence that there are many opportunities for students to demonstrate achievement and receive feedback.

In addition to state-mandated testing, online programs describe regular benchmark testing, course assessments, student portfolios, ongoing writing sample evaluations, reading assessments, projects, discussion boards, blogs, oral reports and labs. The programs also cite multiple ways of giving feedback to students, including **GOAL's** "homeroom intervention" and subsequent structured team which meets with the student if the student is "falling behind or not making adequate progress." Most programs lauded the 24/7 access for both parent and student to reporting online, including specific teacher comments, as an example of immediate and meaningful feedback. **KACO (Kaplan)** states that "KACO relies on the robust data collection and reporting abilities that reside within major components of the LMS (Learning Management System). They continue, "When teachers find that the students are having more

serious trouble progressing through a lesson or a unit, they can refer to a detailed, unit-by-unit "instructional Strategies" booklet for ideas on how to support, re-shape, or adapt the lesson material to meet the needs of different types of students."

eDCSD included details about specific ways in which students are able to demonstrate content knowledge, interact with classmates and receive "actionable feedback from both their teacher and their peers." The online program lists varied opportunities such as, "written retrospectives, multi-media slide shows or videos, art or music expositions, blog discussions and virtual classroom dialogues." They also indicate that students often present their work in either blogs or wikis.

Edison Academy states that the staff uses the assessments contained in Plato and Odyssey-ware. "Students receive meaningful feedback on at least a quarterly basis. The (digital curriculum) shows completion or mastery of all completed courses. Vocational and college classes provide midterm and semester grades."

Widefield's **D3 My Way** program declares that "students who continue to demonstrate an inability to reach mastery are required to meet with a highly qualified tutor at an online learning center to continue to meet their progress goals until they demonstrate appropriate progress."

> **Standard VIII**: *An online program has a policy regarding course completion.*

The Calculation:

With input from stakeholders and the appointed Online Advisory Board, the "Rules for the Administration, Certification and Oversight of Colorado Online programs*",* in section 2.0 (Definitions), provides a standardized definition of course completion and provides a method of calculating course completions. All online programs were required to use this method of calculation in order to provide a consistent measure of accountability that would allow a reliable comparison of a program's course completion data.

The Unintended Consequences:

In online programs there are high incidences of students who begin online coursework and then quickly realize it is different than they had anticipated and drop out of the program. Because of this factor that is unique to this structure, the Advisory Board determined that if a student dropped out in the first 25percent of the course, he should not be counted in the calculation. After the two years of reporting course completion using this formula, it has become apparent that this single calculation can greatly skew the results. If there are students who are not diligent in their work and don't progress at all, those students could be withdrawing after many months in the course and wouldn't be counted because of not reaching the 25percent mark. Therefore the online program doesn't report that group of students and there is not an accurate calculation of how many students actually finish the courses they started.

The Unit of Online Learning, will actively seek a change in the "Rules for the Administration, Certification and Oversight of Colorado Online programs," so that the course completion calculation will be more reflective of practices in Online programs.

How Individual Programs Address the Standard:

Aside from just calculating course completion rates, individual programs have a variety of ways to support students as they complete online coursework. Examples of this support, and policies for completion, are addressed in the following paragraphs.

PSD Online Academy has a strong focus on course completion and student accountability. This program reports that "At the end of each semester students must meet with their Guidance Counselor to review credits earned and discuss their graduation plan. If a student does not earn sufficient credits and/or has not attended online courses regularly, the student may be dropped from the Online Academy and referred to more appropriate placement within the Poudre School District." They continue by noting that "the PSD Online Academy attendance policy is performance based. This means a student is 'absent' for the week if they are failing a class and not attending regularly. Four weeks of unexcused absences is grounds for withdrawal."

COVA has a clearly defined course completion policy with specificity for both elementary and high school levels. The policy includes an allowance for late-work submissions that deducts points for late work. They also state, "Teachers and the high school administrator determine whether students earning D's have mastered sufficient content to earn credit in the course. . . Students must complete coursework according to the school's calendar to receive credit."

Teachers such as Mrs. Stanfill of Edison Academy provide key instruction to the students over the internet.

LPS@Home, Hope Online and eDCSD grant credit for completion of online courses in accordance with district policy. eDCSD also notes that "Grade level promotion is based on a comprehensive view of reasonable progress in skill development, satisfactory attendance, satisfactory achievement, and student's age."

Some online programs base their course completion solely on the edit checks of the digital content they use. For example, **GOAL Academy** indicates that the NovaNet courseware they

use "is designed and utilized in a prescriptive format which requires a student to master the content at a minimum of 80percent in each sub content area." If not, the program suggests a course of action that will include recommended re-teaching." **Heartlight Academy** and **Edison Academy** also rely on their software program to determine course completion with mastery at a certain percentage level. These programs, however, have other expectations for course completion that seem to be somewhat unlike other online programs. Students are allowed to complete the course content during the following school year if they do not complete by the end of May. Edison Academy notes that "by directive of the school board, we do not allow students to work over the summer unless the student pays for the software being used."

Monte Vista Online, however, allows students to carry over a course into the summer and "if appropriate the following fall." They also indicate that "Students who do not complete the required assignments by the due date have zeroes entered for that specific assignment. Typically the student may make up that work without penalty."

 Insight School reports that "When students appear to be in jeopardy of not completing a course, teachers and other staff proactively assist students using iCan plans or recommending the RtI process."

Jeffco's 21st Century Virtual Academy delineates several ways they support students in order to successfully complete their courses. They identified live Virtual Classroom Sessions, office hours, instant message, "which is an attempt to replicate the opportunity students in a brick and mortar building have to walk into a classroom and receive support from a teacher," Academic Improvement Plans, and a Week 19 and Week 37 Program which "afford students the opportunity to have one extra week of school to finish up any coursework that may make the difference between failing and passing a class." Another Jefferson County district program, **JeffcoNet,** requires students who fall behind in their coursework to attend school "face to face," stating that, "This intervention allows students additional time and support so they are given the best opportunity to complete the course successfully."

JeffcoNet students,
Alysia Davey and Savanah Alkire

The only program without a formal policy for course completion is **D3 My Way**. They report, however, that "All students and their parents understand that coursework is to be completed at the same time as the normal district calendar. In practice, we will, however, extend the end date for our online students to June 30, 2010. The goal of the program is success for students based on a non-traditional calendar and this is what the district will continue to support as opposed to seat time."

> **Standard IX**: *An online program follows policies for tracking attendance, participation, and truancy. The policy includes documentation of teacher / student interaction.*

This standard specifically addresses the existence of a defined policy that covers the three critical areas of attendance, participation and truancy. Online programs should also have addressed how teacher/student interaction is documented within their programs.

Most online programs adopt their authorizing district's attendance policy and cite that policy in their individual annual report. Language about truancy is included in that policy. It is in the area of the documentation of teacher-student interaction that many annual reports fell short. Since the legal definition of "online program" includes instruction from a teacher to a student at a distance", the absence of documentation about this interaction and instruction is of concern.

"Most online programs adopt their authorizing district's attendance policy and cite that policy in their individual annual report. "

Branson School Online has a clearly defined policy stating that "…students placed on 'Academic Watch' due to nonparticipation and/or absence, and later placed on 'Academic Warning' will be considered to be habitually truant." This online program also notably has clear documentation of student-teacher interaction. **eDCSD** also completely documents student-teacher interaction compiling documentation e-mail logs, face-to-face tutoring sessions, phone calls, participation in wikis, blogs, discussion boards, instant messaging and virtual classroom sessions.

Edison Academy employs a classified staff member to solely report on online attendance and monitor progress. Edison also reports that they are using e-mail and telephone to demonstrate student-teacher interaction, but advise that "we are still feeling our way on determining which interactions are the most effective and give the most positive feedback." They continue, "Our best interactions are in those classes in which there is direct interface with students via "Life Size." (Life Size is a video component of their instructional program.)

PSD Online Academy describes a process where student attendance and participation are tracked in two ways, through actual time spent logged in to online courses, and through participation in mandatory meetings with PSD Online Academy staff via in-person meetings, phone conferences and email correspondence. **RIDGE Academy**, however, does not have evidence of student-teacher interaction other than phone calls for truancy and e-mails from teacher to students.

Vilas Online has a statement that "students are required to contact their teacher(s) daily and to turn in at least two assignments during the week. These contacts can be through telephone

calls, e-mails, group conferencing via Angel chat room or personal visits." **D3 My Way** also places accountability on the student describing a policy where "students turn in a weekly log of activities that includes time on the computer and time working on relevant assignments that may not be internet based (reading for example). This online program does not document teacher/student interactions.

Standard X: *The online program has a policy, and the infrastructure to store, retrieve, analyze and report, required student, teacher, financial and other required data collections.*

This standard addresses data analysis, management and reporting. Online programs need to demonstrate the capacity to support and store all critical student, program and staff data for expedient retrieval and analysis. The two key components of this standard are the existence of policy and evidence of a strong infrastructure to support the data requirements.
The majority of online programs reported a reliance on district software and hardware to store and retrieve data. They also cited compliance with Colorado law and required auditing practices as evidence of capacity to support and report data. District policy was also frequently named as the source of policy in these targeted areas.

Of the reporting online programs, fifteen named *Infinite Campus* as the tool used to meet the required data analysis and reporting by keeping a data base for retrieval of data and running reports. *Alpine Achievement* is used by five of the programs and *Powerschool* by three programs. The remaining programs indicated use of proprietary software or other data management software. Some online programs use more than one of the web based data management programs.

Both **JeffcoNet** and **Jeffco's 21st Century Virtual Academy** state the use of the authorizing district's data and financial accounting systems, saying "The district's Financial Management System follows generally accepted accounting principles (GAAP) and follows the Financial Policies and Procedures guidelines as established by CDE." Some programs indicated they use Quickbooks , Oracle and Business Suite for financial reporting although several submissions did not address the financial reporting piece at all.

DPS Online reports the use of Infinite Campus, adding "Student Information is kept in the district's student management system and is monitored closely by the district's Data Quality Management Team." There is no indication that there is a policy specific to the online program.

Standard XI: *The online program has a policy providing guidance counseling services as appropriate to grade level and student need.*

The key component of this standard, like the data standard, is the existence of a policy regarding the provision of guidance counseling. Colorado's online programs have a variety of ways of addressing this standard. Some programs have complete departments to serve a large student population. **Hope Online** states that its teachers provide basic counseling services. For this school year they have contracted for guidance counseling services and this person will "assist in the development of guidance and counseling programs to meet identified needs."

Jeffco's 21st Century Virtual Academy approaches guidance counseling with a two-pronged approach. This program provides district-employed certified counselors for the online students and additionally teachers work with a small group of students in an advisor/advisee capacity. **Karval Online, D3 My Way** and **Vilas Online** also use a district-employed counselor, shared between the online program and the brick and mortar Jr/Sr High Schools. **Heartlight Academy** does not have a counselor dedicated solely to the online students, but indicates that "Students wishing to see a counselor call the office and request services" (from the authorizing district counselor or community resources).

Online learning offers "anytime anywhere" opportunity for students like Jesse Smith of Karval Online (seen here with her horse Annie).

Interesting is the fact that **Academy Online High School**, although without an assigned counselor at this time, has a comprehensive, well detailed policy outlining how those services will be provided to their online students. Likewise **CDELA** has no certified guidance counselor on staff, but does not indicate plans for one in the future. Counseling services, along with academic counseling are delegated to the organization's School Academic Advisors. CDELA states that "the advisor is a key member of the team and integral to positive student achievement. Advisors collaborate with the faculty to help students stay on track toward course completion...and discuss this progress with the parents…" **Kaplan Academy** also does not employ professional guidance counselors, relying on the Academic Advisor to serve in that capacity.

Colorado's Counselor Corps grants have favorably impacted online programs such as **GOAL Academy** and **Branson Online**, by providing additional counselors. **Branson Online** details the employment of two full-time counselors for their online program. In addition to the support described for career and academic advancement, they also tout a "Counseling Corner" website "with valuable resources and tools for students to use." **Connections Academy** also employs counselors at a ratio of 1:125 at the secondary level. Elementary students receive guidance from the core teacher, supported by the program's principal.

One strength of **COVA**'s counseling department is that counselors are assigned to students and follow them throughout their COVA career, remaining with a core group of students, "so they know their students and can more effectively support their needs."

> **Standard XII**: *The online program has a policy guiding school/home communication about student and program progress, program governance, and program accountability that is relevant, regular and available in native language where reasonable.*

This standard addresses the way that online programs communicate with the parents and guardians of their online students. In a quality program, all communications should be not only current, but readily available to all. Almost all of Colorado's online programs stated the importance of regular communication from the teacher to the parent/guardian of the student.

Many programs have requirements for how often the teacher must contact the parent and contacts and communications are carefully logged. Most programs also cited versions of a parent/student handbook as a key communication piece. Interestingly, online programs also reported face to face meetings, parent's nights, open-house, home visits and face to face orientation sessions as ways of communicating with parents and guardians.

Reporting online programs cited many technology-enabled tools, such as blogs, Web site, e-mail, telephone calls, and online newsletters, as ways of providing up-to-date information to the home. **eDCSD** provides their online newsletter as an RSS feed. **CDELA** provides a specific parent portal, which makes available 24/7, assignments, grades earned, discipline concerns and the teachers' current assessment of student performance. **Kaplan Academy** conducts a PTSO/family open house via *Elluminate* classroom and conference phone line in order to keep families updated.

Few programs report that they provide communications in the native language. Notably, **Hope Online** states that "All essential communication materials are produced in both English and Spanish." **Branson Online** has a Spanish version of their student "Performance Contract*"* posted online for Spanish-speaking parents. **CDELA** reports that the parent portal information is available in native language if requested by the parent, but there is no indication that any parent has requested it. **COVA** indicated that "Parents of students in our ELL program are given translated documents or access to oral translation during meetings, as needed." **Crowley County Online Academy** states that they have Spanish speaking "support personnel on staff that can provide both oral and written communication support if needed." **PSD Online Academy** indicates that, "In the case of ELL and ESL needs, members of the district's English Language Acquisition department are quickly contacted and assist the online staff in communicating concerns."

Crowley County Online Academy demonstrates their value for feedback by reporting that their Online Advisory Board "provides feedback to the online program as to strengths and weaknesses, areas that are doing well and suggestions for improvement."

> **Standard XIII**: *Instructional strategies, practices, and content address various learning needs and styles of students. The online program uses a body of evidence to identify advanced, under-performing, economically disadvantaged, or other special needs students. The online program will work with its authorizer to ensure that support structures and programs, including but not limited to, title I, ESL, special ed., and gifted and talented, are integrated into the school's instructional program to promote and support student learning.*

This standard addresses provisions for students with special needs, including gifted and talented students and English language learners. Again, this year, many online programs are reporting that as schools within a district, they rely on the district to provide services for students who are eligible for title 1, ELL and special education services. **Academy 20 Online High School**, for example, states that "students who have a current Individual Education Program (IEP) are eligible for support services...D20 supports students...by maintaining district staff for those areas." **eDCSD**, likewise reports the use of district services, indicating that the "district maintains an online division of the Instructional Support Services department to provides special services to students with identified needs."

ACHIEVE k12 also relies on district resources but maintains that they will serve as a model for the brick and mortar schools in D11 by the way they differentiate instruction. Their report states, "It is our belief that the only way Differentiated Instruction can become a mainstream classroom consistent practice from elementary through high school is through the use of technology. Differentiation will increase when a teacher can simply direct a group of students with unique learning needs to a computer station that walks them through an activity, step by step, providing all the learning resources required to complete the activity."

> *"...many online programs are reporting that as schools within a district, they rely on the district to provide services for students who are eligible for title 1, ELL and special education services"*

CDELA reports the use of the Sheltered Instruction Observation Protocol (SIOP) Model to provide teachers with a well articulated, practical model of sheltered instruction. CDELA has also adopted an English Language Acquisition prescribed lesson plan format to target ELA needs.

Kaplan Academy, Vilas Online, Edison Academy, GOAL Academy, Heartlight Academy, Connections Academy and **COVA** all report employment of teachers necessary to provide specialized instruction. **Insight School** not only employs licensed special education teachers, but they also contract with the Northeastern Board of Cooperative Educational Services to provide services. **Karval Online** states that "for any special services that the district cannot provide, these services are made available through East Central BOCES.

DPS Online High School notes that "The nature of online learning allows our staff to use a body of evidence to identify individual students that may be advanced or under-performing. Many individualized instructional strategies are incorporated for all students…"

In the 2008-09 school year, **Hope Online** began to implement RtI to identify instructional supports needed to support all learners. The online program contracts with their authorizing district to provide special education services. This current school year Hope has employed an ELL coordinator and as of October of this school year, they began to receive federal Title III funds.

> **Standard XIV**: *The online program evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the online program's leadership, teachers, parents, students, community members and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the Student Accountability Report (SAR) and other state accountability reports.*

This standard addresses program evaluation and improvement.   All of the online programs reported using data, in a systematic intentional way, to differentiate and target instruction, and set programmatic and student achievement goals. Many programs reported having teams that review bodies of evidence to determine strategies and benchmarks for program goals. Most programs report using tools such as *Alpine Achievement*, *Infinite Campus* and *Power School* to record, store and report student data. Programs reported formalized processes for reviewing data, with some indicating weekly meetings to evaluate data and others reporting more infrequent times up to once a year.

Video cameras attached to the computer, such as this one used by Mylinda Owens of Karval Online, allow for visual interaction with the online teacher.

D3 My Way summed up intent and process exceptionally well with this statement, "The entire purpose of this program is to achieve success for students who have, in many cases, not experienced success in traditional school. As a result, the design of the program necessitates

collaborative discussions with students and parents to make sure achievement is occurring. All of these kids and their parents want to be successful…it is imperative that we analyze, collect, disaggregate and manage student achievement data because we want students to achieve and be successful."

Crowley County Online has a somewhat unique structure for serving their students that incorporates curriculum and staff from Colorado online learning. For this standard, Crowley County Online lauded the rigorous curriculum of their partnering program and pointed out, with understandable pride, the awarding of their first diploma to a "two time teenage mother." The program reports, "…this student had to engage 100percent to accomplish the program. It was difficult for her and she worked hard and even had to take some classes over. But we know for a fact that she received a quality education thanks to the rigor of Colorado online."

ACHIEVE k12 reports that the authorizing district adopted "Continuous Quality improvement as a core process. . . Using a systems approach to problem identification and program evaluation is a standard way of doing business in District 11." **eDCSD** and **Hope Online** also use a systems approach, stating that their mutual authorizing district required School Improvement Plan has goals which are centered on the Balanced Scorecard approach that is used by all Douglas County Schools. … The two online programs "review summative data, along with other strategic measures captured at the school level, to ensure attainable and relevant SMART goals each year." Hope Online reported that beginning the current school year, a Director of Student Achievement has been employed.

Boulder Valley Online Program indicates that oversight for data is assigned to the chief academic officer and an assistant superintendent, with the collection, storage, analysis and reporting of student data is the responsibility of the Office of Planning and Assessment. **Jeffco's 21st Century Virtual Academy** also relies on the district for oversight of data, stating that "Data will be analyzed by the district and reported in aggregate with the district results."

> **Standard XV**: *The online program shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to mentors, teachers, administrators, or any other persons in unsupervised contact with the student, except parents supervising their children's educational program.*

This standard addresses the requirement to complete background checks on any adult who is in unsupervised contact with children (whether in a physical environment or an online environment). All online programs reported compliance with Colorado statute which requires background checks of all employees. The majority of programs also indicated that the online program is also in compliance with the district policies regarding background checks. Other online programs provided a copy of their own policies that they have in place in order to meet statute.

APPENDIX TABLES

Colorado Student Assessment Program (CSAP)
Online Program Results 2008 - 2009

The Colorado Student Assessment Program (CSAP)[1]

This assessment is designed to provide a picture of how students in the state of Colorado are progressing toward meeting academic standards, and how schools are doing to ensure learning success of students.

Assessed Grade Levels

The CSAP tests students in Reading, Writing, Math, and Science subjects. Students in grades 3-10 are tested for the former three subjects while students in grades 5,8, and 10 are tested on Science.

Achievement Levels[2]

Advanced - Performance Level 4
A student scoring at the Advanced Level consistently utilizes sophisticated strategies to comprehend and interpret complex text. Students who score in this level illustrate exceptionally strong academic performance.

Proficient - Performance Level 3
A student scoring at the Proficient Level routinely utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate text. Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the Colorado Model Content Standards for reading.

Partially Proficient - Performance Level 2
A student scoring at the Partially Proficient Level generally utilizes some reading strategies to comprehend grade level text. Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a proficient level of understanding.
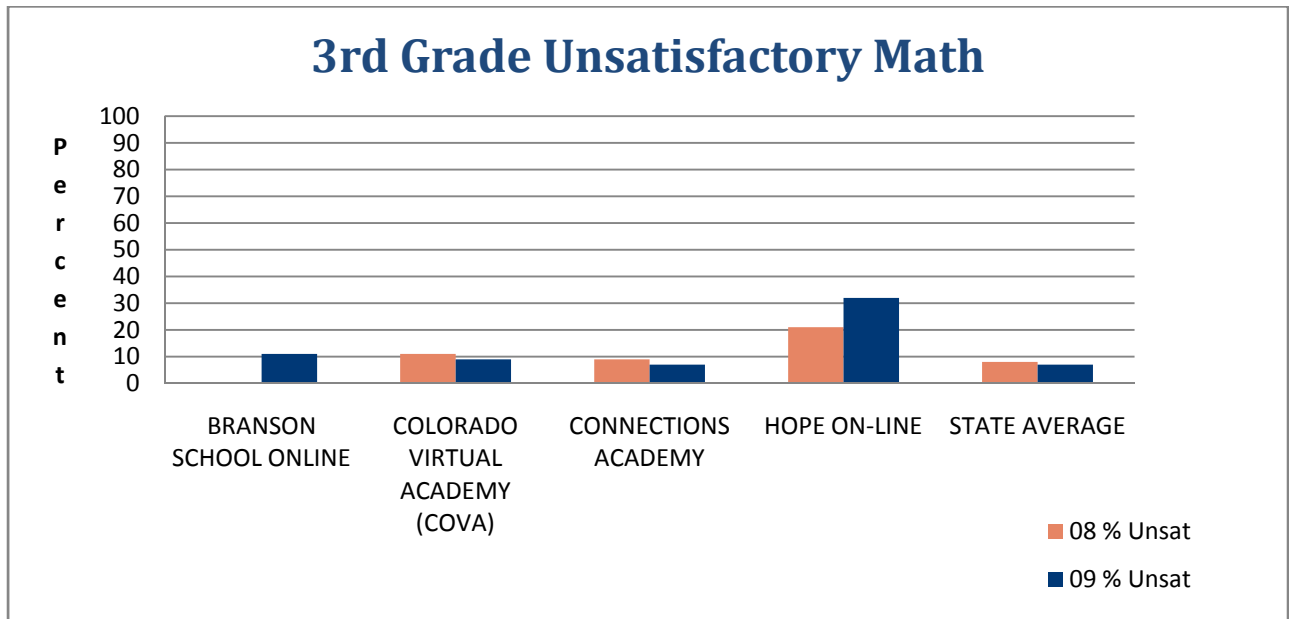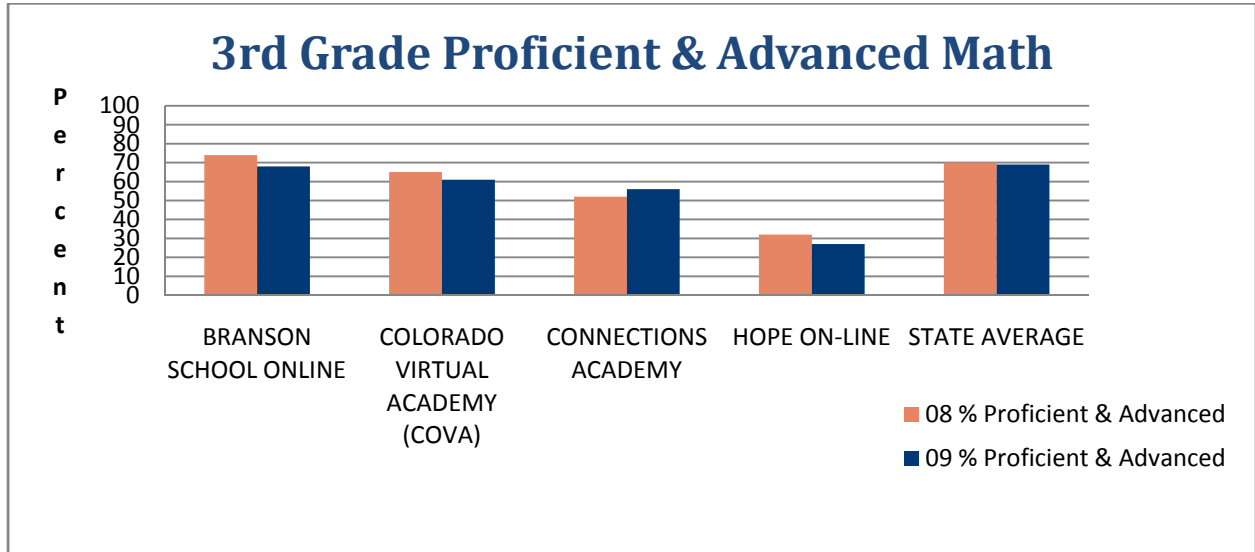
Unsatisfactory - Performance Level 1
A student scoring at the Unsatisfactory Level demonstrates competency with below grade-level text only and requires extensive support to comprehend and interpret written information. Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to meet the state's reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a proficient level of understanding.

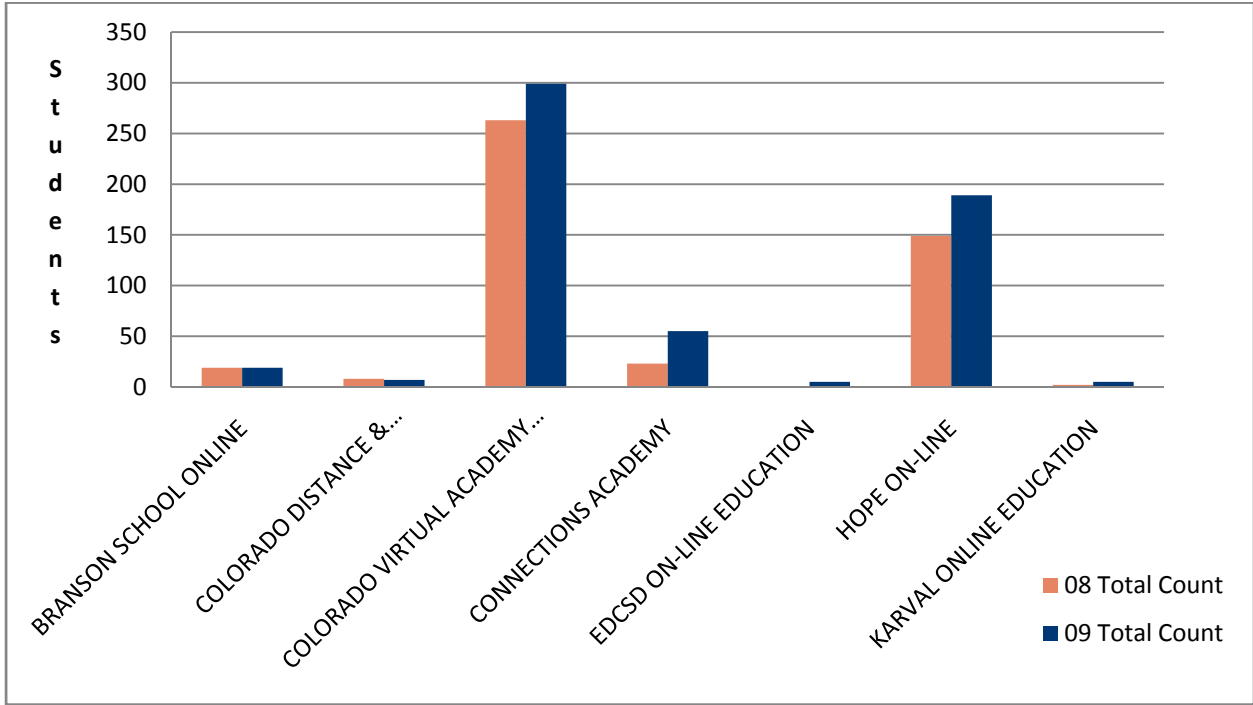[1,2]Excerpted from CDE's Unit of Student Assessment (October 2008).

Note on tables: Individual schools are listed by grade. A graph with the number of students in each school by grade is also shown. A school may, or may not appear on the graph, because, either, they had 16 or less students to report that year, or they were not in existence that year.

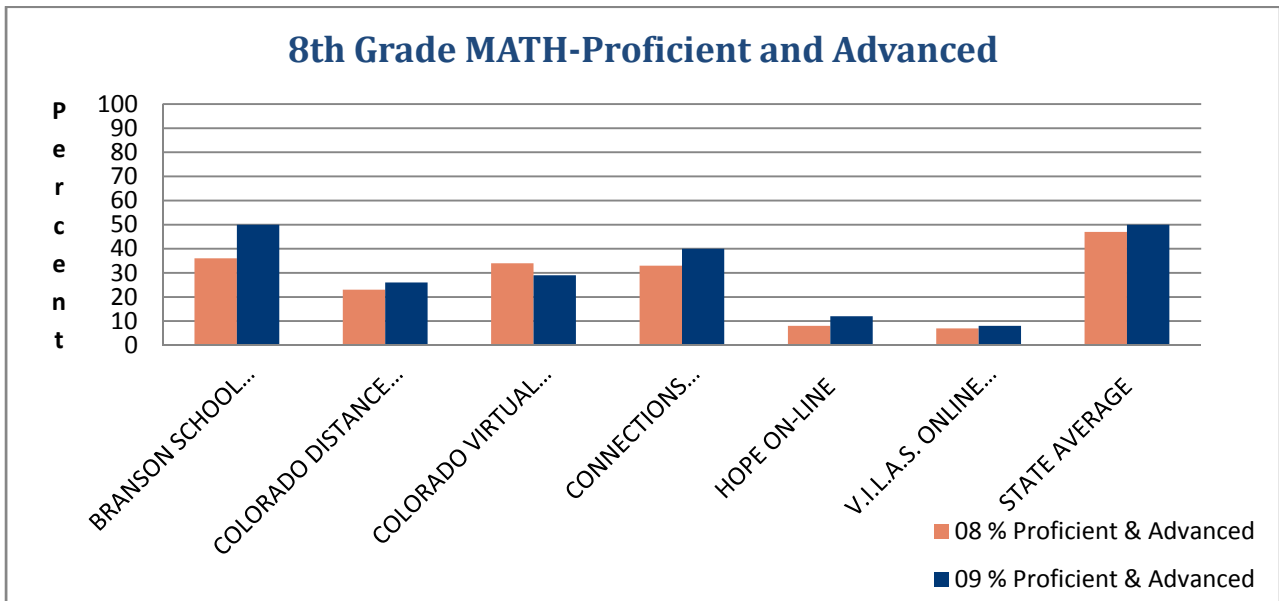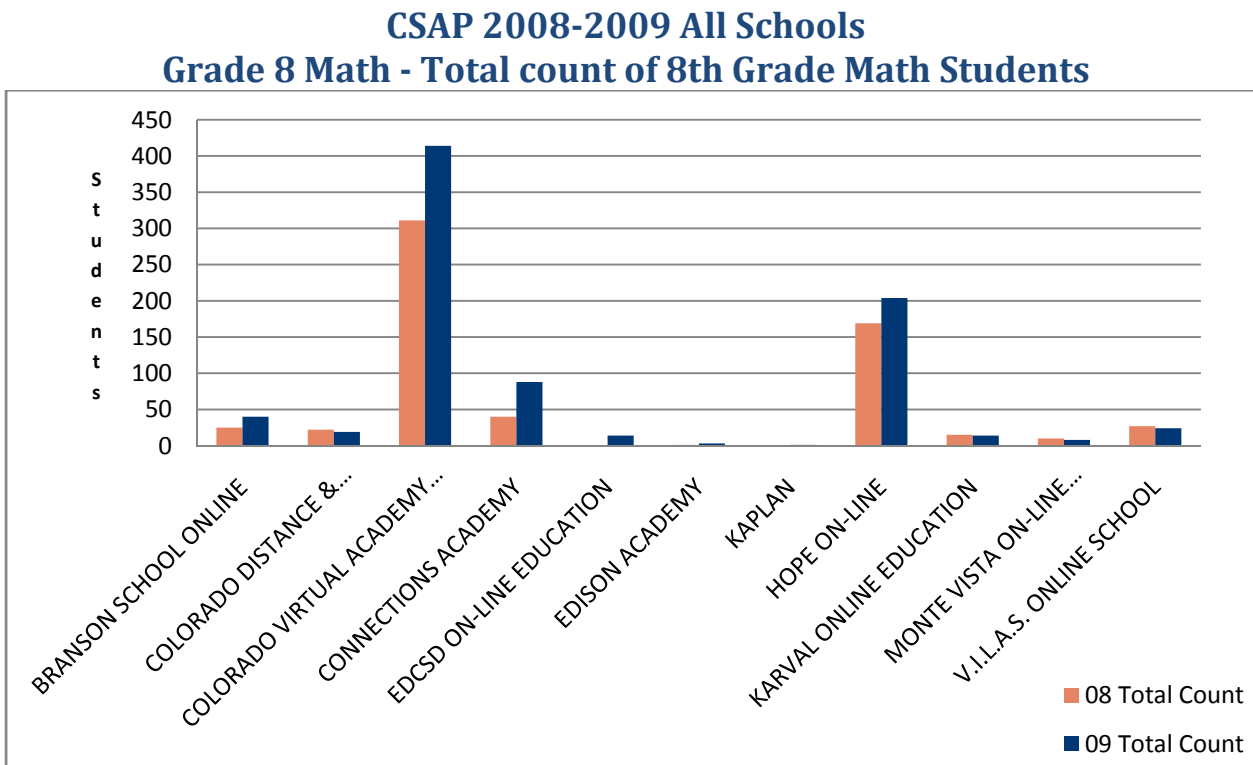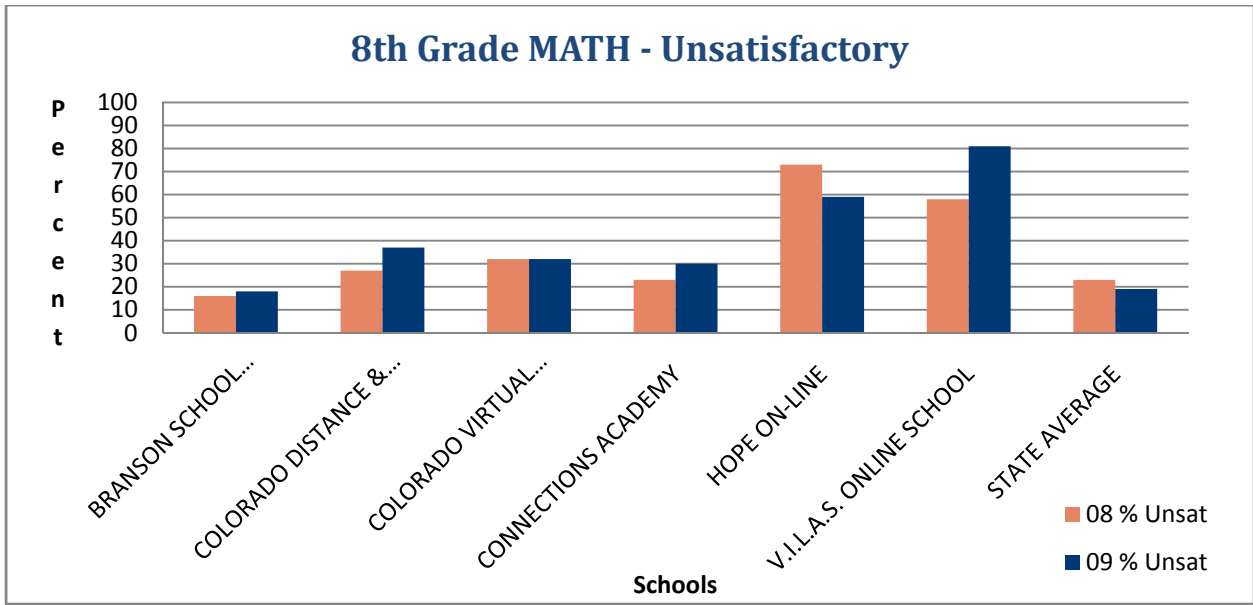## 2008-2009 3rd Grade CSAP Math Results

3rd Grade Proficient & Advanced Math

- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

3rd Grade Unsatisfactory Math

- 08 % Unsat
- 09 % Unsat

CSAP 2008-2009 All Schools

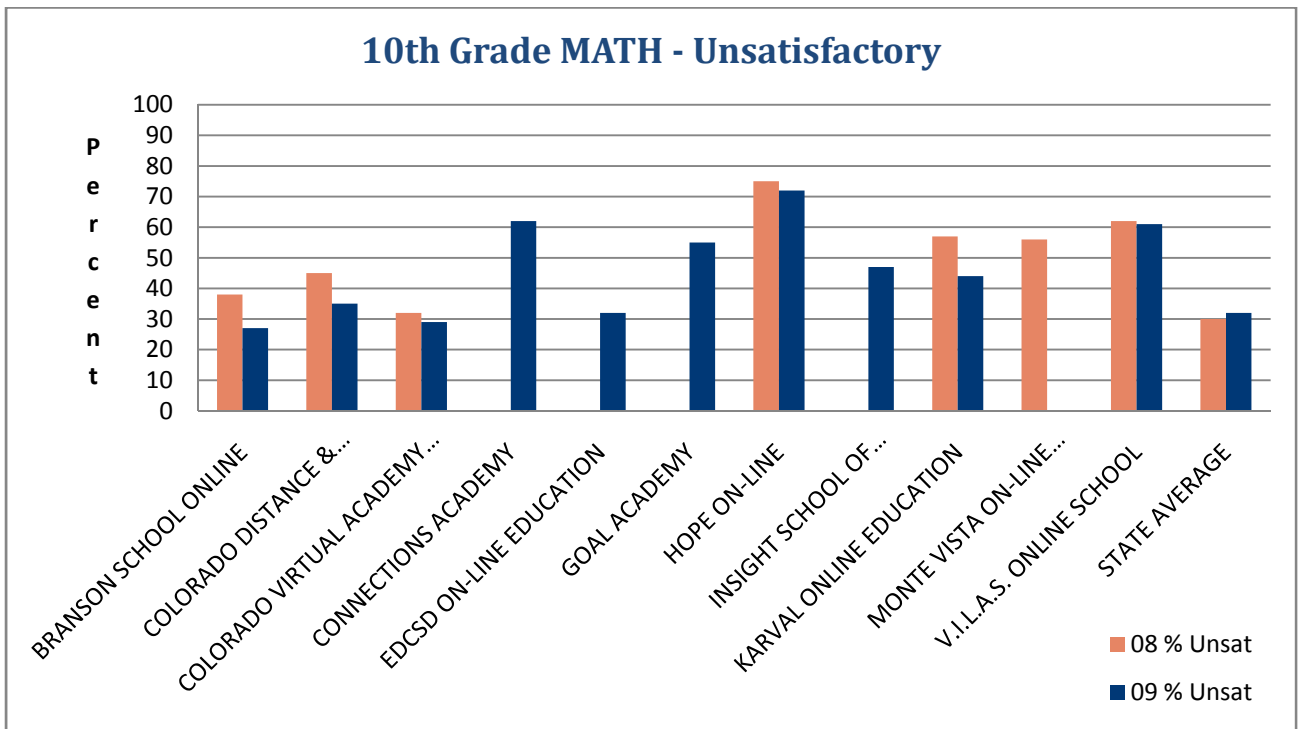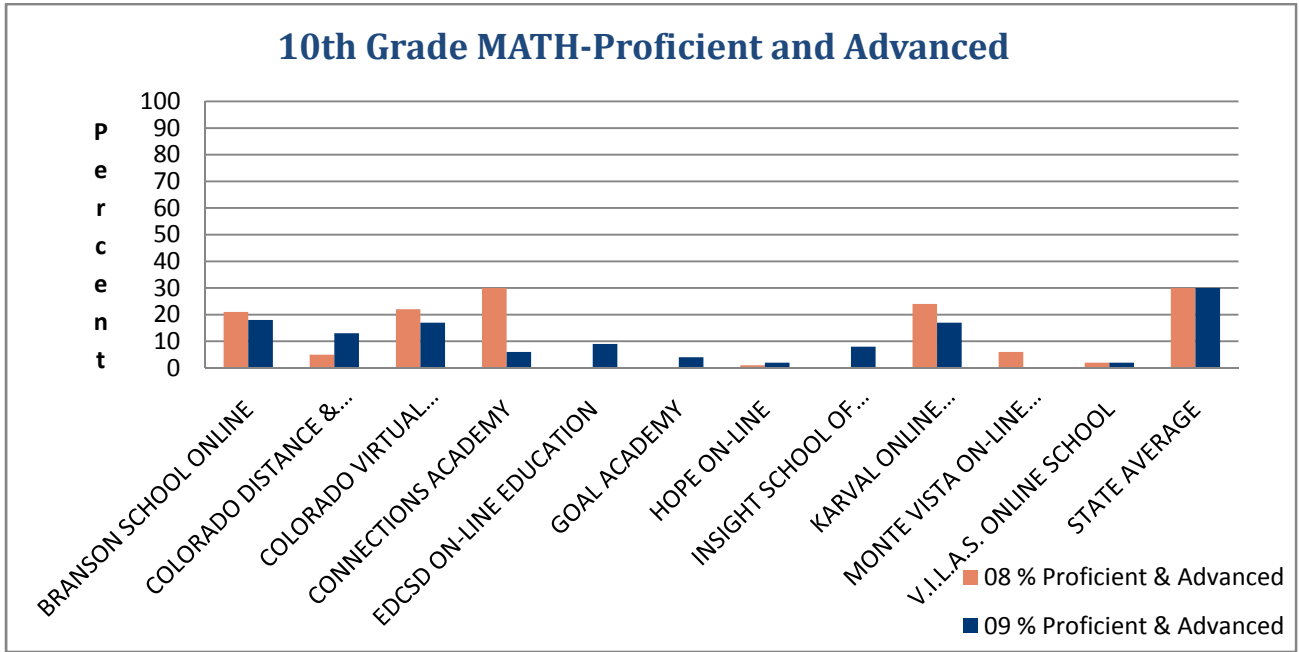## Grade 3 Math - Total count of 3rd Grade Math Students
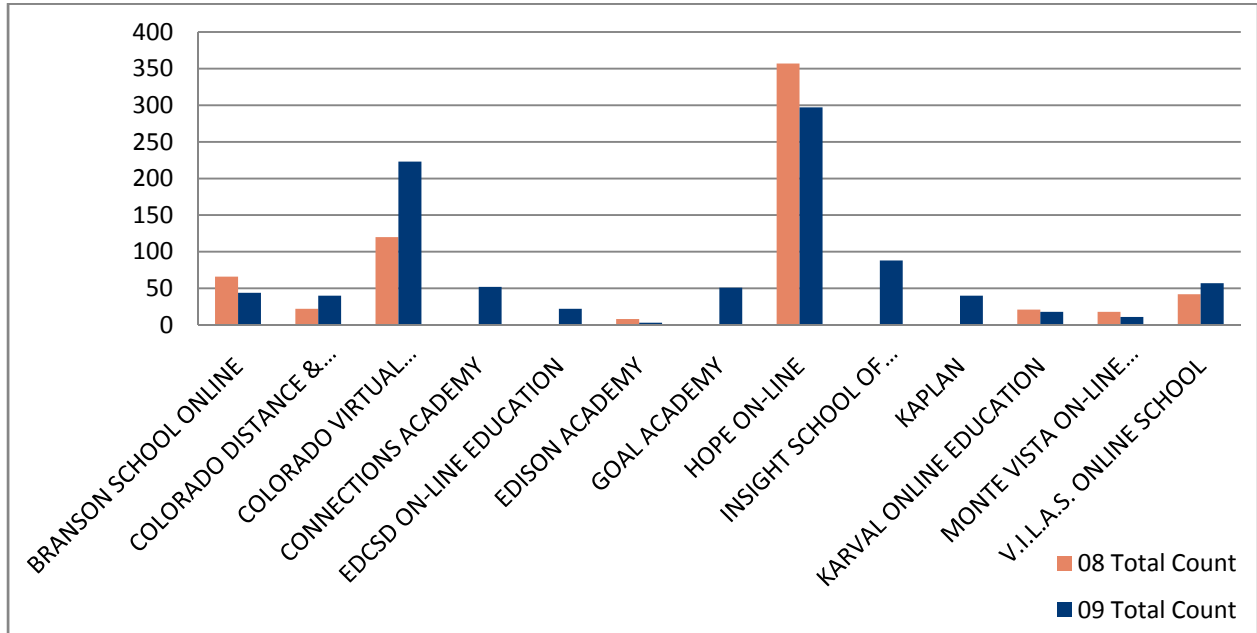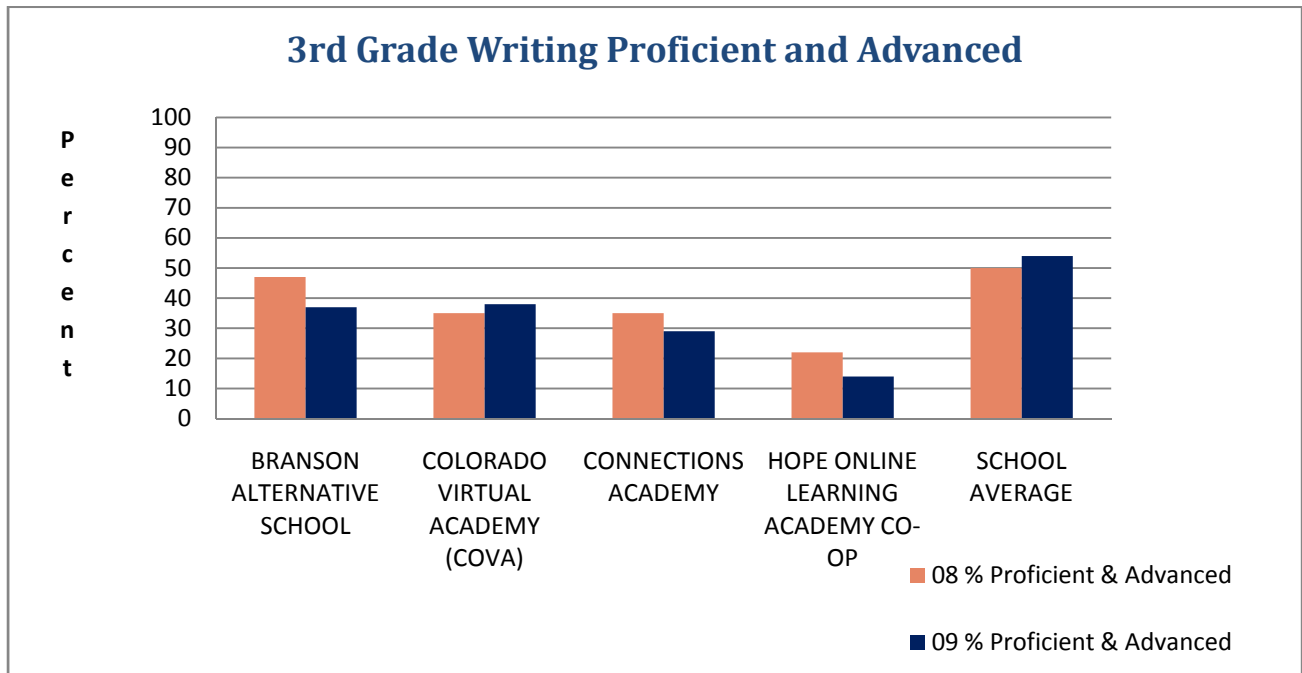

2008-2009 8th Grade CSAP Math Results
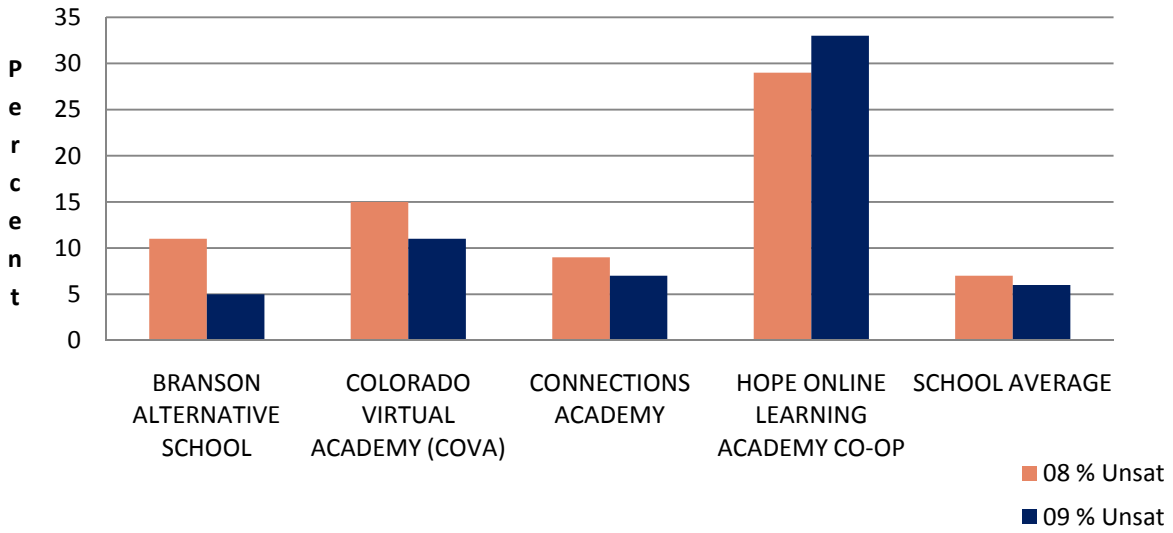
8th Grade MATH - Unsatisfactory

CSAP 2008-2009 All Schools
Grade 8 Math - Total count of 8th Grade Math Students

2008-2009 10th Grade CSAP Math Results

10th Grade MATH-Proficient and Advanced

Legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

Categories: BRANSON SCHOOL ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL..., CONNECTIONS ACADEMY, EDCSD ON-LINE EDUCATION, GOAL ACADEMY, HOPE ON-LINE, INSIGHT SCHOOL OF..., KARVAL ONLINE..., MONTE VISTA ON-LINE..., V.I.L.A.S. ONLINE SCHOOL, STATE AVERAGE

10th Grade MATH - Unsatisfactory

Legend:
- 08 % Unsat
- 09 % Unsat

Categories: BRANSON SCHOOL ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL ACADEMY..., CONNECTIONS ACADEMY, EDCSD ON-LINE EDUCATION, GOAL ACADEMY, HOPE ON-LINE, INSIGHT SCHOOL OF..., KARVAL ONLINE EDUCATION, MONTE VISTA ON-LINE..., V.I.L.A.S. ONLINE SCHOOL, STATE AVERAGE

CSAP 2008-2009 All Schools
Grade 10 Math - Total count of 10th Grade Math Students

08 Total Count
09 Total Count

2008-2009 3rd Grade CSAP Writing Results

3rd Grade Writing Proficient and Advanced

08 % Proficient & Advanced
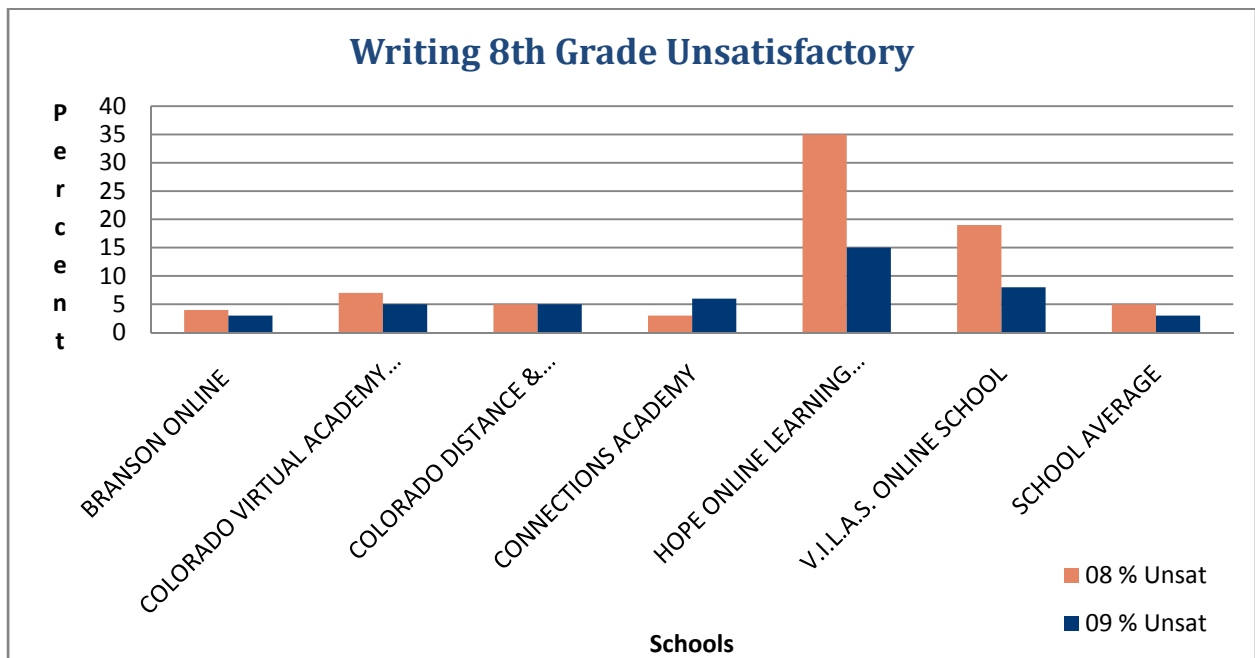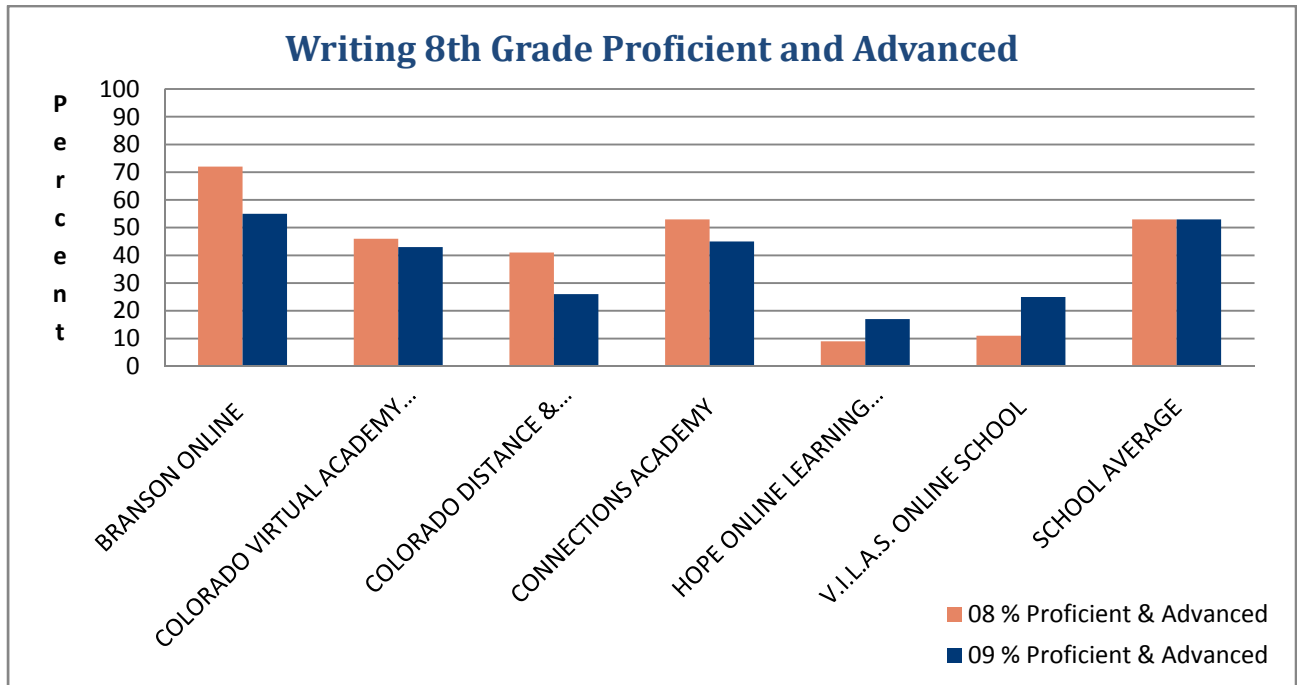**09 % Proficient & Advanced**

3rd Grade Unsatisfactory Writing

CSAP 2008-2009 All Schools
Total count of 3rd Grade Writing Students

2008-2009 8th Grade CSAP Writing Results

Writing 8th Grade Proficient and Advanced

Legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

Categories: BRANSON ONLINE, COLORADO VIRTUAL ACADEMY ..., COLORADO DISTANCE &..., CONNECTIONS ACADEMY, HOPE ONLINE LEARNING..., V.I.L.A.S. ONLINE SCHOOL, SCHOOL AVERAGE

Writing 8th Grade Unsatisfactory

Legend:
- 08 % Unsat
- 09 % Unsat

Schools

Categories: BRANSON ONLINE, COLORADO VIRTUAL ACADEMY ..., COLORADO DISTANCE &..., CONNECTIONS ACADEMY, HOPE ONLINE LEARNING..., V.I.L.A.S. ONLINE SCHOOL, SCHOOL AVERAGE
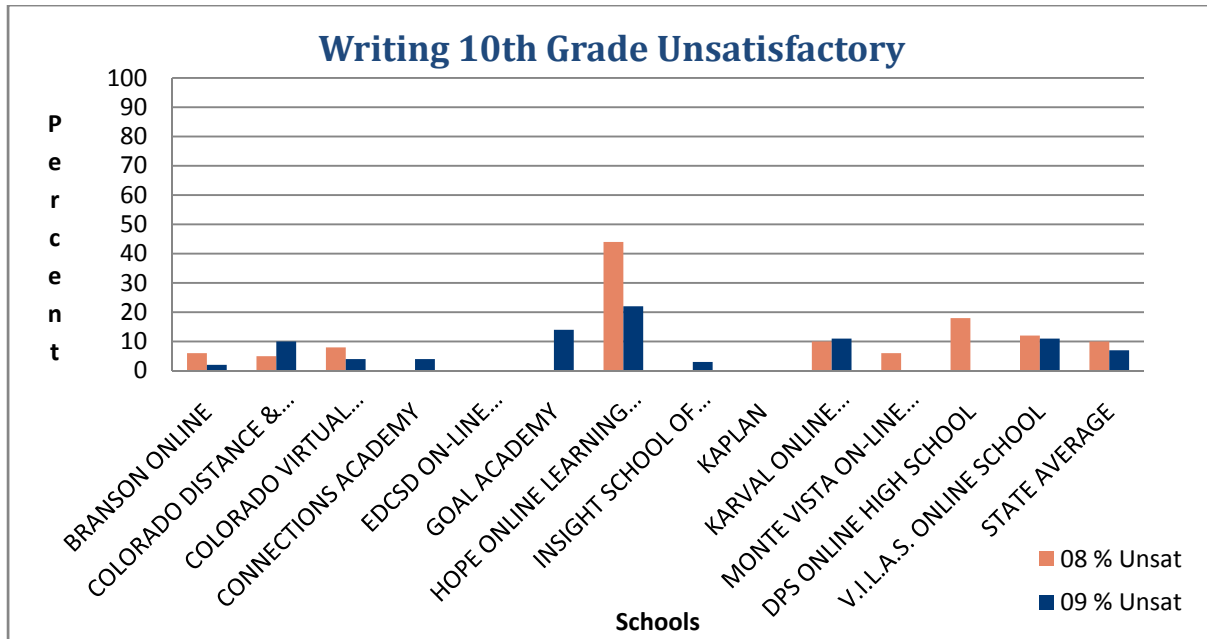
CSAP 2008-2009 All Schools
Total count of 8th Grade Writing Students
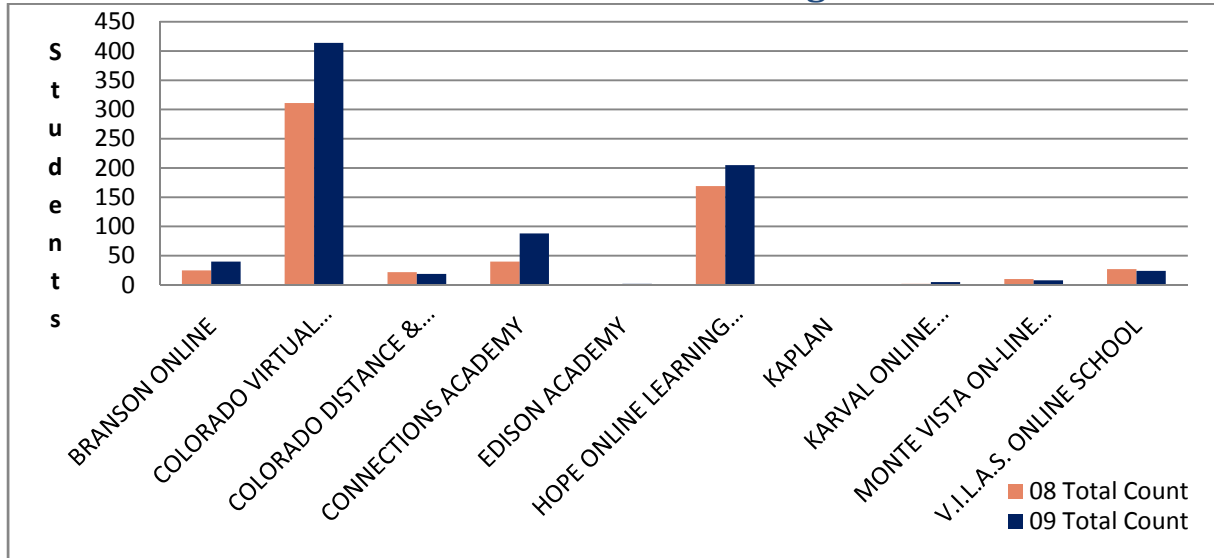
2008-2009 10ʰ Grade CSAP Writing Results

Writing 10th Grade Unsatisfactory

CSAP 2008-2009 All Schools
Total count of 10th Grade Writing Students
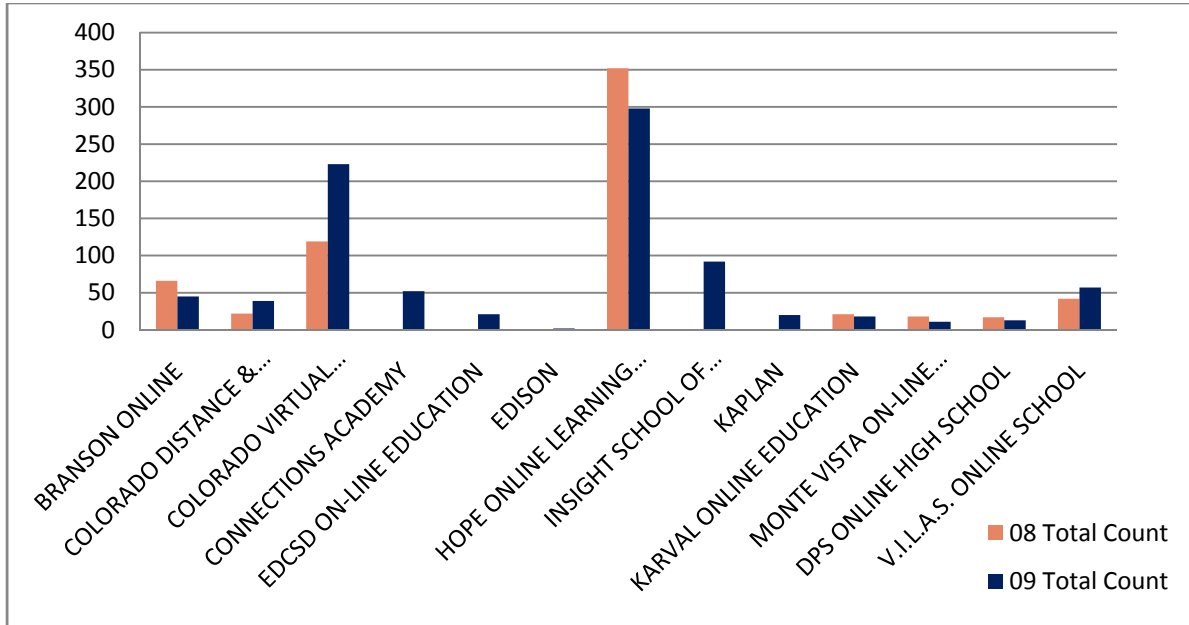
2008-2009 3rd Grade CSAP Reading Results

Reading 3rd Grade Proficient and Advanced

Legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

Categories: BRANSON ALTERNATIVE SCHOOL, COLORADO VIRTUAL ACADEMY (COVA), CONNECTIONS ACADEMY, HOPE ONLINE LEARNING ACADEMY CO-OP, State

Reading Grade 3 Unsatisfactory

Legend:
- 08 % Unsat
- 09 % Unsat

Categories: BRANSON ALTERNATIVE SCHOOL, COLORADO VIRTUAL ACADEMY (COVA), CONNECTIONS ACADEMY, HOPE ONLINE LEARNING ACADEMY CO-OP, State

CSAP 2008-2009 All Schools
Total count of 3rd Grade Reading Students

2008-2009 8th Grade CSAP Reading Results

Reading 8th Grade Proficient and Advanced
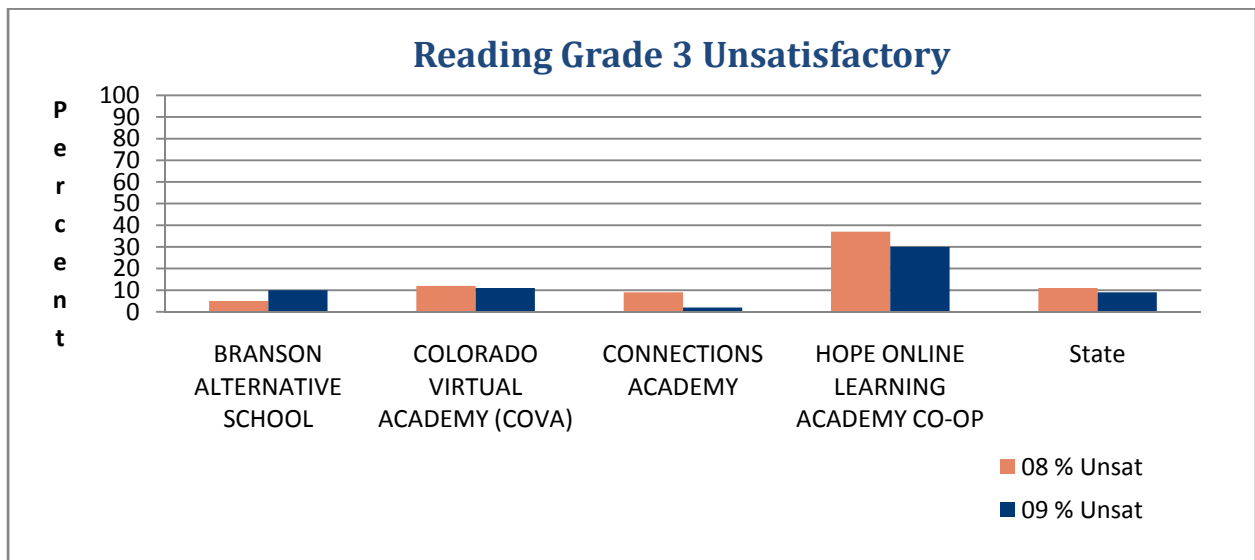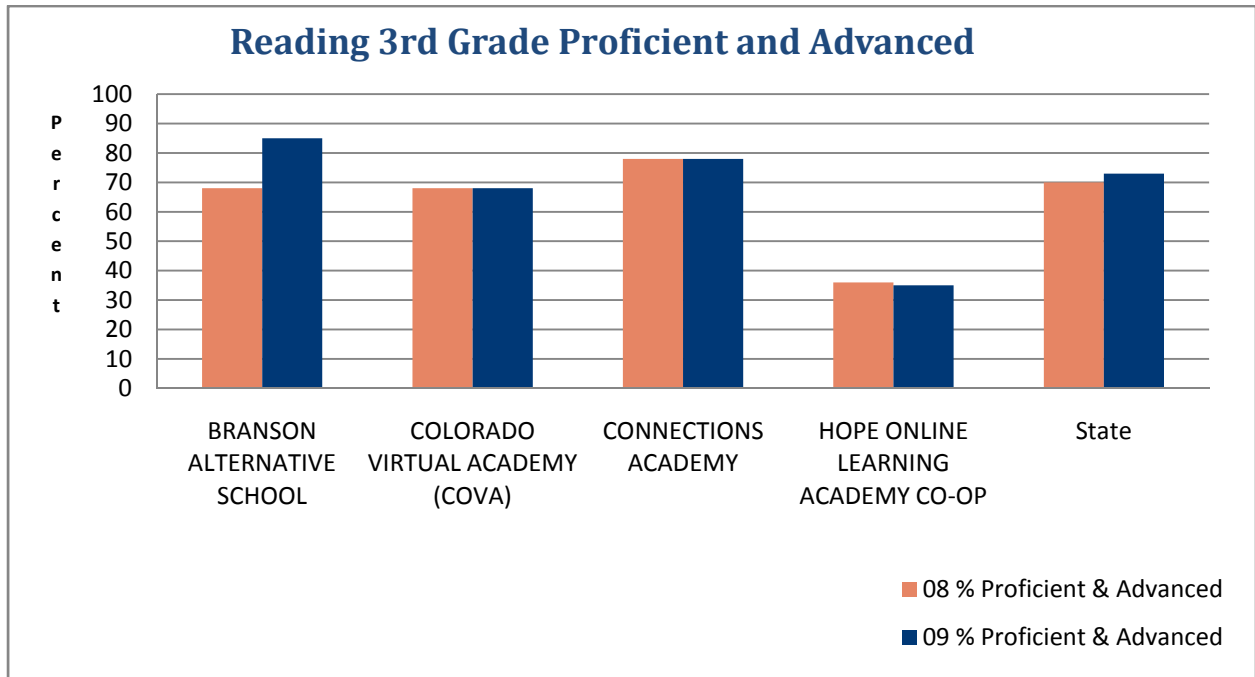
Reading 8th Grade Unsatisfactory

CSAP 2008-2009 All Schools
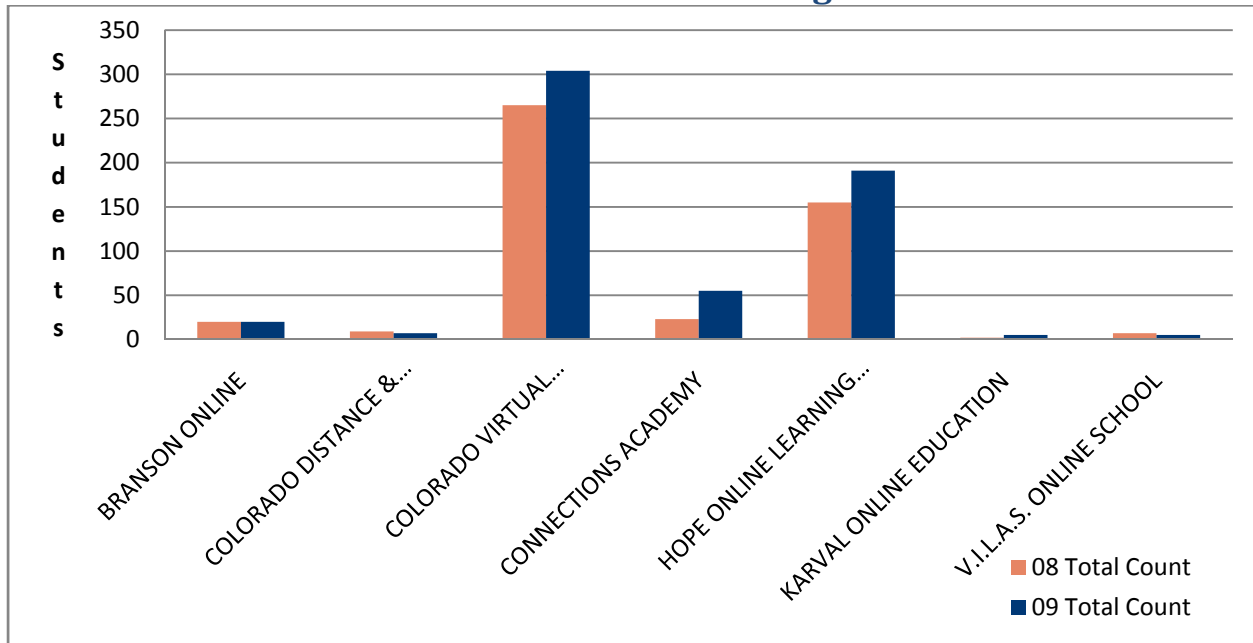## Total count of 8th Grade Reading Students

2008-2009 10th Grade CSAP Reading Results

Reading 10th Grade Proficient and Advanced

Legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

X-axis categories: BRANSON ALTERNATIVE…, COLORADO DISTANCE &…, COLORADO VIRTUAL…, CONNECTIONS, EDCSD ON-LINE EDUCATION, GOAL ACADEMY, HOPE ONLINE LEARNING…, INSIGHT SCHOOL OF…, KARVAL ONLINE EDUCATION, DPS ONLINE HIGH SCHOOL, V.I.L.A.S. ONLINE SCHOOL, State Average

Reading 10th Grade Unsatisfactory

Legend:
- 08 % Unsat
- 09 % Unsat

X-axis categories: BRANSON…, COLORADO DISTANCE…, COLORADO VIRTUAL…, EDCSD ON-LINE…, GOAL ACADEMY, HOPE ONLINE…, INSIGHT SCHOOL OF…, KARVAL ONLINE…, DPS ONLINE HIGH…, V.I.L.A.S. ONLINE…, State Average

Kaplan, Karval, Monte Vista not reported due to low student count; Connections added 10th grade in 2008/2009 school year and reported 0% unsatisfactory for 2008-09.

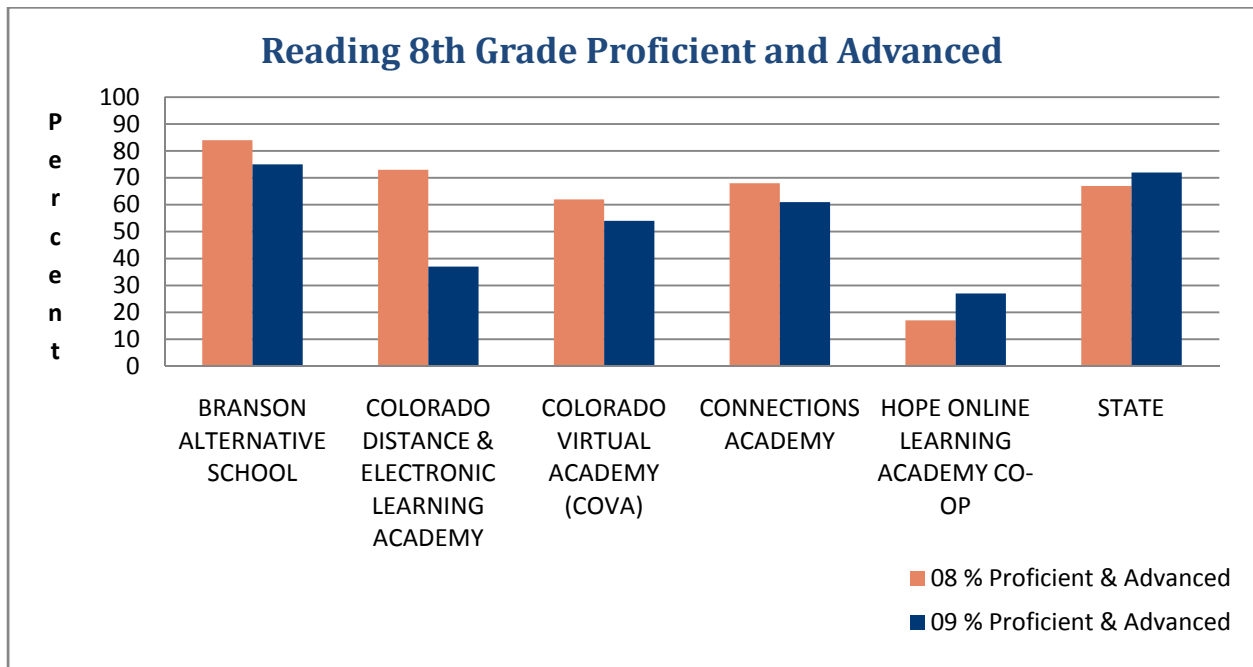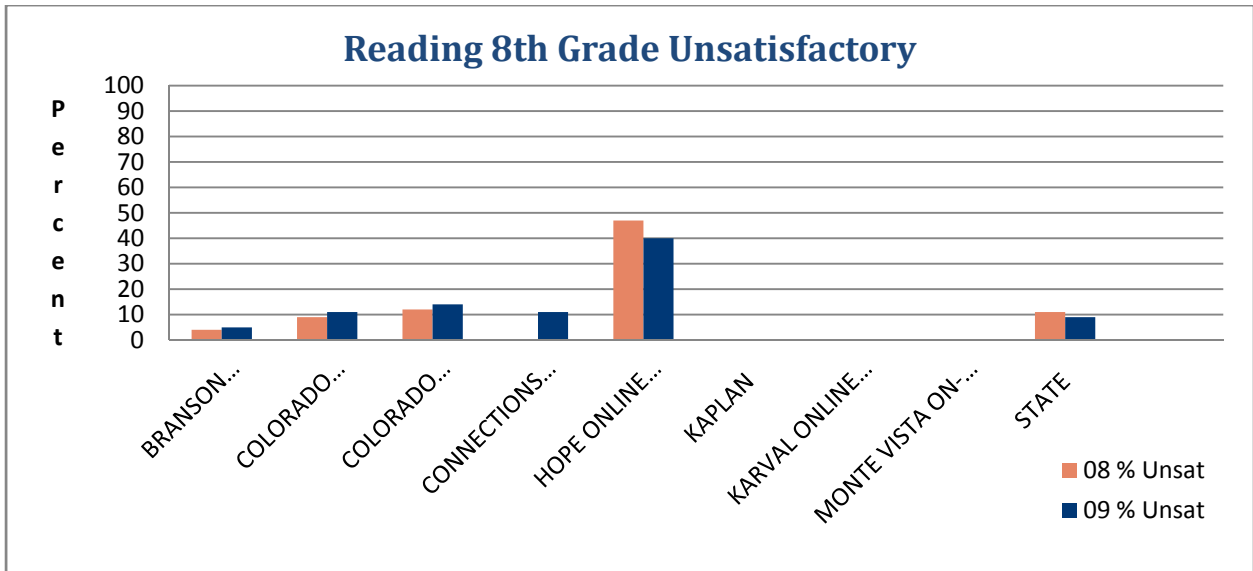# CSAP 2008-2009 All Schools
Total count of 10th Grade Reading Students

Chart legend:
- 08 Total Count
- 09 Total Count

Categories: BRANSON ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL..., CONNECTIONS, EDCSD ON-LINE EDUCATION, Edison, GOAL ACADEMY, HOPE ONLINE LEARNING..., INSIGHT SCHOOL OF..., KARVAL ONLINE EDUCATION, KAPLAN, MONTE VISTA ON-LINE..., DPS ONLINE HIGH SCHOOL, V.I.L.A.S. ONLINE SCHOOL

2008-2009 8th Grade CSAP Science Results

Science 8th Grade Proficient and Advanced

Chart legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

Categories: BRANSON ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL..., CONNECTIONS ACADEMY, HOPE ONLINE, V.I.L.A.S. ONLINE SCHOOL, STATE AVERAGE

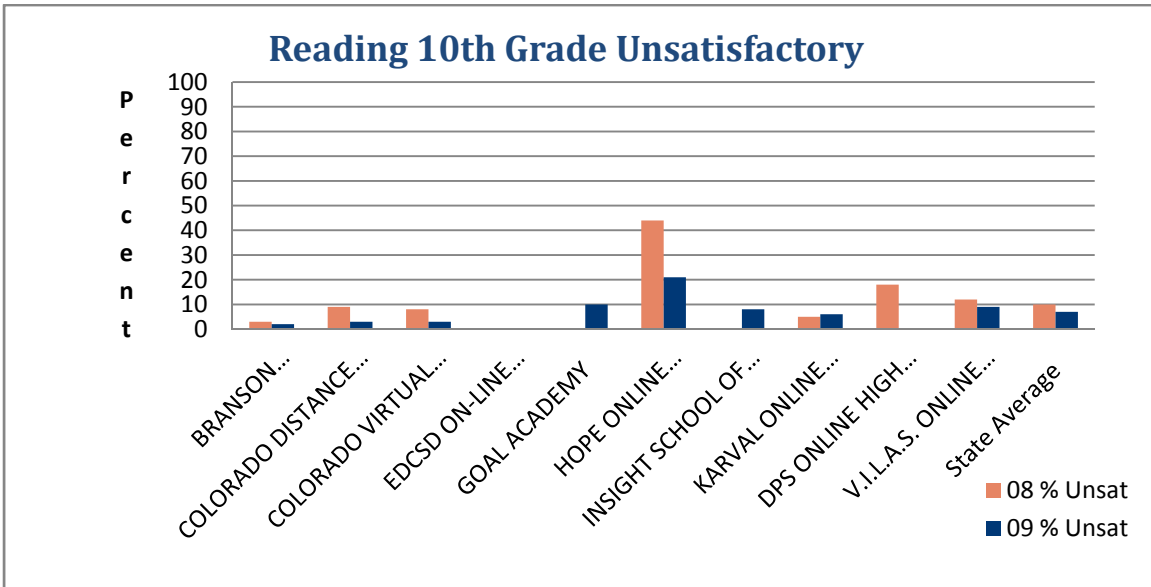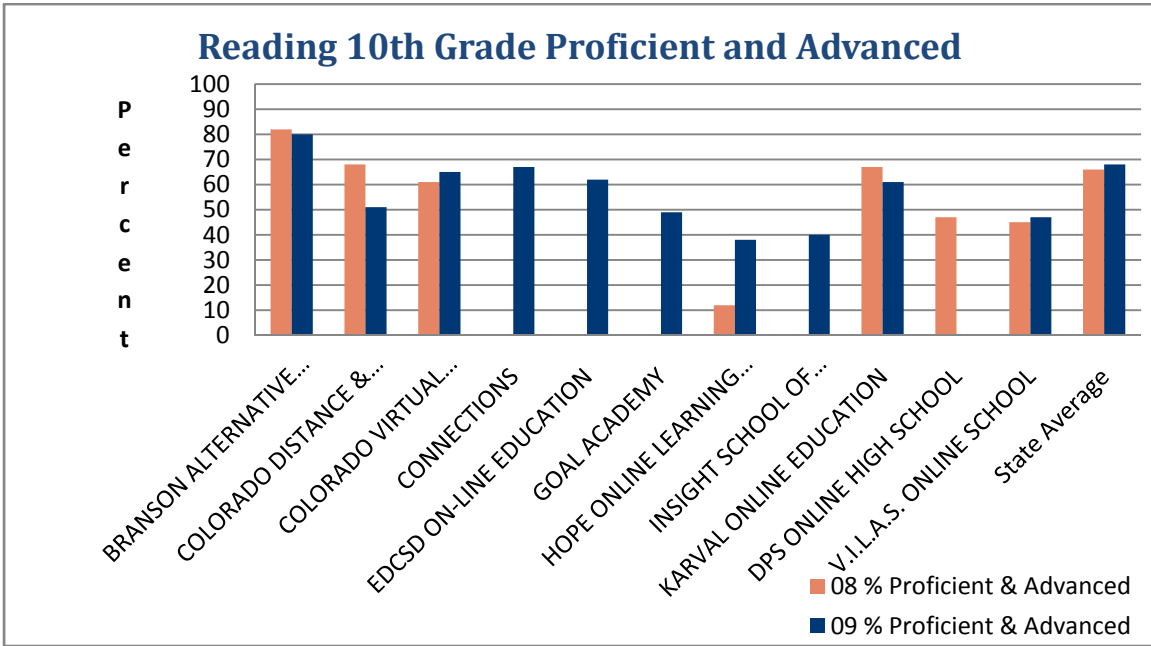## Science 8th Grade Unsatisfactory

CSAP 2008-2009 All Schools
Total count of 8th Grade Science Students

2008-2009 10th Grade CSAP Science Results

Science 10th Grade Proficient and Advanced

Legend:
- 08 % Proficient & Advanced
- 09 % Proficient & Advanced

Categories: BRANSON ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL..., CONNECTIONS ACADEMY, EDSCD, GOAL ACADEMY, HOPE ONLINE, INSIGHT, KAPLAN, KARVAL ONLINE..., MONTE VISTA ON-LINE..., DPS ONLINE HIGH SCHOOL, V.I.L.A.S. ONLINE SCHOOL, STATE AVERAGE

Science 10th Grade Unsatisfactory

Legend:
- 08 % Unsat
- 09 % Unsat

Categories: BRANSON ONLINE, COLORADO DISTANCE &..., COLORADO VIRTUAL ACADEMY..., CONNECTIONS ACADEMY, EDSCD, GOAL ACADEMY, HOPE ONLINE, INSIGHT, KARVAL ONLINE EDUCATION, KAPLAN, MONTE VISTA ON-LINE ACADEMY, DPS ONLINE HIGH SCHOOL, V.I.L.A.S. ONLINE SCHOOL

CSAP 2008-2009 All Schools
Total count of 10th Grade Science Students
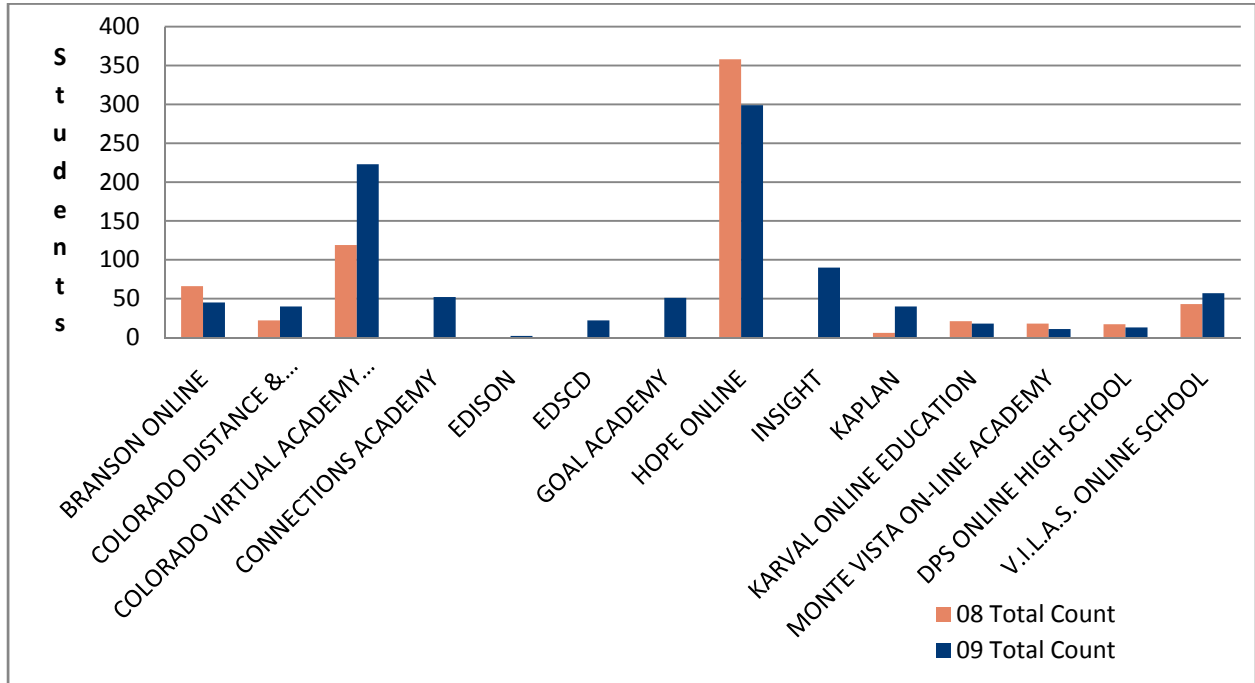
APPENDIX B

Course Completion Rate

The following tables represent Course Completion Rates for individual Online Programs as reported to the CDE for the 2009 Annual Report.

Since the course completion data is self-reported by the individual online programs, the data is not verifiable through CDE data collection. It is unclear, in some instances, whether the data accurately reflects *only* secondary student course enrollment when compared to student membership count for 9-12 grade levels, or if other levels were included in the calculation. To facilitate understanding, included with each table is the beginning student enrollment with end of year enrollment, along with the student membership count for 9-12 grade levels.

According to the *Rules for the Administration, Certification and Oversight of Colorado Online programs* (1CCR301-71) the following rules shall be used for course completion:

- 2.04.1 The course may be counted as having been completed when academic content work, as based upon authorizer accreditation curriculum standards, has been completed.
- 2.04.2 Any student counted as an enrollment for the October 1st count date must be included in the course completion rate data.
- 2.04.3 For calculation purposes, any student who leaves the course within the first 25% of said course shall not be counted.
- 2.04.4 Mastery or passing a course is not a requirement of course completion, but mastery levels should be consistent with the Authorizer.

Academy Online High School
Total Student Enrollment October 08 = 74 students
Student Membership 9-12: na *
Total Student Enrollment End of Year Count 08-09= 70 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	6	0	6	100%
Mathematics	9	0	9	100%
Science	0	0	0	na
Social Sciences	23	0	23	100%
Business and Technology	0	0	0	na
World Languages	0	0	0	ns
Other Electives	28	0	27	96%
All Subjects	**66**	**0**	**65**	**98%**

*Academy Online High School and AchieveK12 (previously single-district programs) did not have individual school codes for the 08-09 school year.
JeffcoNet, Ridge Academy, Heartlight do not have individual school codes.

ACHIEVE k12
Total Student Enrollment October 08=43 students
Student Membership 9-12: na *
Total Student Enrollment End of Year Count 08-09=60 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	23	6	14	82%
Mathematics	23	6	14	82%
Science	23	6	14	82%
Social Sciences	23	6	14	82%
Business and Technology	0	0	0	na
World Languages	23	6	14	82%
Other Electives	23	6	14	82%
All Subjects	**138**	**36**	**84**	**82%**

Branson School Online
Total Student Enrollment October 08=465 students
Student Membership 9-12: 229 students
Total Student Enrollment End of Year Count 08-09= 388 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	312	13	299	100%
Mathematics	393	13	380	100%
Science	291	13	278	100%
Social Sciences	269	13	256	100%
Business and Technology	112	13	99	100%
World Languages	140	13	127	100%
Other Electives	327	13	314	100%
All Subjects	**1844**	**91**	**1753**	**100%**

Colorado Distance and Electronic Learning Academy
Total Student Enrollment October 08= 513 students
Student Membership 9-12=233 students
Total Student Enrollment End of Year Count 08-09=225 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	228	0	222	97%
Mathematics	228	0	222	97%
Science	228	0	222	97%
Social Sciences	228	0	222	97%
Business and Technology	9	0	8	89%
World Languages	48	0	44	92%
Other Electives	193	0	187	97%
All Subjects	**1162**	**0**	**1127**	**97%**

Connections Academy

Total Student Enrollment October 08=668 students
Student Membership 9-12=205 students
Total Student Enrollment End of Year Count 08-09=627 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	363	38	269	83%
Mathematics	334	38	243	82%
Science	325	29	246	83%
Social Sciences	334	35	253	85%
Business and Technology	232	15	176	81%
World Languages	48	3	37	82%
Other Electives	608	42	466	82%
All Subjects	**2244**	**200**	**1690**	**83%**

Colorado Virtual Academy (COVA)

Total Student Enrollment October 08=4,333 students
Student Membership 9-12=1216 students
Total Student Enrollment End of Year Count 08-09= 4500 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	2481	90	1736	73%
Mathematics	2481	90	1736	73%
Science	2385	85	1678	73%
Social Sciences	2428	88	1700	73%
Business and Technology	324	9	214	68%
World Languages	1509	30	1082	73%
Other Electives	4461	110	3229	74%
All Subjects	**16069**	**502**	**11375**	**73%**

Crowely County Online Academy

Total Student Enrollment October 08=14 students
Student Membership 9-12=14 students
Total Student Enrollment End of Year Count 08-09=6 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	15	0	0	0%
Mathematics	13	0	0	0%
Science	14	0	1	7%
Social Sciences	14	0	0	0%
Business and Technology	2	0	0	0%
World Languages	15	0	0	0%
Other Electives	14	0	2	14%
All Subjects	**87**	**0**	**3**	**3%**

DPS Online High School

Total Student Enrollment October 08=122 students

Student Membership 9-12=123 students

Total Student Enrollment End of Year Count 08-09= 83 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	286	95	128	67%
Mathematics	240	97	113	79%
Science	233	89	99	69%
Social Sciences	233	82	97	64%
Business and Technology	19	7	12	100%
World Languages	36	21	15	100%
Other Electives	287	32	236	93%
All Subjects	**1334**	**423**	**700**	**77%**

eDCSD

Total Student Enrollment October 08=134 students

Student Membership 9-12=79 students

Total Student Enrollment End of Year Count 08-09=146 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	259	66	167	87%
Mathematics	237	65	152	88%
Science	284	106	152	85%
Social Sciences	294	58	205	87%
Business and Technology	65	19	39	85%
World Languages	129	69	53	88%
Other Electives	184	55	101	93%
All Subjects	**1452**	**438**	**869**	**86%**

Edison Academy

Total Student Enrollment October 08=85 students

Student Membership 9-12=73 students

Total Student Enrollment End of Year Count 08-09=102 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	75	1	68	92%
Mathematics	72	2	62	89%
Science	71	2	65	94%
Social Sciences	78	0	72	92%
Business and Technology	12	0	12	100%
World Languages	4	0	4	100%
Other Electives	35	1	33	97%
All Subjects	**347**	**6**	**316**	**93%**

(KAPLAN) Garfield RE-2 Center for Integrative Studies

Total Student Enrollment October 08= 175 students

Student Membership 9-12= 174 students

Total Student Enrollment End of Year Count 08-09=114 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	357	123	2	1%
Mathematics	281	122	2	1%
Science	286	110	2	1%
Social Sciences	168	51	1	1%
Business and Technology	272	123	1	1%
World Languages	68	40	0	0%
Other Electives	221	1	3	2%
All Subjects	**1653**	**570**	**11**	**1%**

GOAL Academy

Total Student Enrollment October 08=273 students

Student Membership 9-12=273 students

Total Student Enrollment End of Year Count 08-09= 310 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	258	34	161	72%
Mathematics	173	40	25	19%
Science	108	11	33	34%
Social Sciences	188	22	80	48%
Business and Technology	0	0	0	0%
World Languages	0	0	0	0%
Other Electives	273	35	220	92%
All Subjects	**1000**	**142**	**519**	**60%**

Hope Online

Total Student Enrollment October 08= 3,152 students

Student Membership 9-12=1191 students

Total Student Enrollment End of Year Count 08-09=2402 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	1398	373	966	94%
Mathematics	1259	346	853	93%
Science	1264	352	851	93%
Social Sciences	1494	428	997	94%
Business and Technology	616	191	399	94%
World Languages	290	134	146	94%
Other Electives	1700	455	1182	95%
All Subjects	**8021**	**2279**	**5394**	**94%**

**Insight School of
Colorado**

Total Student Enrollment October 08=528 students

Student Membership 9-12=528 students

Total Student Enrollment End of Year Count 08-09=280 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	1147	243	838	93%
Mathematics	938	211	667	92%
Science	916	223	654	94%
Social Sciences	966	246	684	95%
Business and Technology	654	207	429	96%
World Languages	423	114	297	96%
Other Electives	1360	275	935	86%
All Subjects	**6404**	**1519**	**4504**	**92%**

Karval Online

Total Student Enrollment October 08=201 students

Student Membership 9-12=141 students

Total Student Enrollment End of Year Count 08-09= 166 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	321	12	260	84%
Mathematics	296	8	246	85%
Science	253	1	203	81%
Social Sciences	292	9	238	84%
Business and Technology	286	4	243	86%
World Languages	84	2	71	87%
Other Electives	688	12	580	86%
All Subjects	**2220**	**48**	**1841**	**85%**

Monte Vista Online Academy
Total Student Enrollment Oct 08=81 students
Student Membership 9-12=62 students
Total Student Enrollment End of Year Count 08-09=74 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	75	1	65	88%
Mathematics	69	1	64	94%
Science	73	0	67	92%
Social Sciences	77	1	66	87%
Business and Technology	29	0	29	100%
World Languages	6	0	6	100%
Other Electives	51	0	45	88%
All Subjects	**380**	**3**	**342**	**91%**

Vilas Online
Total Student Enrollment October 08=407 students
Student Membership 9-12= 285 students
Total Student Enrollment End of Year Count 08-09=306 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	475	0	276	58%
Mathematics	307	0	199	65%
Science	331	0	218	66%
Social Sciences	400	0	248	62%
Business and Technology	317	0	202	64%
World Languages	129	0	92	71%
Other Electives	636	0	411	65%
All Subjects	**2595**	**0**	**1646**	**63%**

JeffcoNet Academy
Total Student Enrollment October 08= 99 students
Student Membership 9-12: *
Total Student Enrollment End of Year Count 08-09=99 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	46	6	40	100%
Mathematics	92	27	55	85%
Science	31	6	25	100%
Social Sciences	41	8	33	100%
Business and Technology	0	0	0	0%
World Languages	0	0	0	0%
Other Electives	291	33	242	94%
All Subjects	**501**	**80**	**395**	**94%**

Ridge Academy

Total Student Enrollment October 08=321 students

Student Membership 9-12: *

Total Student Enrollment End of Year Count 08-09= 321 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	170	56	98	86%
Mathematics	110	35	52	69%
Science	100	25	59	79%
Social Sciences	144	39	83	79%
Business and Technology	0	0	0	0%
World Languages	21	4	16	94%
Other Electives	120	23	83	86%
All Subjects	**665**	**182**	**391**	**81%**

Heartlight Academy

Total Student Enrollment October 08=8 students

Student Membership 9-12: *

Total Student Enrollment End of Year Count 08-09= 8 students

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	8	2	5	83%
Mathematics	8	2	5	83%
Science	8	2	4	67%
Social Sciences	8	2	5	83%
Business and Technology	2	0	2	100%
World Languages	5	0	4	80%
Other Electives	12	1	11	100%
All Subjects	**51**	**9**	**36**	**86%**

Littleton Public Schools

Total Student Enrollment October 08= 3 students

Total Student Enrollment End of Year Count 08-09=3 students

| Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	3	0	3	100%
Mathematics	3	0	3	100%
Science	3	0	3	100%
Social Sciences	3	0	3	100%
Business and Technology	0	0	0	na
World Languages	0	0	0	na
Other Electives	3	0	3	100%
All Subjects	**15**	**0**	**15**	**100%**

APPENDIX C

Annual Budget by Online Program

For the 2009 Annual Report, the online programs were asked to submit their Annual Budget which accounts for <u>all state funding</u> received by the online program in accordance with existing budgetary requirements consistent with the program's authorizer or school district. The following pages give a detailed accounting of how state funds are used by the online program, as self-reported.

Multi-District Online Programs are illustrated first, followed by Single District Programs, in alphabetical order. Poudre School District did not submit any budgetary information.

Academy Online High School
Total Budget: $122,475
Total Students: 74
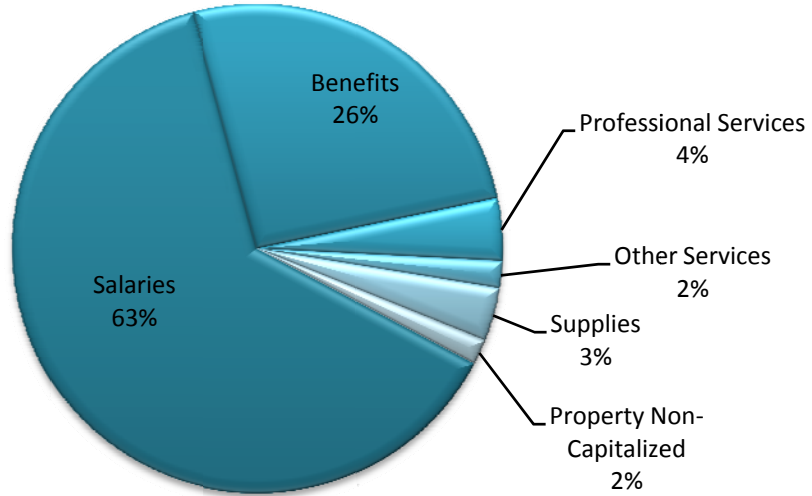
Academy Online High School / Academy District 20	Annual Budget	Program Budget Detail
Salaries	$77,177	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Benefits	$31,721	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Professional Services	$5,040	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Other Services	$2,180	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Supplies	$4,323	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Other	$0	No expenses were incurred in this category.
Property Capitalized	$0	No expenses were incurred in this category.
Property Non-Capitalized	$2,036	This includes both actual D20 and DODEA grant monies expended in SY 08-09 in the execution of the D20 online program.
Internet	$0	AOHS does not pay for student internet subsidies.
Hardware	$0	AOHS does not pay for student hardware subsidies.
Software	$0	AOHS does not pay for student software subsidies.
Total Budget	**$122,475**	
# Students	**74**	

ACHIEVEk12
Total Budget: $504,234
Total Students: 43
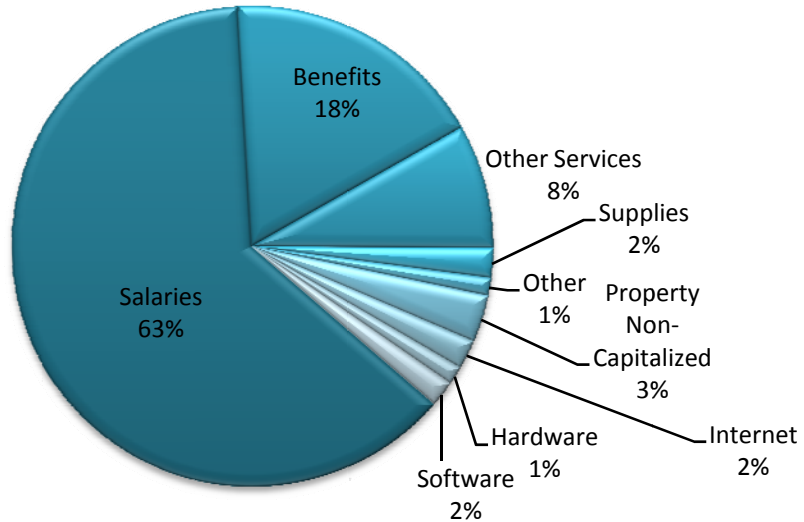
ACHIEVEk12 / Colorado Springs District 11	Annual Budget	Program Budget Detail
Salaries	$316,056	Provides salaries for 2 full time teachers, 10 part-time teachers, 1 1 educational support person, 1 part-time clerical, and 1 full time administrator.
Salaries Detail		
Benefits	$89,128	Provides benefits for 2 full time teachers, 10 part-time teachers, 1 1 educational support person, 1 part-time clerical, and 1 full time administrator.
Professional Services	$0	N/A
Other Services	$42,200	Advertising
Supplies	$10,000	Textbooks and other student support supplies
Other	$6,000	Professional development
Property Capitalized	$0	N/A
Property Non-Capitalized	$16,000	Provides equipment for staff and hosting of Moodle
Internet	$9,900	Provides internet for families with financial need, and for staff.
Hardware	$6,200	Provide computers for students with financial need
Software	$8,750	Provides software for student use computers, staff computers, as well as SuccessMaker licenses for RtI interventions.
Total Budget	$504,234	
# Students	43	

Branson School Online
Total Budget: $2,924,922
Total Students: 465
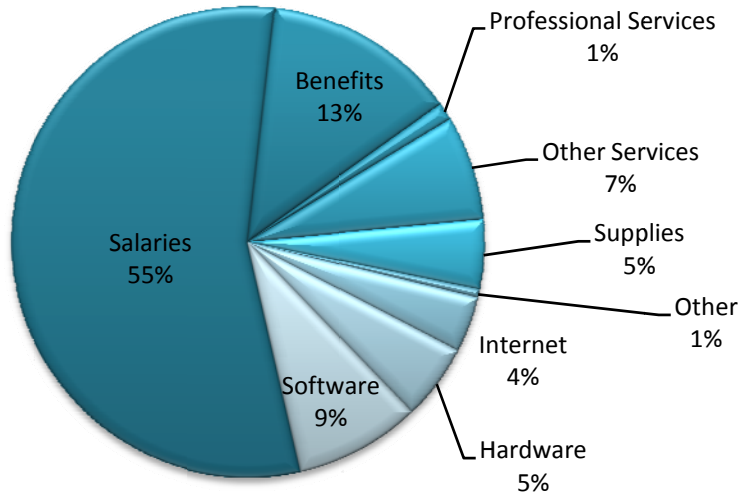
Branson School Online /Branson Reorganized 82	Annual Budget	Program Budget Detail
Salaries	$1,621,625	Salaries for teachers, tech support, admin, office
Benefits	$387,970	Same as above
Professional Services	$35,000	GED and PSEO option
Other Services	$210,294	Student reimbursement, advertizing, admin costs
Supplies	$139,533	Student supplies, teacher supplies, Special Ed Costs
Other	$16,500	Errors and Omissions insurance
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$112,000	Teachers, student, and administration
Hardware	$152,000	Student Computers
Software	$250,000	Curriculum
Total Budget	**$2,924,922**	
# Students	**465**	

Colorado Distance and Electronic Learning Academy
Total Budget: $3,914,227
Total Students: 513
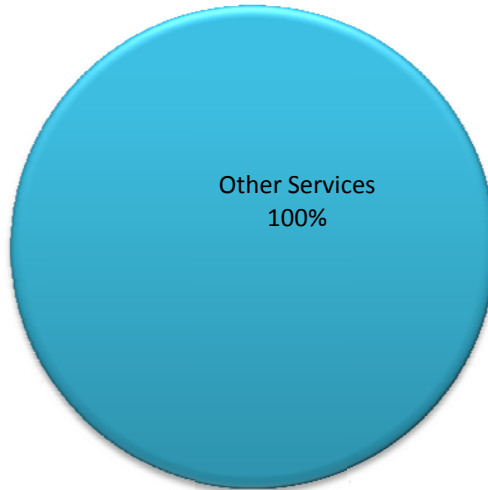
Other Services
100%

Colorado Distance and Electronic Learning Academy / Charter School Institute	Annual Budget	Program Budget Detail
Salaries	$0	n/a
Benefits	$0	n/a
Professional Services	$0	n/a
Other Services	$3,914,227	EMO fees and School Board Expenses
Supplies	$0	n/a
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$0	n/a
Hardware	$0	n/a
Software	$0	n/a
Total Budget	**$3,914,227**	
# Students	**513**	

Colorado Virtual Academy (COVA)
Total Budget: $30,087,685
Total Students: 4,333
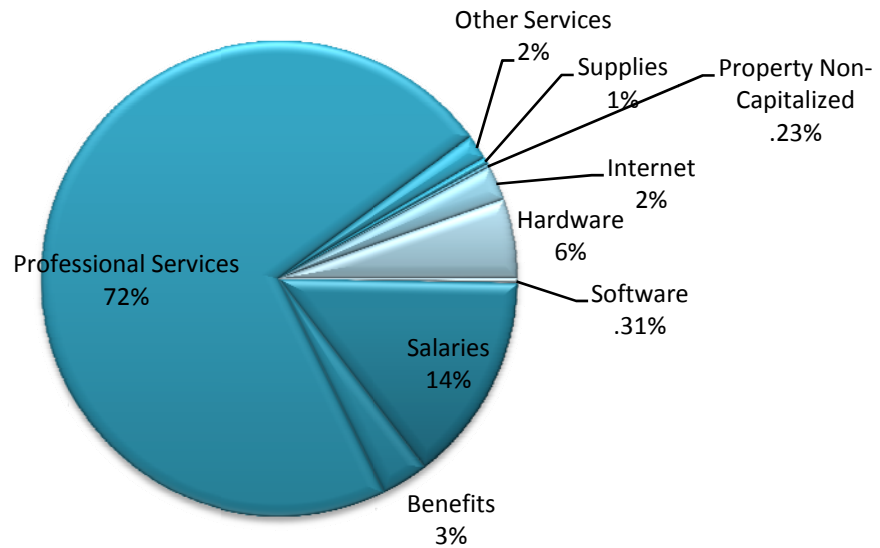
Colorado Virtual Academy (COVA) /Adams 12 Five Star Schools	Annual Budget	Program Budget Detail
Salaries	$4,289,534	Regular K12 education, special education, counselors, advisors, administrative support salaries
Benefits	$953,523	Benefits associated with salaries above
Professional Services	$21,701,428	On-Line School, materials, technical/administrative support, district oversight, special education third party services
Other Services	$500,972	Leases, phone, dues, contractors, professional development
Supplies	$149,000	Teacher/administrative support, tech. supplies, postage, printing
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$68,210	Staff computers
Internet	$711,386	Student/staff ISP
Hardware	$1,619,817	Student computers
Software	$93,815	Benchmark assessments, DIBELS and other academic software
Total Budget	**$30,087,685**	
# Students	**4,333**	

Connections Academy
Total Budget: $4,110,831
Total Students: 668
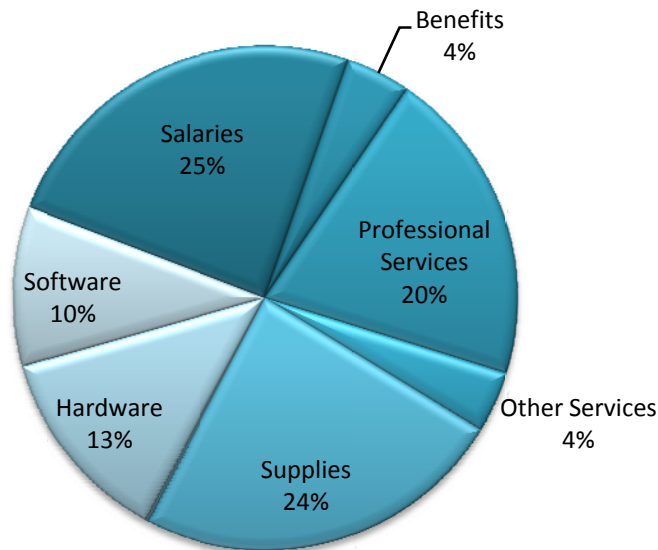
Connections Academy / Denver County 1	Annual Budget	Program Budget Detail
Salaries	$1,008,310	Teacher and administrative salaries
Benefits	$169,698	Teacher and administrator benefits
Professional Services	$835,803	Community Outreach, Educational Resource Center, Staff Training, Software Support, DPS Special Ed fee, Direct Special Ed Services, School Administration, CA subsidy
Other Services	$161,223	Postage, Copier, Student Testing, Travel and Conferences, Phone, Rent
Supplies	$984,099	Classroom Supplies, Texts and instructional materials, curriculum, postage, office supplies
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$6,583	Internet fees
Hardware	$523,915	Computers/printers for student and teacher use
Software	$421,200	Software for student and teacher use
Total Budget	**$4,110,831**	
# Students	**668**	

Crowely County Online Academy
Total Budget: $72,440
Total Students: 14
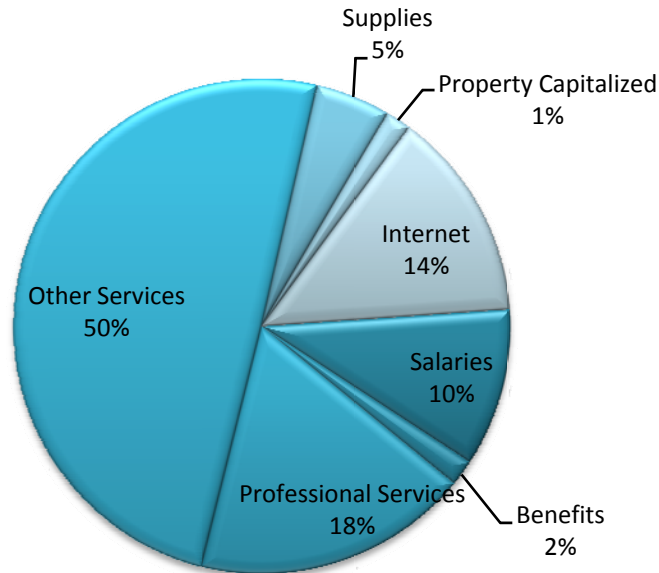
Crowley County Online Academy / Crowley County RE-1-J	Annual Budget	Program Budget Detail
Salaries	$7,500	Salary for program director and student liaison for supplemental services provided to students.
Benefits	$1,240	Benefits
Professional Services	$13,000	Professional services, repairs, for student computer maintenance expenses
Other Services	$36,000	Curriculum, and advertising
Supplies	$3,500	Ink, miscellaneous supplies for students
Other	$0	
Property Capitalized	$1,200	New Equipment including printer/fax/copier/scanners for students that are enrolled in math classes.
Property Non-Capitalized	$0	NA
Internet	$10,000	Students are furnished Verizon Air Cards for their internet access.
Hardware	$0	NA
Software	$0	NA
Total Budget	**$72,440**	
# Students	**14**	

DPS Online High School
Total Budget: $503,218
Total Students: 122
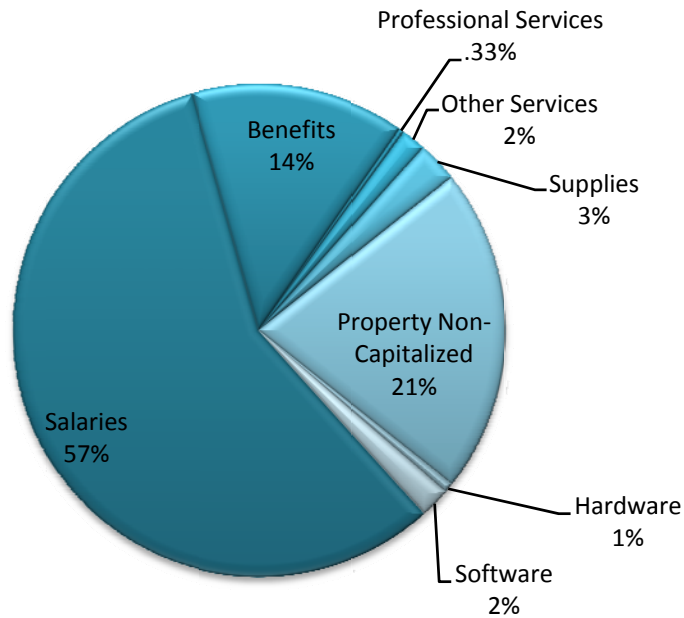
DPS Online High School / Denver County 1	Annual Budget	Program Budget Detail
Salaries	$288,283	All Salaries
Benefits	$70,599	All Employee Benefits
Professional Services	$1,654	Other Professional Services
Other Services	$8,100	Other Purchased Services $5,500; Travel and Registration $1,600; Postage $1,000
Supplies	$13,393	General Supplies and Books/Periodicals
Other	$0	N/A
Property Capitalized	$0	N/A
Property Non-Capitalized	$108,060	Non-Capital Equipment
Internet	$0	N/A
Hardware	$3,146	Computer Hardware
Software	$9,983	Computer Software and Electronic Media
Total Budget	**$503,218**	
# Students	**122**	

eDCSD
Total Budget: $1,190,777
Total Students: 134
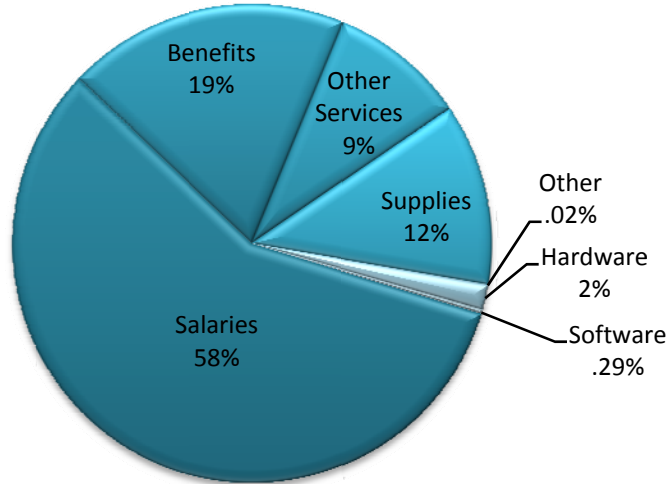
eDCSD / Douglas County RE 1	Annual Budget	Program Budget Detail
Salaries	$683,296	Administrative $100,524; Certified $465,922; Classified $46,004; Curriculum Development $70,846
Benefits	$227,764	Administrative $33,508; Certified $155,307; Classified $15,334; Curriculum Development $23,615
Professional Services	$0	n/a
Other Services	$109,498	Postage Outside District $300.00; Internet Reimbursement $2000; Cell Phones (4) $2,000; Advertising $105,198; Printing $500
Supplies	$146,347	Supplies $62,127; Testing $750; Curriculum $83,470
Other	$200	District Printing $100; District Posting $100
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$0	$2000 for Internet Reimbursement reflected in 0500 - Purchased Services
Hardware	$20,250	Technology Equipment $2,250; Property - lap tops - $18,000
Software	$3,422	Adobe Photoshop
Total Budget	$1,190,777	
# Students	134	

Edison Academy
Total Budget: $329,197
Total Students: 85
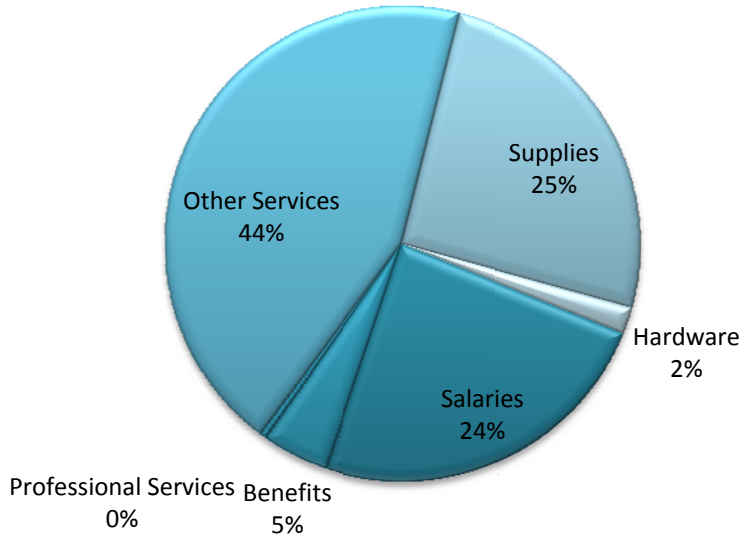
Edison Academy / Edison 54 JT	Annual Budget	Program Budget Detail
Salaries	$79,260	Actual Expenditure: $76,621.33 for 1.6 FTE teachers, 3 part time secretaries.
Benefits	$14,937	Includes $150.00/month medical through Dec 08, then $300/month for 1.6 teachers & 3 part-time secretaries.
Professional Services	$1,500	Actual Expenditure: 8,882.00 for hourly tutors.
Other Services	$144,000	Actual Expenditure: $159,924.42 for computer leases, curricula/classes, telephone, college books.
Supplies	$83,500	Actual Expenditure: $98,742.55 for college & vocational courses and supplies.
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$0	Expenditures included in other purchased services.
Hardware	$6,000	Actual Expenditures: $8,302.73 for computers.
Software	$0	Expenditures included in other purchased services.
Total Budget	**$329,197**	
# Students	**85**	

Garfield RE-2 Center for Integrative Studies (KAPLAN)
Total Budget: $119,899
Total Students: 175
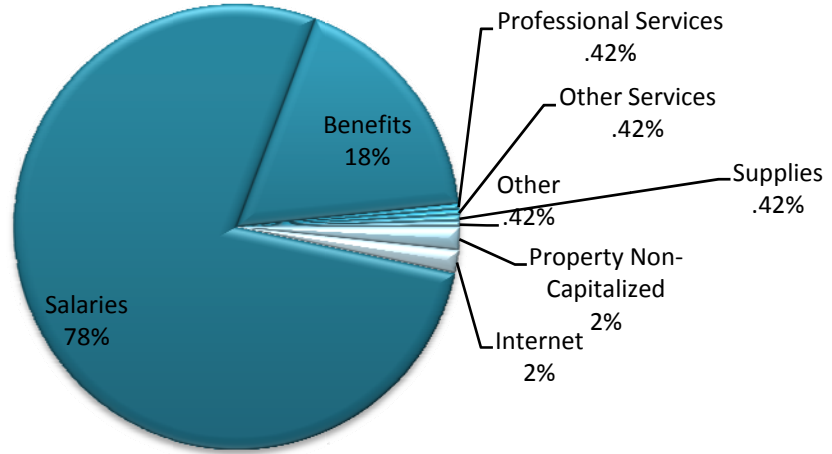
Garfield RE-2 Center for Integrative Studies (KAPLAN) / Garfield RE-2	Annual Budget	Program Budget Detail
Salaries	$92,840	District - $92,840. KVE pays salaries for 2 school administrators, 2 academic advisors, 22 content teachers (6FT, 16PT) approx. $467,000
Benefits	$21,059	District - $21,059. KVE pays benefits of approx. $260,000 for 10 FT team members & 16 PT team members
Professional Services	$500	District - $500
Other Services	$500	District - $500
Supplies	$500	District - $500.
Other	$500	District - $500. KVE utilizes approx. $460,000 to carry out marketing efforts and social events for students
Property Capitalized	$0	n/a
Property Non-Capitalized	$2,000	District - $2000.
Internet	$2,000	District - $2000.
Hardware	$0	District - $0. KVE spends approx. $188,000 to supply 243 laptops to students in the 2009-2010 school year
Software	$0	District - $0. KVE spends approx. $207,000 for portal access & course licenses
Total Budget	**$119,899**	
# Students	**175**	

GOAL Academy
Total Budget: $2,048,420
Total Students: 273
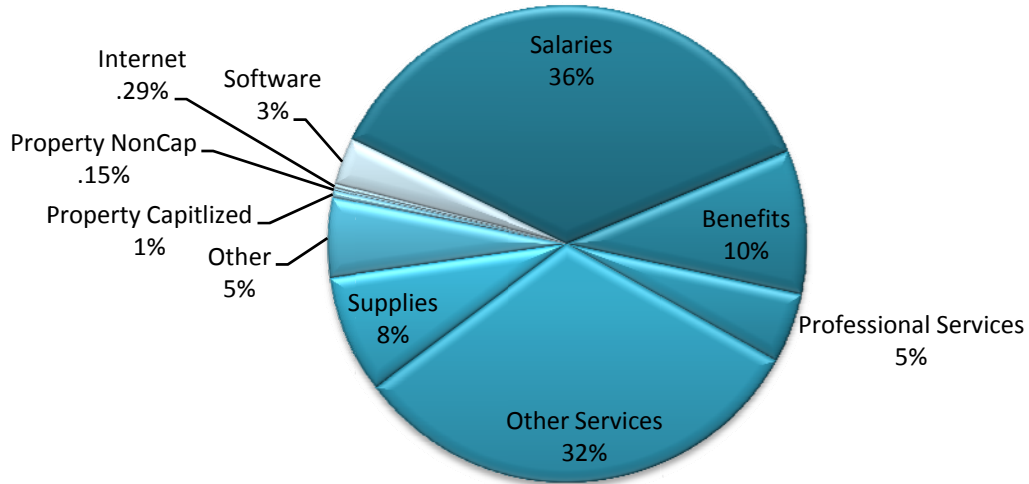
| GOAL Academy / Charter School Institute	Annual Budget	Program Budget Detail
Salaries	$746,000	This budget amount was for all staff including EMO overhead.
Benefits	$200,204	This budget amount was for all staff including EMO.
Professional Services	$97,251	This amount included EMO fees for professional services and special education fees.
Other Services	$646,939	This included advertising, EMO fees, insurances, etc.
Supplies	$163,914	This amount included general supplies, books, etc.
Other	$110,112	This amount included dues, fees, and contingencies.
Property Capitalized	$10,000	This amount was for general equipment.
Property Capitalized	$3,000	This amount was for non-capitalized equipment.
Internet	$6,000	This amount was for connectivity and service fees.
Hardware	$0	Student equipment was donated.
Software	$65,000	This amount included curriculum software.
Total Budget	$2,048,420	
# Students	273	

Hope Online
Total Budget: $19,601,649
Total Students: 3152
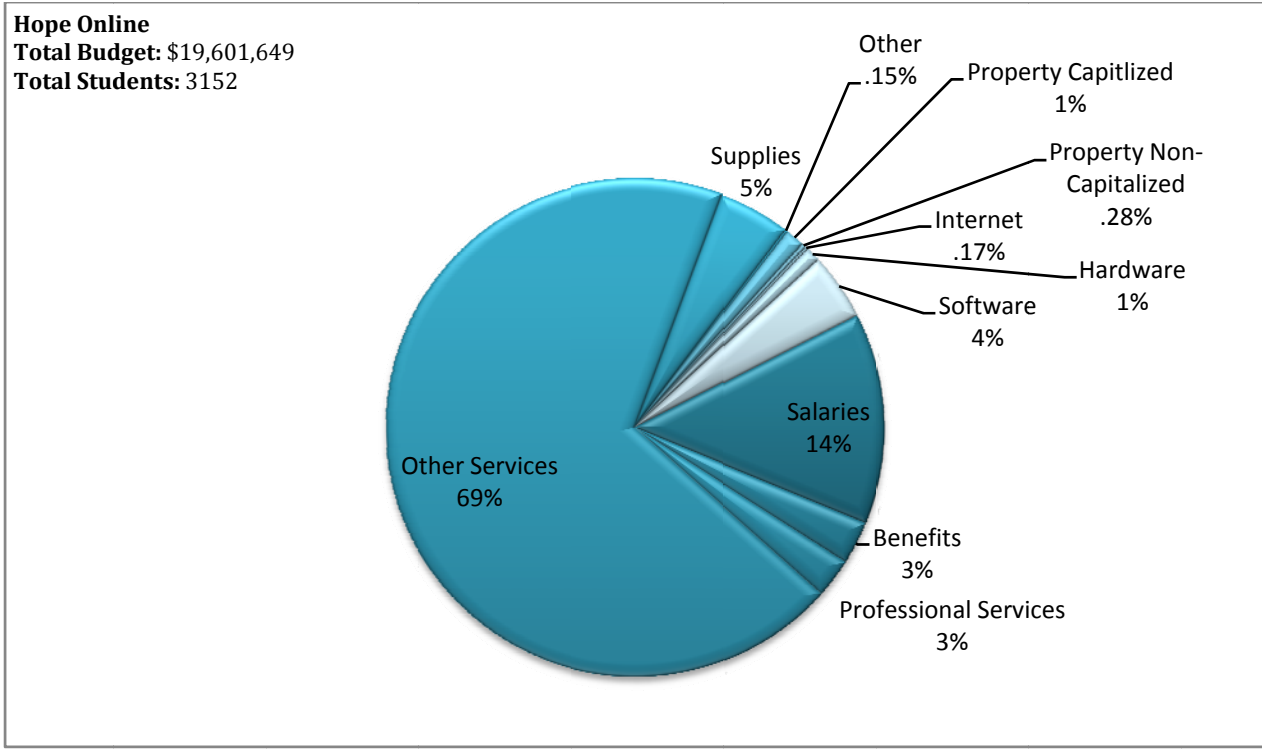
Hope Online / Douglas County RE 1	Annual Budget	Program Budget Detail
Salaries	$2,690,060	Salary Expense for all employees
Benefits	$549,781	Employee benefits, including health/dental insurance and Employer PERA contributions
Professional Services	$500,602	Consulting, legal and accounting services
Other Services	$13,549,530	Purchased services from DCSD, Learning Center Allocations, and other
Supplies	$902,377	Office supplies, Curriculum & other software licenses
Other	$29,491	Other Miscellaneous
Property Capitalized	$244,328	Capitalized computer equipment
Property Non-Capitalized	$55,600	Computer equipment and office furniture expenses
Internet	$33,900	Internet and Phone services
Hardware	$190,400	Computer hardware for student use
Software	$855,580	Curriculum licenses and other software
Total Budget	**$19,601,649**	
# Students	**3152**	

Insight School of Colorado
Total Budget: $5,361,654
Total Students: 528
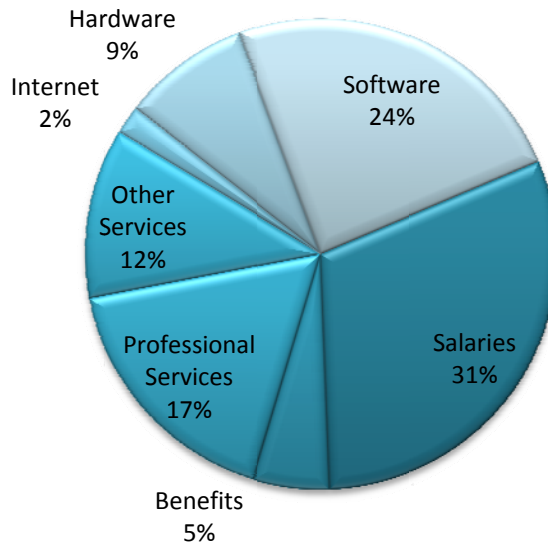
| Insight School of Colorado / Julesburg RE-1	Annual Budget	Program Budget Detail
Salaries	$1,649,581	No additional detail provided.
Benefits	$281,786	No additional detail provided.
Professional Services	$928,515	No additional detail provided.
Other Services	$625,842	No additional detail provided.
Supplies	$0	n/a
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$104,118	n/a
Hardware	$469,606	n/a
Software	$1,302,206	No additional detail provided.
Total Budget	**$5,361,654**	
# Students	**528**	

Jeffco's 21st Century Virtual Academy
Total Budget $825,700
Total Students: 108
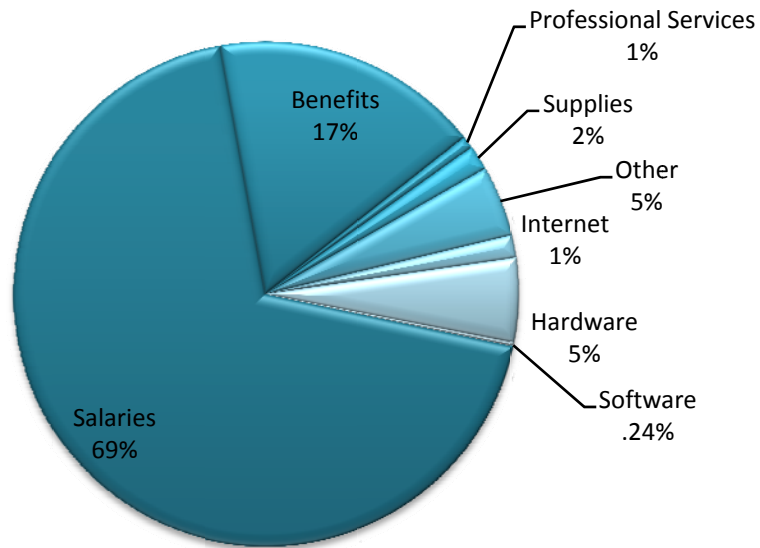
| Jeffco's 21st Century Virtual Academy / Jefferson County R-1	Annual Budget	Program Budget Detail
Salaries	$568,150	No additional detail provided.
Benefits	$141,740	No additional detail provided.
Professional Services	$6,500	No additional detail provided.
Other Services	$0	n/a
Supplies	$13,210	No additional detail provided.
Other	$37,500	Mileage/travel, employee training, marketing, telephone, instructional materials, testing materials, misc.
Property Capitalized	$0	n/a
Property Non-Capitalized	$0	n/a
Internet	$12,000	No additional detail provided.
Hardware	$44,600	No additional detail provided.
Software	$2,000	No additional detail provided.
Total Budget	**$825,700**	
# Students	**108**	

Jeffco's 21st Century Virtual Academy is a new multi-district program, opening in August of 2009.

Karval Online
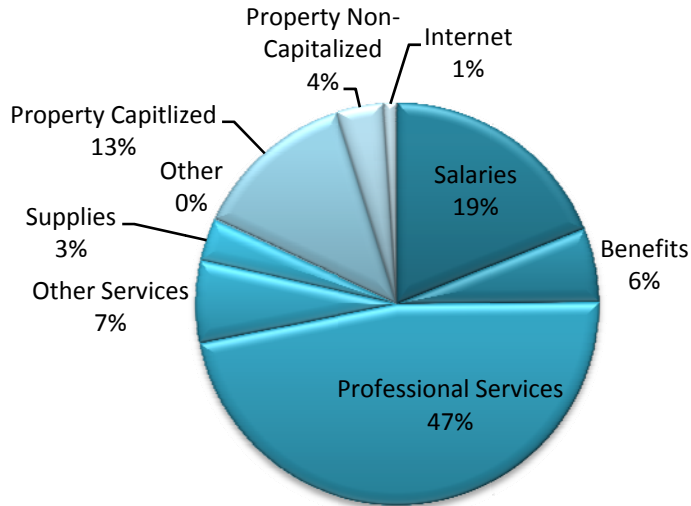**Total Budget:** $1,107,194
Total Students: 201
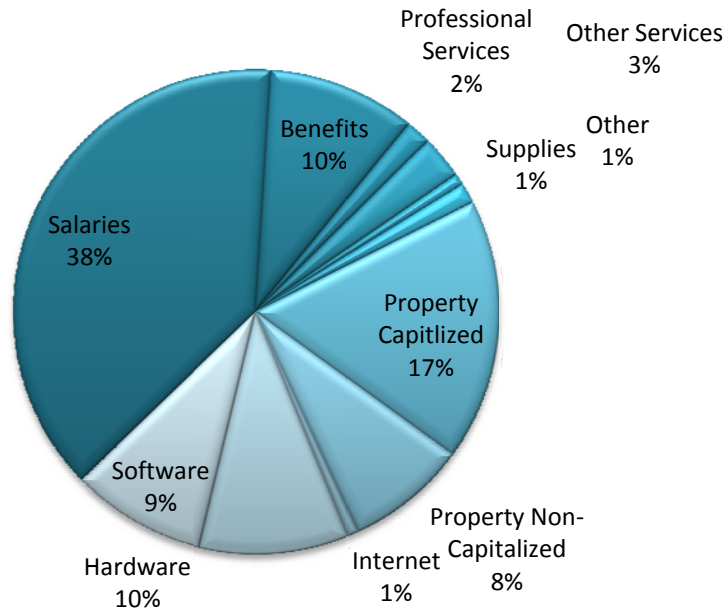
Karval Online / Karval RE-23	Annual Budget	Program Budget Detail
Salaries	$423,298	Admin, Teacher, Tech Support, Secretary
Benefits	$108,649	PERA, Health, Life, Unemployment, Medicare
Professional Services	$18,623	Curriculum, Staff Development, Dual Credits, Special Education, MAPS
Other Services	$31,900	PowerSchool, BOCES, CSAP, Nurse, Advertisement
Supplies	$8,400	Printing, Custodian, Fuel, Paper
Other	$15,114	Dues, Fees, Referral Fees, Insurance, Phone, Postage, Travel, School Board Fees, Legal
Property Capitalized	$194,000	Building, Garage, Storage, Land
Property Non-Capitalized	$89,127	Capital Construction, Computers, Office Furniture, Safes, Emergency Funds, Building Roof
Internet	$8,100	Eastern Slope, DSL, Student Internet Service, Computer Network and Solutions Wireless
Hardware	$109,883	New computers, printers
Software	$100,100	Library, Courseware, LMS Systems
Total Budget	**$1,107,194**	
# Students	**201**	

Monte Vista Online Academy
Total Budget: $407,834
Total Students: 81
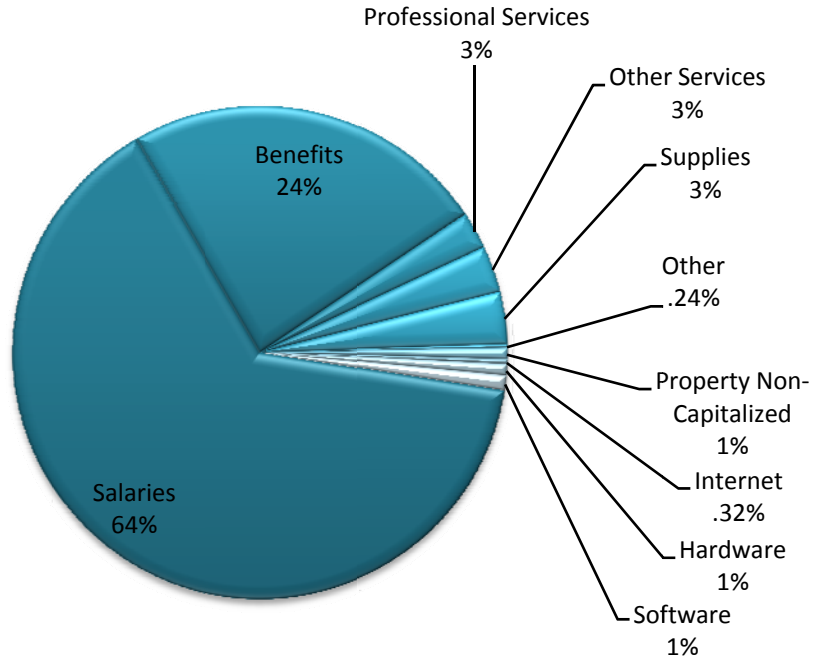
Monte Vista Online Academy / Monte Vista C-8	Annual Budget	Program Budget Detail
Salaries	$261,575	OLA Teacher Salary OLA Support Salary OLA Teacher Sub OLA Special Ed Teacher Salaries
Benefits	$97,478	OLA Teacher Benefits OLA Support Benefits OLA Special Ed Teacher Benefits
Professional Services	$10,000	Curriculum Licensing
Other Services	$12,500	Computer repair, travel, internet reimbursements
Supplies	$14,000	OLA supplies, books/periodicals, electronic media
Other	$981	misc
Property Capitalized	$0	n/a
Property Non-Capitalized	$3,000	computers, printers, & other hardware
Internet	$1,300	OLA share of District ISP costs
Hardware	$3,000	(0735)
Software	$4,000	(0500)
Total Budget	**$407,834**	
# Students	**81**	

Vilas Online
Total Budget: $1,976,566
Total Students: 407

Vilas Online / Vilas RE-5	Annual Budget	Program Budget Detail
Salaries	$373,253	The "Salaries" portion includes the Administration salaries and the Administrative Support Staff. These positions include the Director, School Assessment Coordinator, Receptionist, Registrar, Administrative Assistant, Student Advisor, RTI Specialist, Reading Coach, Special Education Instructor, and technology staff.
Benefits	$117,714	The "Employee Benefits" portion includes P.E.R.A. for admin, office, and any teaching staff where benefits have been approved by the board of education, insurance, Medicare, and any other administrative benefits applicable.
Professional Services	$929,500	The "Purchased Professional & Technical Services" portion includes services purchased from curriculum writers who were paid to upgrade or rewrite some of the online courses as well as program technical writers who are versed in HTML, Flash, and other programs needed to enhance the online curriculum. "Purchased Professional & Technical Services" also includes advertising costs and special education services.
Other Services	$131,299	"Other Purchased Services" includes student internet services, administrative travel, special education travel, student tuition, telephone, and electrical expenses for the online administrative building.
Supplies	$67,000	"Supplies" includes postage/UPS freight, textbooks, CSAP testing costs, computer supplies, ink, paper, software, Compass curriculum annual fee, platform fee, student supplies, special education books, office supplies, natural gas for the online administrative building, and vehicle repair and fueling costs.
Other	$1,800	"Other" includes dues and fees, and other expenses.
Property Capitalized	$260,000	"Property Capitalized" includes building/garage construction, equipment, office furniture, and equipment costs.
Property Non-Capitalized	$75,000	The "Property Non-capitalized" includes student computers, special education equipment, and online server equipment required to house and deliver Vilas Online curriculum.
Internet	$21,000	"Internet Fees" are included in "Other Purchased Services."
Hardware	$0	"Hardware Fees" are included in "Property Non-capitalized."
Software	$0	"Software Fees" are included in "Supplies."
Total Budget	$1,976,566	
# Students	407	

Single District Online Programs

Boulder Valley School District
Total Budget: $77,540
Total Students: 0

Boulder Valley School District / Boulder Valley School District	Annual Budget	Program Budget Detail
Salaries	$8,922	FY2009 salaries totaled $8922 and include: TOSA $4713, Substitutes $669, Annual Leave Payoffs $110, and Counselor extra duty $3430. FY2010 estimated salaries are $75500 and includes: Director $40000, Admin Assistant $12000, TOSA $12000, and 8 mentors $11500.
Benefits	$1,585	FY2009 salary benefits totaled $1585 and includes the above named personnel. FY2010 estimated benefits are $19179 and includes the above named personnel.
Professional Services	$43,394	Flat Irons Consulting assisted with and provided guidance for the spring 2009 pilot and offered recommendations for online learning student success.
Other Services	$23,084	Student tuition for Online Learning service provider Aventa Learning.
Supplies	$555	Supplies include pilot student survey, office supplies and textbooks.
Other	$0	NA
Property Capitalized	$0	NA
Property Non-Capitalized	$0	NA
Internet	$0	NA
Hardware	$0	NA
Software	$0	NA
Total Budget	**$77,540**	
# Students	**0**	

D3 My Way
Total Budget: $100,864
Total Students: 20
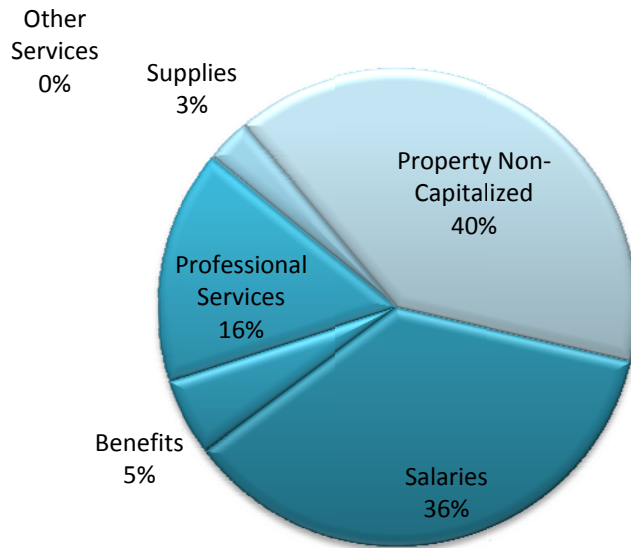
D3 My Way / Widefield School District	Annual Budget	Program Budget Detail
Salaries	$36,507	2 positions
Benefits	$5,257	taxes
Professional Services	$16,000	on campus learning via web
Other Services	$100	misc
Supplies	$3,000	supplies for program
Other	$0	n/a
Property Capitalized	$0	n/a
Property Non-Capitalized	$40,000	computers purchased
Internet	$0	n/a
Hardware	$0	n/a
Software	$0	n/a
Total Budget	$100,864	
# Students	20	

Heartlight Academy
Total Budget: $49,550
Total Students: 16
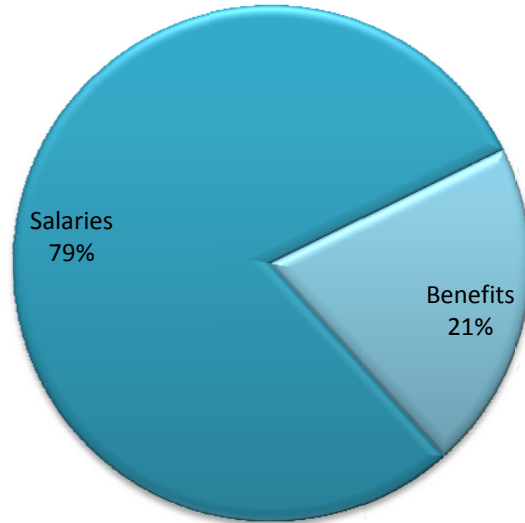
Heartlight Academy / North Conejos RE-1J	Annual Budget	Program Budget Detail
Salaries	$39,325	Shared space with Second Chance and Choices Program
Benefits	$10,225	Shared space with Second Chance and Choices Program
Professional Services	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Other Services	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Supplies	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Other	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Property Capitalized	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Property Non-Capitalized	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Internet	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Hardware	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Software	$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Total Budget	$49,550	
# Students	16	

JeffcoNet Academy
Total Budget: $580,318
Total Students: 76

JeffcoNet Academy /Jefferson County R-1	Annual Budget	Program Budget Detail
Salaries	$438,000	five teachers, 1 secretary, 1 administrator, 1 counselor, .3 social worker, .5 special ED provider
Benefits	$109,100	Insurance and Employee Benefits are approximately 24% of salaries.
Professional Services	$1,000	includes webpage development services
Other Services	$7,800	Aleks, SAS in School etc. other online software and educational support services web hosting and email hosting services
Supplies	$1,836	Text books and General supplies
Other	$2,286	copier usage and printing
Property Capitalized	$0	n/a
Property Non-Capitalized	$19,296	Computers, printers, other office equipment. Other capitalized property is shared by all programs in the school.
Internet	$0	Internet/Broadband fees are provided at no additional charge from the school district.
Hardware	$0	Students in the JeffcoNet program are not provided any type of hardware to be used outside of the school. Hardware used by students at school is accounted for in other sections of this report.
Software	$1,000	The major software cost would be the LMS. However the LMS services are hosted and provided by the school district at no cost to the JeffcoNet online program. Small software purchases like MS office etc are considered in this line item.
Total Budget	**$580,318**	
# Students	**76**	

LPS @ Home
Total Budget $45,400
Total Students: 6
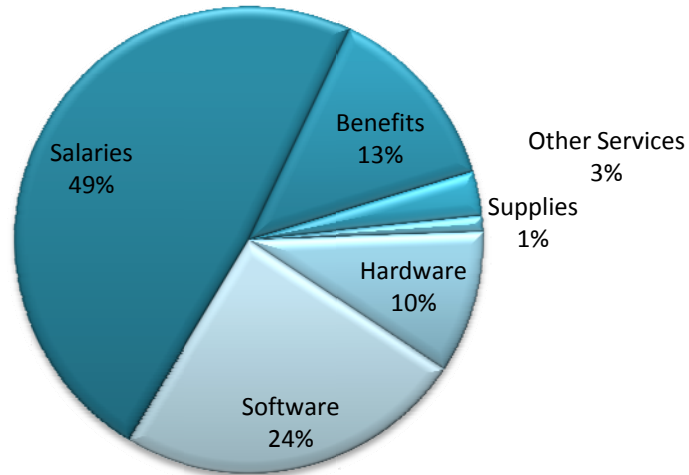
LPS @ Home / Littleton 6	Annual Budget	Program Budget Detail
Salaries	$22,000	1/2 FTE
Benefits	$6,000	PERA/ MEDICAID/Health
Professional Services	$0	PD costs absorbed by district. PD for Plato costs are in software line item
Other Services	$1,400	Professional Development for unique software, e.g. Rosetta Stone
Supplies	$500	consumables, office supplies, copying
Other	$0	Physical facilities reside in host school
Property Capitalized	$0	Physical facilities reside in host school
Property Non-Capitalized	$0	Physical facilities reside in host school
Internet	$0	Uses signal from host school
Hardware	$4,500	Netbooks and parts
Software	$11,000	Content provider (Plato), Rosetta Stone, and Net Nanny Filtering Software
Total Budget	$45,400	
# Students	6	

Ridge Academy
Total Budget: $211,083
Total Students: 47
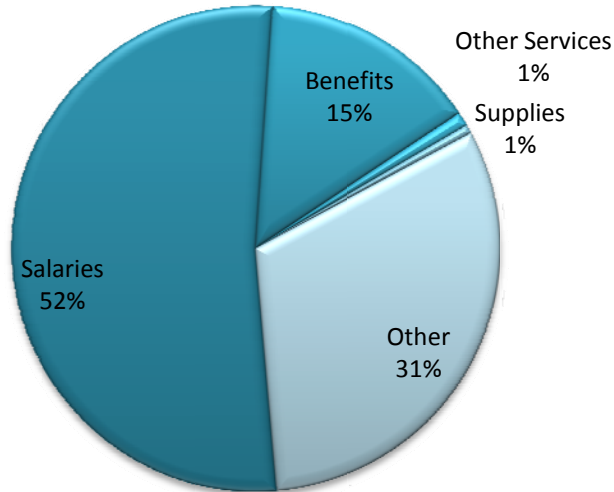
Ridge Academy / Pueblo 60	Annual Budget	Program Budget Detail
Salaries	$110,804	No additional detail provided.
Benefits	$30,695	No additional detail provided.
Professional Services	$0	No additional detail provided.
Other Services	$1,950	No additional detail provided.
Supplies	$1,225	No additional detail provided.
Other	$66,408	No additional detail provided.
Property Capitalized	$0	No additional detail provided.
Property Non-Capitalized	$0	No additional detail provided.
Internet	$0	No additional detail provided.
Hardware	$0	No additional detail provided.
Software	$0	No additional detail provided.
Total Budget	$211,083	
# Students	47	

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