

Keeping Pace with k – 12 Online Learning

A Review of State-Level
Policy and Practice

2007

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Research supported by:



TEXAS EDUCATION AGENCY



Agenda

- Introductions
- National overview
- Trends and events
- Regional issues (Discussion)
- Q&A: your key issues

Introductions

Craig Butz, Odyssey Charter Schools

Liz Pape, Virtual High School

Mickey Revenaugh, Connections Academy

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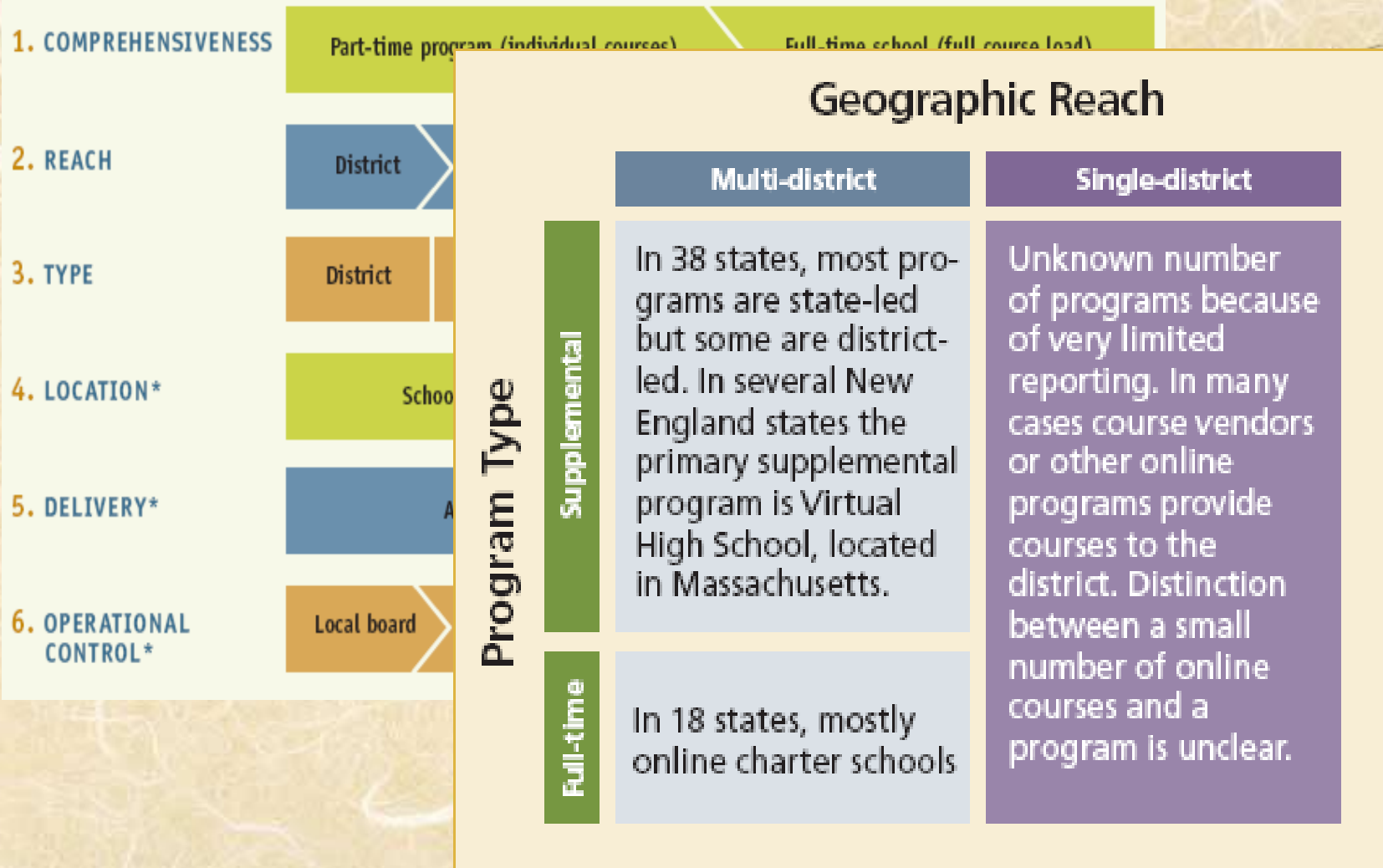
Julie Young, Florida Virtual School

Methods

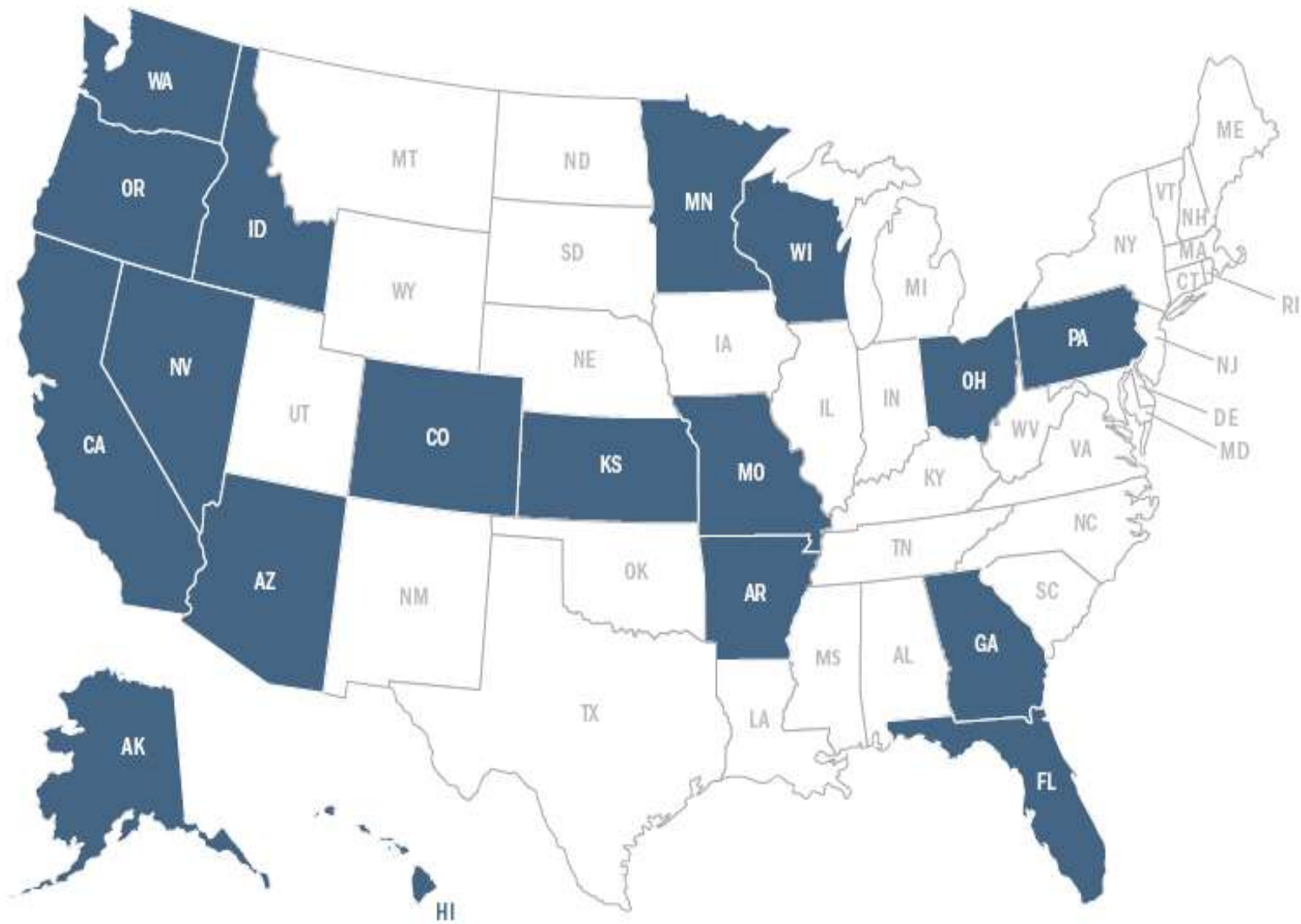
- Program survey
 - ✓ All types of programs
 - ✓ 82 responses
- Program profiles
 - ✓ Reviewed by programs
- State profiles
 - ✓ Reviewed by states

Defining the online learning landscape

FIGURE 2. THE SIX DEFINING DIMENSIONS OF VIRTUAL SCHOOLING



States with full-time, multi-district online programs

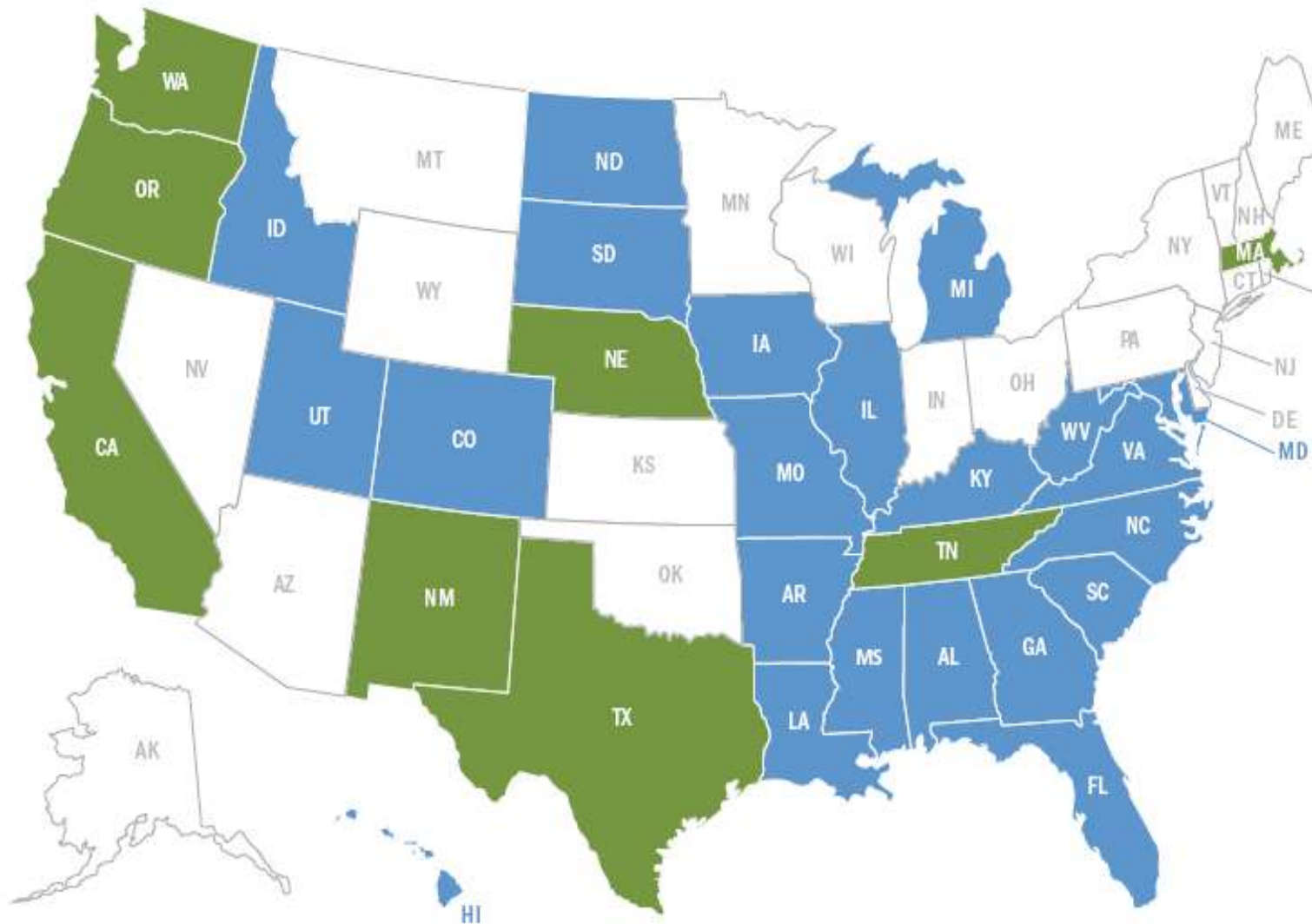




States with significant full-time, multi-district charter schools or district programs



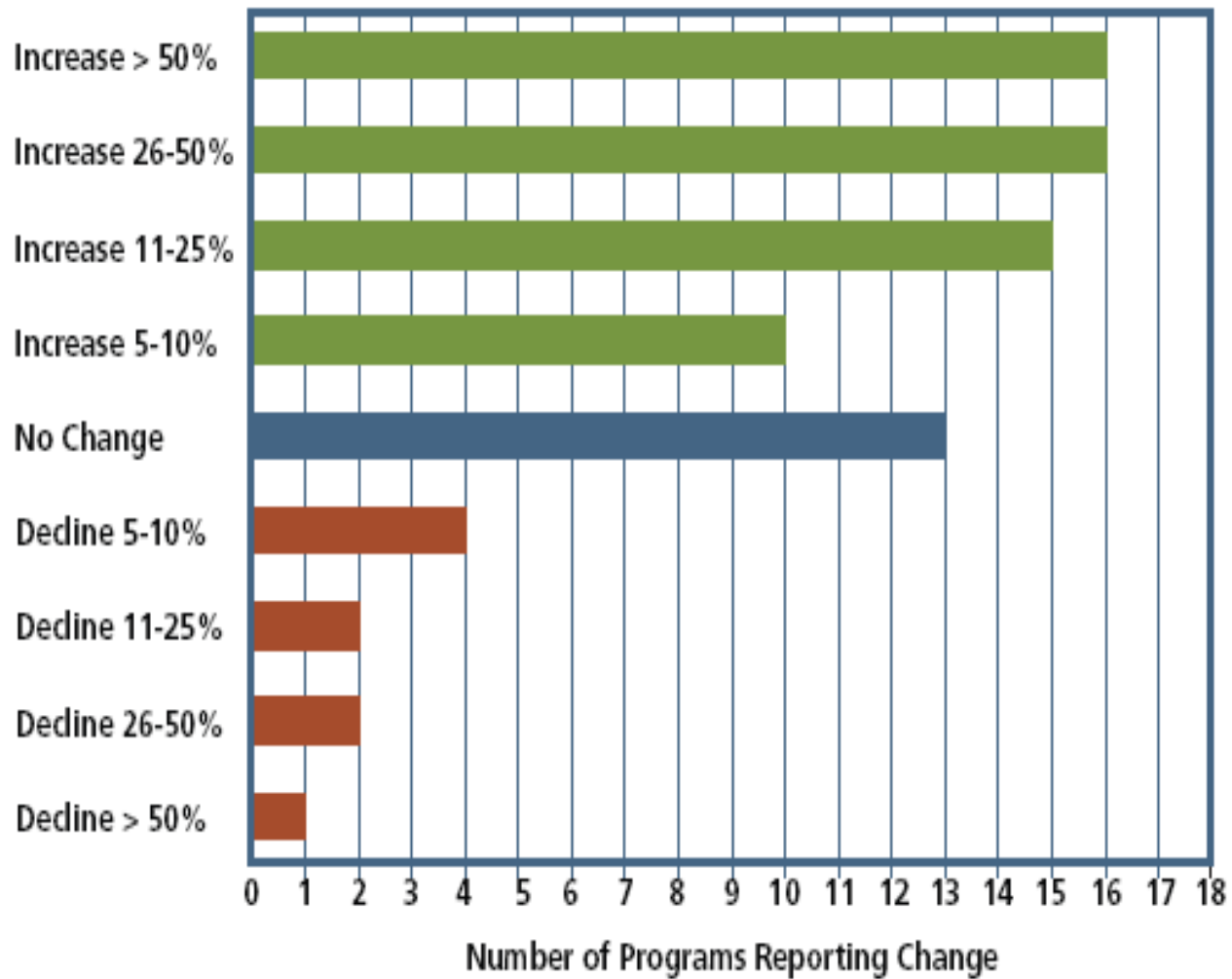
States without significant full-time, multi-district charter schools or district programs

States with state-led programs and initiatives

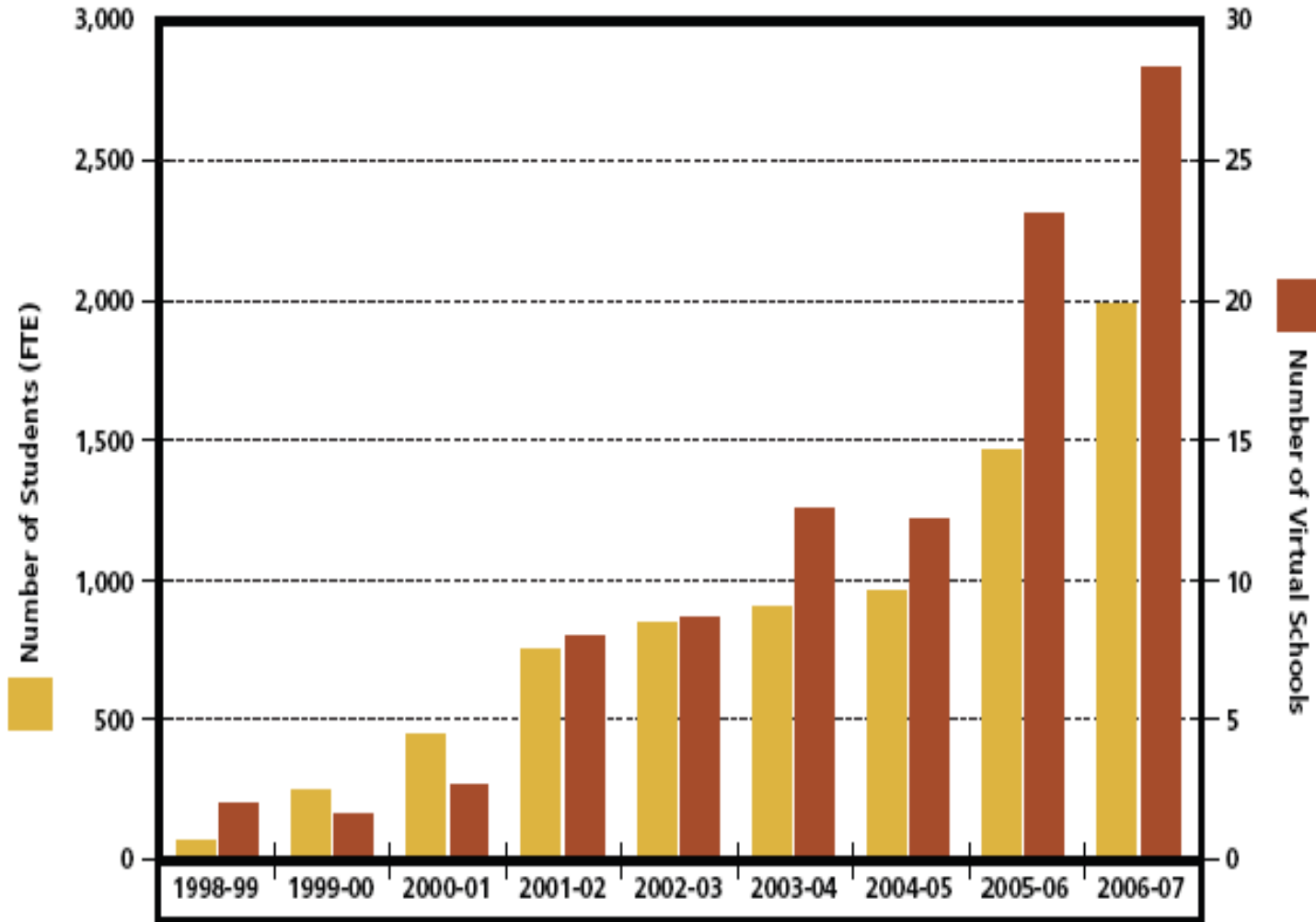


-  States with a state-led program that meets the *Keeping Pace* definition and registers students into courses (includes programs that met this definition in earlier stages)
-  States with state-led initiatives that provide online learning opportunities across the state but do not register students into courses

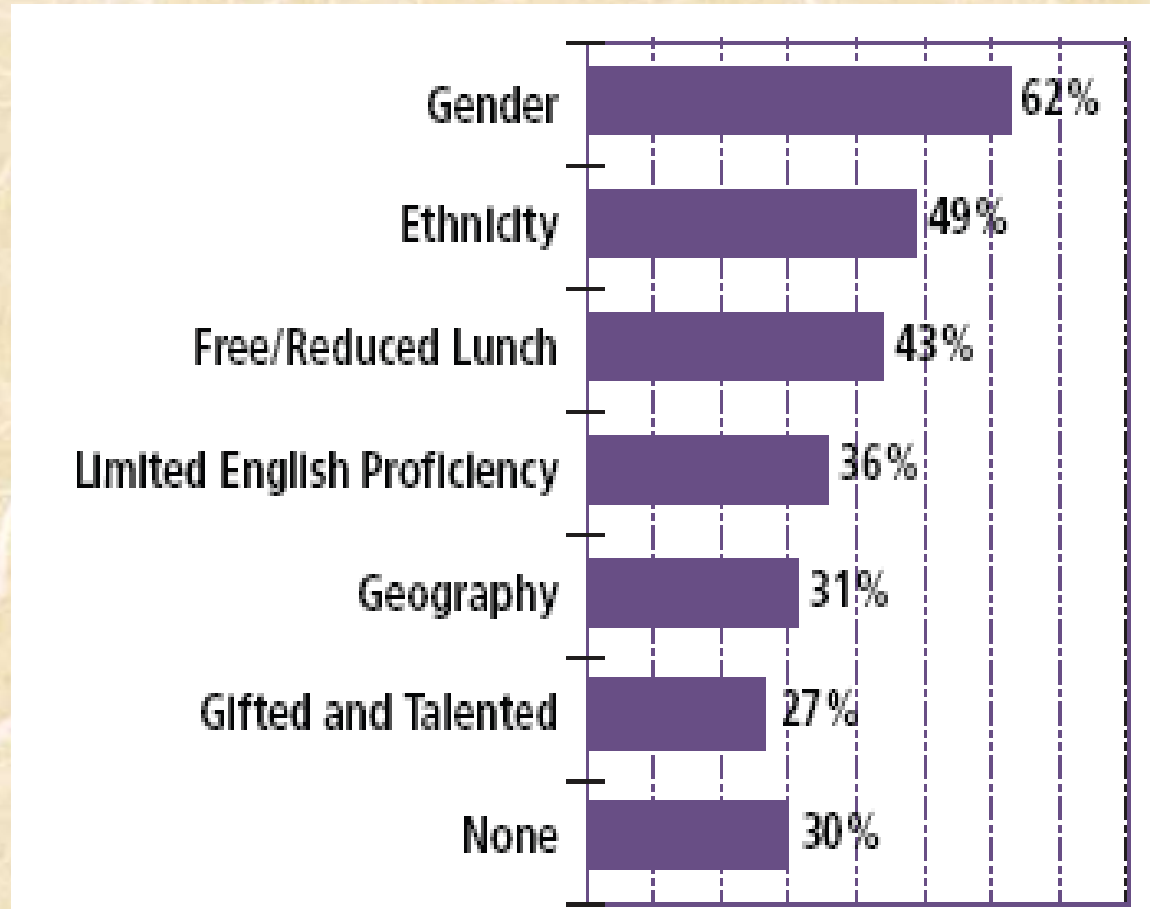
Growth of online programs



Growth of online programs in KS



Student demographics tracked

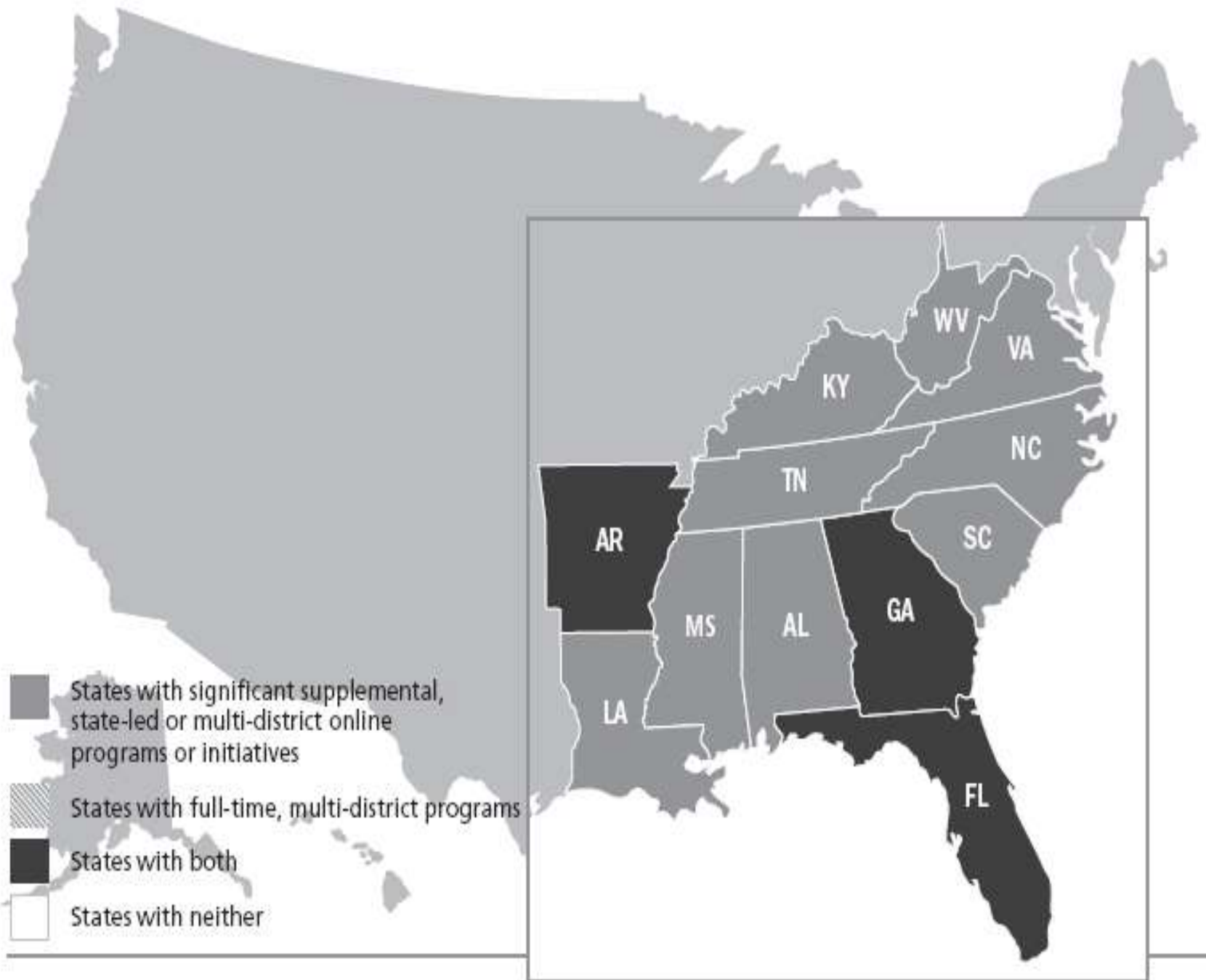


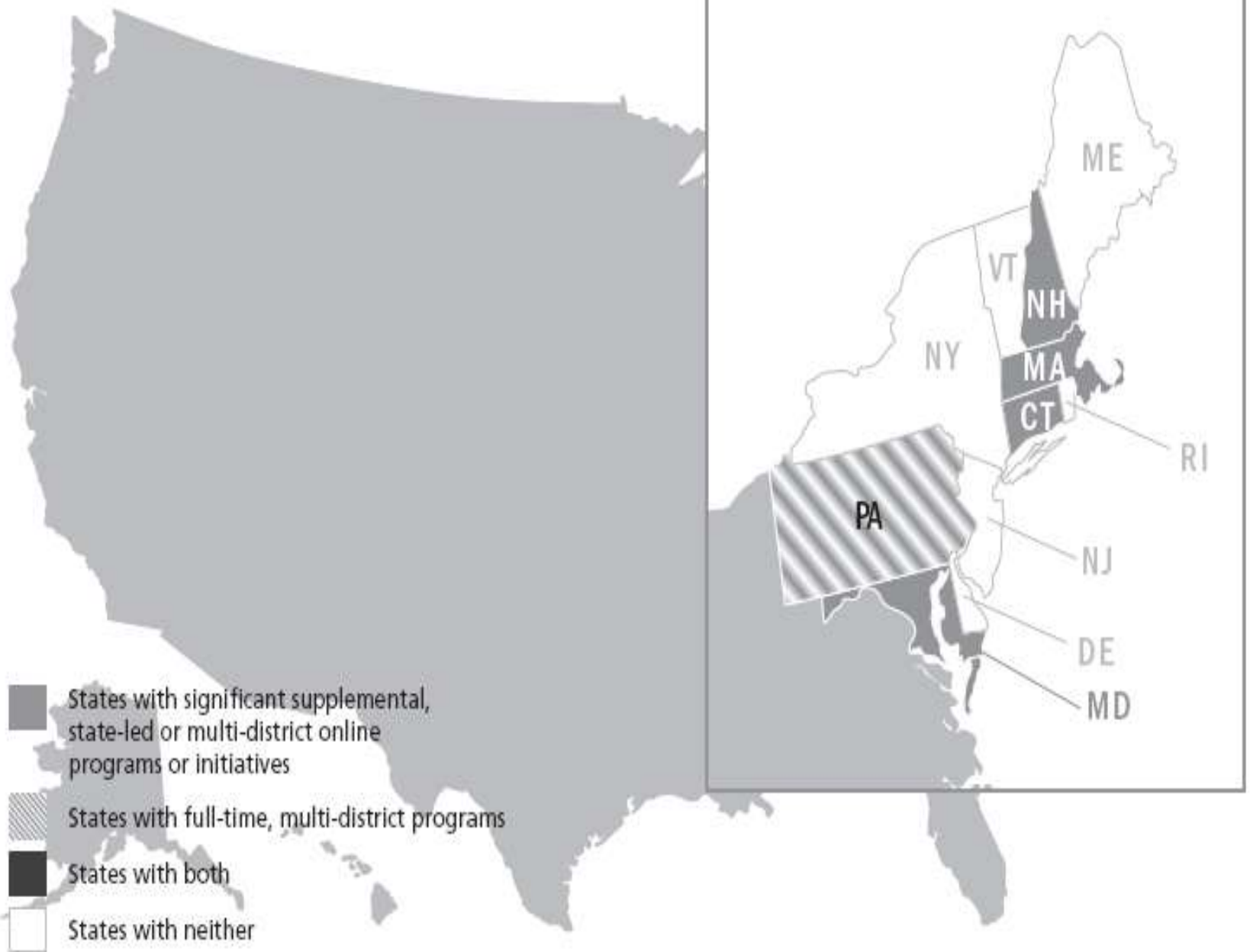
Student demographics

- Free and reduced lunch
 - ✓ 35% of students in survey
- Ethnicity
 - ✓ 27% non-white (12% African-American, 7% Latino)
- Not always tracked at student level
 - ✓ IVHS example

Accountability and outcomes

- Full-time programs report 97% state assessment participation
- Course completion rates
 - ✓ 50% to “approximately 99%,” with many responses 65% to 85%.
 - ✓ Inconsistent tracking: Drop period, post-semester end date, passing grade?







Keeping Pace with K–12 Online Learning: State of the States

Q&A