



Best Practices for Blended Learning

Rio Rancho Cyber Academy

By: Jacquie Monclova, Principal
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06.25.2015

Rio Rancho Cyber Academy – Our Story

The Rio Rancho Cyber Academy (RRCA) opened in August, 2005. After the first year, RRCA changed vendors to Edgenuity (formerly E2020) and embarked on a comprehensive 3-year plan to create a community-oriented environment dedicated to student learning using an integrated, interactive, spiraling curriculum. RRCA is fully accredited by NCA CASI and serves grades 6-12. The middle school students attend Monday, Wednesday and Friday, while the high school students attend Tuesday and Thursday. RRCA has a blended learning environment, meaning that students not only use a curriculum that is delivered online, but attend school part time to receive direct instruction, project-based activities, and a whole school atmosphere, with academic counseling and tutoring routinely given.

The school has demonstrated a high degree of student success and the faculty and administration are experts in online education, managing students in a blended environment, math and literacy intervention procedures, and credit and grade recovery strategies. The Rio Rancho Public Schools District recognizes RRCA's online and Response to Intervention (RTI) expertise and has given RRCA responsibility for all Rio Rancho's online and distance learning in the district's schools. RRCA is a consultant to other blended schools in New Mexico and other states.



RRCA Goals:

- Maximize continuous improvement for every student
- Maintain a high-quality, interactive online learning platform
- Highly qualified teachers engaging students through a meaningful blended learning environment using 21st Century Skills
- Provide equitable and student-centered learning integrating technology and interactive curriculum
- Deliver an alternative modality of curriculum presentation to accommodate diverse learning styles

RRCA Principles and Values:

Effort	<ul style="list-style-type: none">• Always do my best• Effort → Success → Confidence → Merit
Integrity	<ul style="list-style-type: none">• Keep my word• Tell the truth
Courage	<ul style="list-style-type: none">• Move forward• Explore my talents
Humility	<ul style="list-style-type: none">• Know when to look beyond myself
Passion	<ul style="list-style-type: none">• Engage whole-heartedly in my work
Creativity	<ul style="list-style-type: none">• Use my imagination• Inspire and be inspired
Perseverance	<ul style="list-style-type: none">• Set short and long term goals• Recognize and build on my strengths
Compassion	<ul style="list-style-type: none">• Learn empathy

Student Responsibilities:

- Practice 21st Century Skills, RRCA Principles and Values
- Take responsibility for self-advocacy and progress toward graduation
- Attend lab sessions
- Work independently at home
- Communicate with teachers and staff
- Personal time management
- Build positive relationships with peers and staff

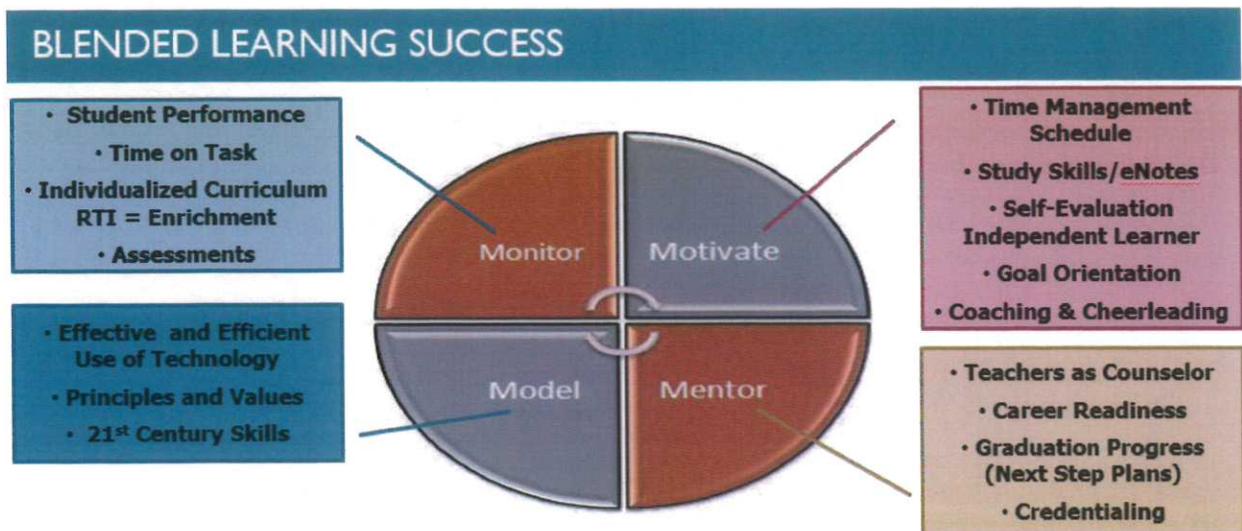


Teachers' Professional Learning Community Responsibilities:

- Collaborative
- Coordinated
- Data informed
- Standards-Driven
- Improvement of Domains skills
- Focus on instruction, equity and results
- Expand teacher knowledge
- Ongoing professional development
- Encourage innovation and excellence

RRCA Teachers Coach and Mentor Student Success Skills:

- Owning your learning
- Understanding what strategies work for you
- Time management
- Breaking big projects into smaller chunks
- Reading comprehension
- Understanding what's important





RRCA Provides Response to Intervention (RTI):

- Facilitates program tools with students as they complete the online lessons
- Students may not proceed to next lesson without 70% mastery on quizzes or tests
- Use Edgenuity provided RTI, such as “My Path,” for closing gaps in skills based on individual student need
- Group struggling students together for one-on-one time, and remediate in small groups

RRCA is more than just online classes:

- Opportunity to work one-on-one with teachers and staff
- Direct approach for students needing additional support and supervision
- Interaction with other students
- Opportunity for multiple modalities
- Sense of community
- A mastery program that prepares students to be more successful in college classes, personal responsibility and scheduling.
- An accepting, quiet setting with a low pupil to teacher ratio to help students through rigorous, yet flexible, online courses.

Program Features:

- Academic rigor in the core content areas
- Able to offer diverse course catalog to include Advanced Placement courses
- Aligned to state and national standards
- Web-based management tools for tracking and reporting
- Professional development and implementation support

Commitment to Continuous Improvement:

- Engage in continuous improvement process through weekly collaboration in Professional Learning Communities
- Provide ongoing professional development
- Communicate school improvements, Edgenuity feature updates, and technology enhancements to all stakeholders
- Dedicated time to share and build upon Best Practices, School’s Vision and Mission, and Program Implementation



RRPS USE OF ONLINE CREDIT RECOVERY / ALTERNATIVE COURSES

Secondary Learning Center

- Night School
- Credit Recovery
- Re-Frame Program

RRPS High Schools

- Credit Recovery
- Alternative Course Offerings
- Fulfills a graduation requirement for distance learning

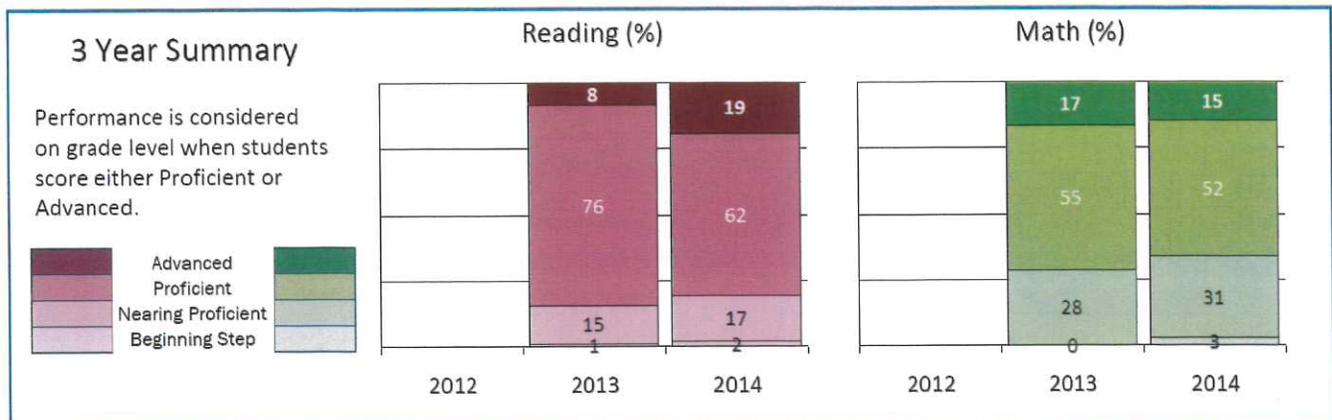
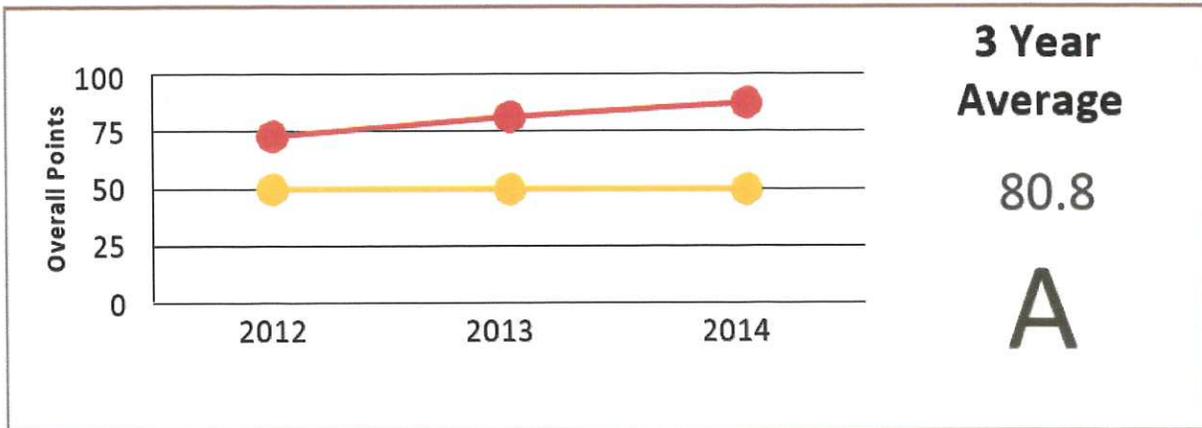
RRPS Middle Schools

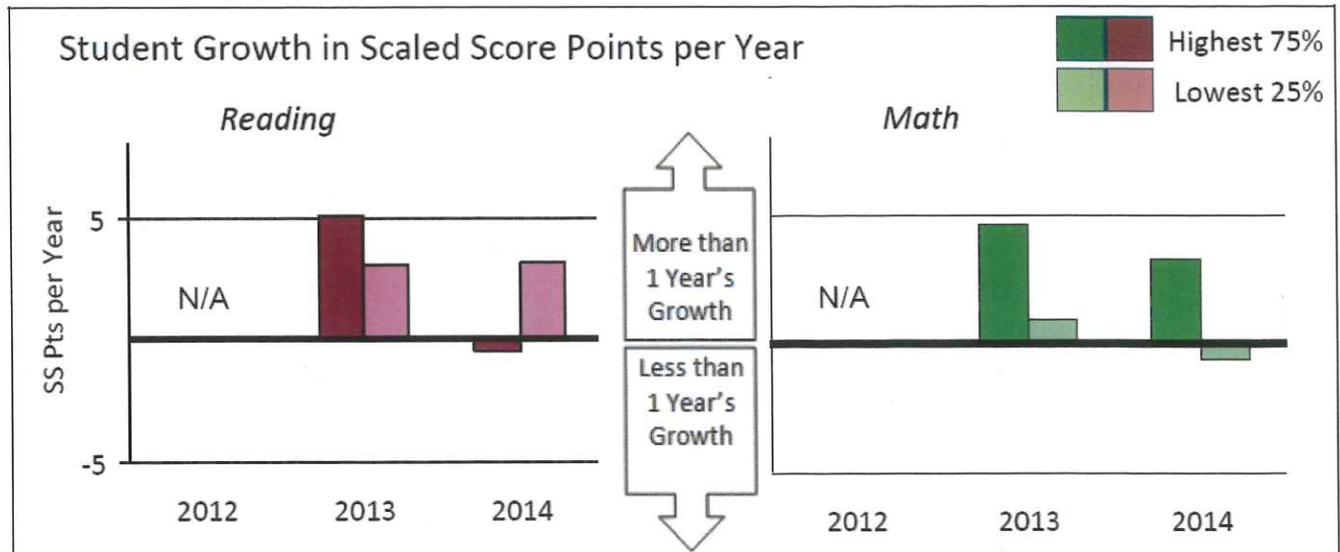
- Alternative Course Offerings

Homebound / 504 courses alternative

Rio Rancho Cyber Academy – Success

RRCA NM Grade Card 2014





RRCA Opportunities to Learn Surveys 2014 NM Grade Card

<i>OTL Survey Questions Reading</i>	The answer to each question ranges from 0 (Never) to 5 (Always), with a midpoint score of 2.5. Schools that scored higher demonstrated better classroom teaching practices.										
1. My teacher introduces a new topic by connecting to things I already know.	3.3	3.4	3.2	3.4	-	3.2	-	-	3.3	-	-
2. My teacher explains why what we are learning is important.	3.5	3.4	3.6	3.6	-	3.5	-	-	3.5	-	-
3. My teacher explains how learning a new topic is a foundation for other topics.	3.1	2.9	3.2	3.3	-	3.0	-	-	2.9	-	-
4. Every student gets a chance to answer questions.	4.1	4.2	3.9	4.1	-	4.1	-	-	4.3	-	-
5. My teacher wants me to explain my answers.	4.2	4.1	4.3	4.3	-	4.0	-	-	4.2	-	-
6. My teacher knows when I understand, and when I do not.	3.2	3.0	3.2	3.3	-	3.0	-	-	3.1	-	-
7. My teacher explains things in different ways so everyone can understand.	3.2	3.1	3.3	3.2	-	3.4	-	-	3.6	-	-
8. My teacher gives me helpful feedback on work I turn in.	3.7	3.4	4.0	3.8	-	3.6	-	-	3.9	-	-
9. My teacher checks our understanding.	3.4	3.2	3.5	3.4	-	3.4	-	-	3.6	-	-
10. My teacher takes the time to summarize what we learn each day.	3.3	3.4	3.2	3.4	-	3.2	-	-	3.3	-	-



OTL Survey Questions Math												
1. My teacher introduces a new topic by connecting to things I already know.	3.4	3.4	3.5	3.5	-	3.4	-	-	3.7	-	-	-
2. My teacher explains why what we are learning is important.	3.0	2.7	3.2	3.0	-	3.0	-	-	3.0	-	-	-
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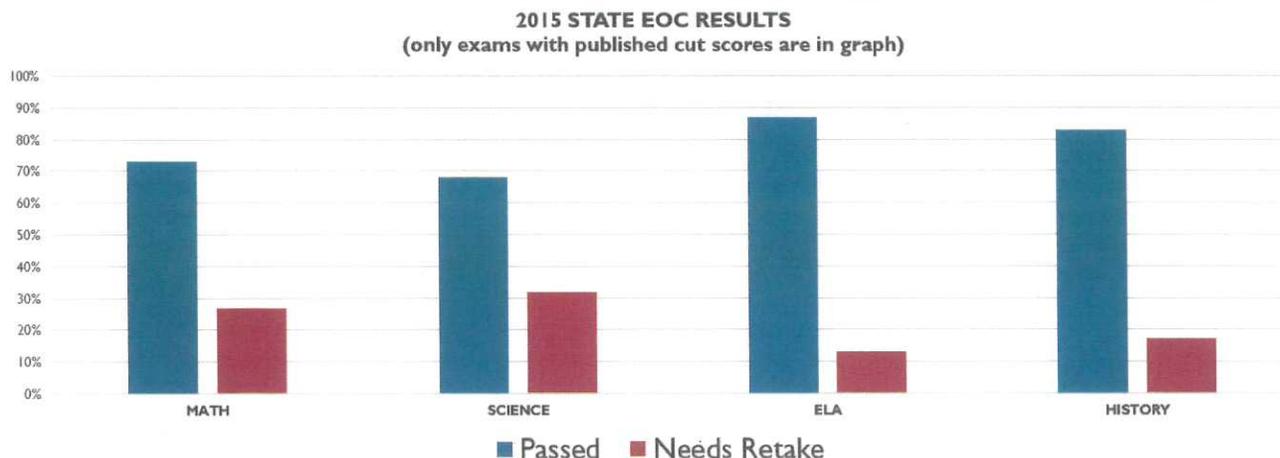
Color Key:
 4 or 5, Rated High
 2 or 3, Rated Mid
 0 or 1, Rated Low

Four-Year Cohort Graduation Rate – Class of 2014 Rio Rancho Cyber Academy

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	40.5%	60.5%	70.7%	67.8%	93.9%	91.0%
Caucasian	43.3%	60.3%	74.7%	64.2%	92.4%	>98.0%
African American	***	***	***	***	***	***
Hispanic	35.0%	59.3%	66.1%	***	97.7%	83.1%
Asian	***	***	***	***	***	***
American Indian	***	***	***	***	***	***
Econ. Disadvantaged	60.7%	48.6%	67.5%	71.3%	76.0%	76.8%
Students with Disabilities**	23.6%	***	***	***	***	***
ELL	***	***	***	***	***	***



2015 STATE EOC RESULTS



RRCA Belief Statement on Blended Learning:

Over the years, Rio Rancho Cyber Academy students have excelled as a result of Rio Rancho Public Schools' / Rio Rancho Cyber Academy's dedication to blended learning. The courses are rigorous and our highly qualified teachers monitor, motivate, model, and mentor the students toward successful completion of courses to graduate students and prepare them for college and career.

WE BELIEVE...

We Believe...	Therefore...
Students learn best from people and not by working entirely on their own.	We provide instruction on key concepts and skills through the expertise of online courses and highly qualified teachers .
Students learn best through active learning.	Our courses are highly interactive , with multiple ways for students to interact with content and skills practice.
All students deserve an education that adequately prepares them for college and career.	Our courses are rigorous and standards-aligned , with real-world experiences and assignments.
Diverse students require different levels of support to be successful.	We provide RTI , including captioning, text-to-speech read-aloud, translation, the ability to pause/rewind/replay instruction, My Path, and summer bridge courses.



INTRODUCTION TO BLENDED LEARNING

WWW.LEARNINGACCELERATOR.ORG



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ONLINE LEARNING IS...



...a **teacher-led**
instructional model
in which **content**
and **instruction**
are delivered
completely **online**



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BLENDED LEARNING IS...

...in part,
student-directed,
having some control
over their path and pace
in **online** coursework

...and in part
teacher-led
in a supervised,
brick-and-mortar
location



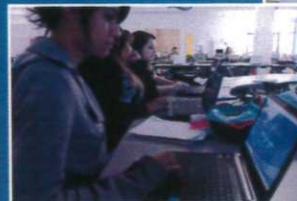
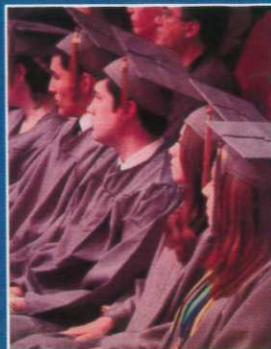
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where learning clicks ³



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RIO RANCHO CYBER ACADEMY

OUR STORY... LESSONS LEARNED AND BEST PRACTICES



ABOUT RIO RANCHO CYBER ACADEMY

- **Founded: Fall 2005**
- **Graduated 12 in 2007**
- **Graduated 22 in 2008**
- **Graduated 24 in 2009**
- **Graduated 32 in 2010**
- **Graduated 31 in 2011**
- **Graduated 19 in 2012**
- **Graduated 33 in 2013**
- **Graduated 28 in 2014**
- **Graduated 18 In 2015**
- **Projected Graduation for Class of 2016: 26**
- **Projected Enrollment 2015-16: 170**
- **RRCA maintains a waiting list throughout the year**



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5

DEMOGRAPHICS - SCHOOL YEAR 2014-2015

Total Students = 164	
Females	52%
Male	48%
Asian	1%
African American	4%
Caucasian	51%
Hispanic	40%
Native American	4%



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6

RIO RANCHO CYBER ACADEMY IS...

- **NCA CASI accredited public school with Rio Rancho Public School District**
- **Middle School and High School serving grades 6 – 12**
 - Middle School physically attend school M/W 9:00 – 4:00 and F 9:00 – 12:00
 - High School physically attend school T/Th 9:00 – 4:00
- **Uses an online curriculum and learning platform: Edgenuity (formerly E2020) www.Edgenuity.com**
- **RRCA School Pedagogy combines Non-Traditional + Traditional (Brick-and-Mortar) school**
- **RRPS Busses and Lunch Service**



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7

GOALS

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8

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9

STUDENT RESPONSIBILITIES



- Practice 21st Century Skills, RRCA Principles and Values
- Take responsibility for self advocacy and progress toward graduation
- Attend lab sessions
- Work independently at home
- Communicate with teachers and staff
- Personal time management
- Build positive relationships with peers and staff



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10

PROFESSIONAL LEARNING COMMUNITY EXPECTATIONS

- Collaborative
- Coordinated
- Data informed
- Standards-Driven
- Improvement of Domains skills
- Focus on instruction, equity and results
- Expand teacher knowledge
- Ongoing professional development
- Encourage innovation and excellence



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11

CYBER ACADEMY IS MORE THAN JUST ONLINE CLASSES

- Opportunity to work one-on-one with teachers and staff
- Direct approach for students needing additional support and supervision
- Interaction with other students
- Opportunity for multiple modalities
- Sense of community
- A mastery program that prepares students to be more successful in college classes, personal responsibility and scheduling.
- An accepting, quiet setting with a low pupil to teacher ratio to help students through rigorous, yet flexible, online courses.



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12

STUDENT RESPONSIBILITY:

- **Students are expected to stay on track in their courses, which may require 5-7 hours daily course work online.**
- **Since much of the work is independent, students must have adequate reading comprehension to complete online coursework at grade level.**
- **Students are expected to pass assignments and assessments with at least 70% mastery.**



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13



OUR PROGRAM OF BEST PRACTICES

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14

TRANSFERRING OWNERSHIP TO STUDENTS

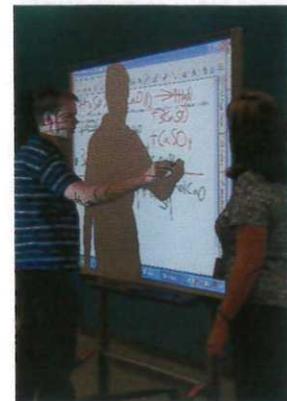


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ENGAGEMENT

- **What motivates me to complete these courses?**
- **What internal incentives motivate me?**
- **What external incentives motivate me?**
- **How does my schoolwork fit into my life plans?**



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PROGRESS IS STUDENT DRIVEN



- **Why am I not on track?**
- **What do I need to do to get on track?**
- **What do I need to do to stay on track?**



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ACHIEVEMENT

- **What strategies do I know that work for me?**
 - Note taking
 - Headphones and/or captions
 - Self-questioning, self-quizzing, and other strategies
- **Why haven't I mastered this?**
 - Not trying
 - Not remembering
 - Not understanding



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PARENT EXPECTATIONS

- Review weekly the Edgenuity Progress Reports
 - Parent Portal
 - Attendance Log (hours and activities completed online)
- Monitor student pace and progress while working from home
- Meet with teachers and student for Credentialing Conferences



PARENT PORTAL – ATTENDANCE LOG

HOME MY PROFILE Logout

Welcome, PREVIOUS LOGIN:
2/1/2014 12:07 PM

STUDENT	SCHOOL	
		SELECT STUDENT

RECENT ACCESS	TIME THIS WEEK	ACTIVITIES
1/31/2014 6:30 PM	22 h 12 m	51

ATTENDANCE LOG

PROGRESS REPORT

Welcome to Family Portal!

Attendance Log

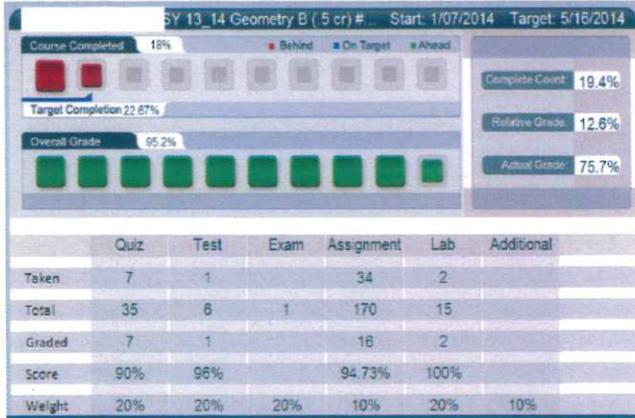
Session Log For:

From: 1/26/2014 To: 2/2/2014 [Submit](#) [Print](#)

Friday 1/31/2014	3 Hrs 13 Mins	6
11:35 AM-11:36 AM	1 Min	
<i>Idle Time</i>	1 Min	
3:18 PM-6:30 PM	3 Hrs 12 Mins	6
SY 13_14 English 11 B (.5 cr) #111124 STARS #10034144	44 Mins	2
SY 13_14 US History B (.5 cr) #142024 STARS #27294141	1 Hr 44 Mins	4
<i>Idle Time</i>	44 Mins	



PARENT PORTAL – PROGRESS REPORT



SY 14-15 Biology B (.5cr) #131024 *S3000 STARS#203141 23



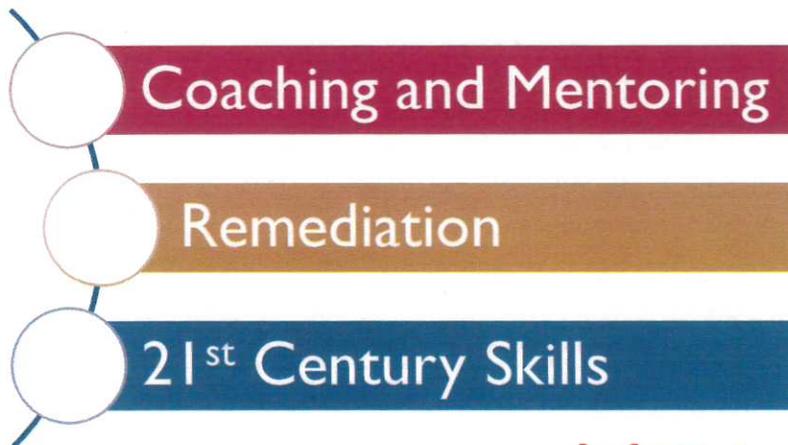
Complete (Count)	100%	Relative Grade	90.3%
Start Date	1/6/2015	Actual Grade	90.3%
Target Date	5/15/2015	Target Completion	100%

	Quiz	Test	Exam	Assignment	Lab	Additional
Taken	46	6	1	213	10	
Total	46	6	1	213	10	
Graded	46	6	1	54	10	
Score	88%	84%	94%	95%	95%	
Weight	25%	25%	20%	10%	20%	



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FOCUS FOR TEACHERS



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COACHING AND MENTORING

- **Student success skills**
 - **Owning your learning**
 - **Understanding what strategies work for you**
 - **Time management**
 - **Breaking big projects into smaller chunks**
 - **Reading comprehension**
 - **Understanding what's important**



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REMEDiation

- **Facilitate program tools with students as they complete the online lessons**
- **Students may not proceed to next lesson without 70% mastery on quizzes or tests**
- **Use Edgenuity provided RTI, such as “My Path,” for closing gaps in skills based on individual student need**
- **Group struggling students together for one-on-one time, and remediate in small groups**



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DOCUMENTING AND USING RESULTS

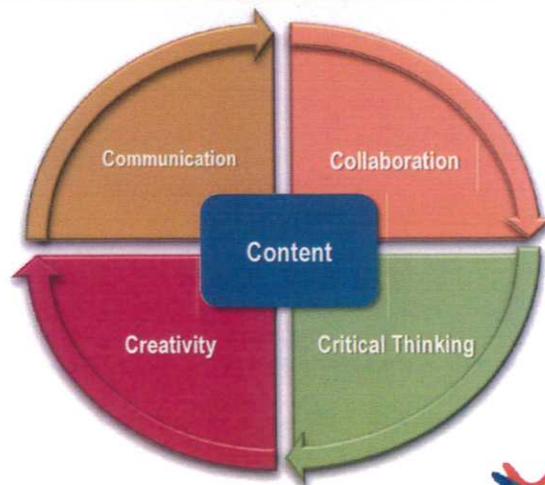
- **Conduct assessments for diagnostic, formative, and summative (individual and group)**
- **Comprehensive process for utilizing all assessment data**
- **Specific RTI for Math, Science, Reading**
- **Create customized Online/Distance Learning courses based on trend data**
- **Small group sessions designed based on student learning measures**
- **Credentialing process (address academic, social, motivational: attendance, attitude, and overall school behavior)**



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25

21ST CENTURY SKILLS



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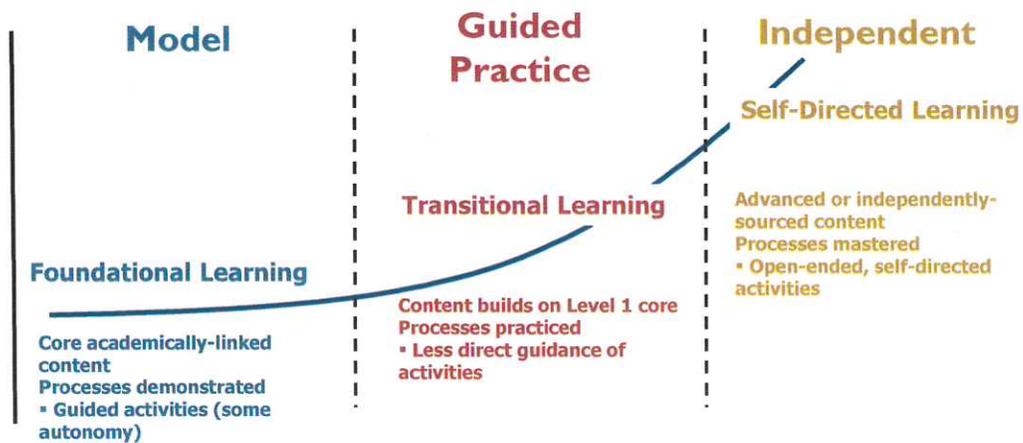
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where learning clicks ²⁶



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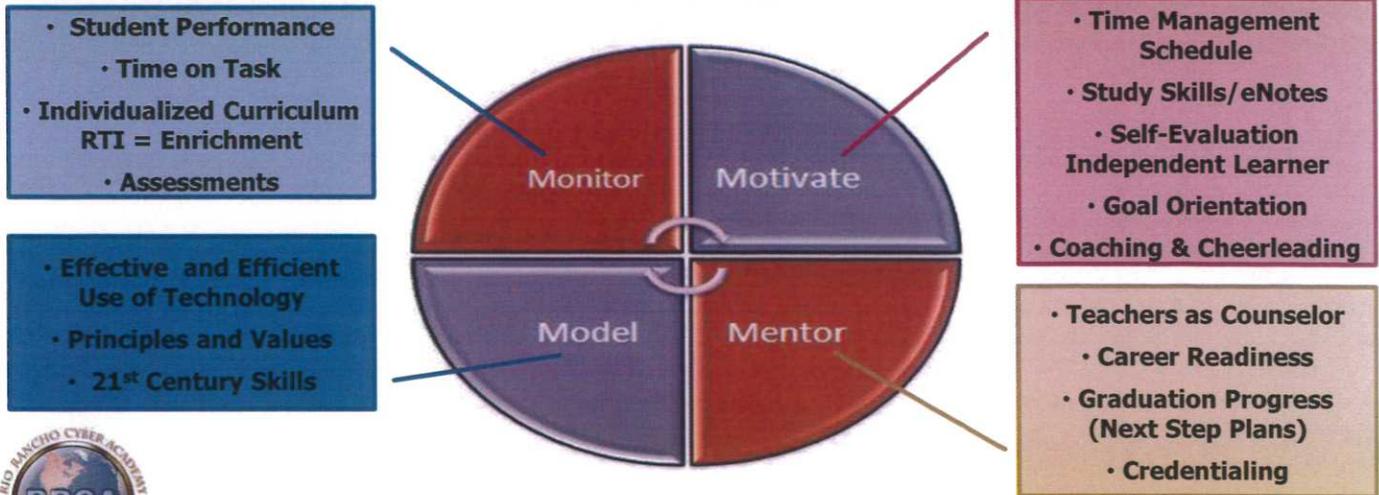


THE BEAUTY OF BLENDED LEARNING WITH CURRICULUM DESIGN



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BLENDED LEARNING SUCCESS



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29

PROGRAM FEATURES

- Academic rigor in the core content areas
- Able to offer diverse course catalog to include Advanced Placement courses
- Aligned to state and national standards
- Web-based management tools for tracking and reporting
- Professional development and implementation support

(See handout of Top 20 Edgenuity Takeaways)



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30

COMMITMENT TO CONTINUOUS IMPROVEMENT

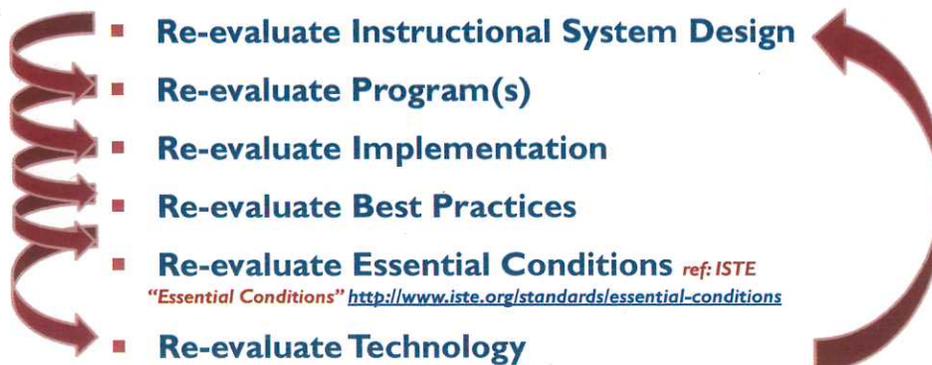
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31

QUALITY ASSURANCE

- 
- A diagram illustrating a quality assurance cycle. It consists of a vertical column of six red arrows pointing downwards, each pointing to a corresponding item in a list. A large red arrow on the right side of the list curves upwards and back to the top of the vertical column, indicating a continuous loop.
- Re-evaluate Instructional System Design
 - Re-evaluate Program(s)
 - Re-evaluate Implementation
 - Re-evaluate Best Practices
 - Re-evaluate Essential Conditions ref: ISTE
"Essential Conditions" <http://www.iste.org/standards/essential-conditions>
 - Re-evaluate Technology



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32

RRPS USE OF ONLINE CREDIT RECOVERY / ALTERNATIVE COURSES

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- Credit Recovery
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RRPS Middle Schools

- Alternative Course Offerings

Homebound / 504 courses alternative



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33



OUR SUCCESS

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34

RRCA COURSE COMPLETION AVERAGES SY2014-2015

Course Subject	Total # Attempted Courses	Total # Fully Completed Courses (100% Completed)	Average Overall Grade
English Language Arts	411	355	80%
Mathematics	456	377	75%
Social Studies	417	398	82%
Science	308	289	83%
Electives	503	444	79%
All Courses	2095	1863	80%



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35

2012-2014 SCHOOL GRADE REPORT CARDS

School Grade Report Card 2011-2012

Rio Rancho Cyber Academy
District: Rio Rancho Public Schools
Grade Range: 06-12 Code: 83018

Final Grade
B

School Grade Report Card 2013

Rio Rancho Cyber Academy
District: Rio Rancho Public Schools
Grade Range: 06-12 Code: 83018

Final Grade
A

Performance in Math and Reading	School Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are based on how well they met targets for their grade level (proficient). School Growth of Highest Performing Students How does group performance improve over time? The highest performing 12th grader's score places them in the bottom quarter (25%) of their school and counts of different students each year. This measure monitors the school's ability to increase the performance of subsequent groups of 12th graders over time. School Growth of Lowest Performing Students How does group performance improve over time? The lowest performing 12th grader's score places them in the bottom quarter (25%) of their school and counts of different students each year. This measure monitors the school's ability to increase the performance of subsequent groups of 12th graders over time.	A	25.5	30
Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods and do students want to come to school?	B	6.8	8
Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer.	D	11.8	17
College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, dual credit coursework, and coursework leading to vocational certification. Schools receive additional credit when students meet success goals.	B	9.8	15
Bonus Points Does the school provide exceptional encouragement for involving students and parents in education? Examples include community outreach and mentor programs.	1.8	5	5

Current Standing	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are based on how well they met targets for their grade level. School Growth In the past 3 years did the school increase grade level performance? For example did this year's 12th graders improve over last year's 12th graders? Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the Average for Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the average for the state. Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer. College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. Bonus Points Does the school show exceptional attitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	A	26.0	30
Opportunity to Learn	A	6.7	8
Graduation	C	12.8	17
College and Career Readiness	A	12.6	15
Bonus Points	2.6	5	5

School Grade Report Card 2014

Rio Rancho Cyber Academy
District: Rio Rancho Public Schools
Grade Range: 06-12 Code: 83018

This School
Statewide C Benchmark

Final Grade
A

Current Standing	Grade	School Points	Possible Points
Current Standing How did students perform in the most recent school year? Students are based on how well they met targets for their grade level. School Growth In the past 3 years did the school increase grade level performance? For example did this year's 12th graders improve over last year's 12th graders? Student Growth of Highest Performing Students How well did the school help individual students improve? The highest performing students are those whose prior scores placed them in the top three quarters (75%) of their school. Individual student growth over the past 3 years is compared to the state benchmark. Student Growth of Lowest Performing Students How well did the school help individual students improve? The lowest performing students are those whose prior scores placed them in the bottom quarter (25%) of their school. Individual student growth over the past 3 years is compared to the state benchmark. Opportunity to Learn Does the school foster an environment that facilitates learning? Are teachers using recognized instructional methods, and do students want to come to school? Graduation How does the school contribute to on-time graduation? On-time means within 4 years, and to a lesser extent, within 5 and 6 years for students who require longer. College and Career Readiness Are students prepared for what lies ahead after high school? Schools receive credit when students participate in college entrance exams, and coursework leading to dual credit and vocational certification. The school receives additional credit when students meet success goals. Bonus Points Does the school show exceptional attitude for involving students and parents in education, reducing truancy, and promoting extracurricular activities?	A	26.29	30
Student Growth of Highest Performing Students	B	6.41	10
Student Growth of Lowest Performing Students	D	6.36	10
Opportunity to Learn	B	6.89	8
Graduation	B	15.12	17
College and Career Readiness	A	13.09	15
Bonus Points	4.66	5	5



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RRCA GRADUATION RATES

Rio Rancho Public Schools Four-Year Cohort Graduation Rate – Class of 2014 Rio Rancho Cyber Academy

	Class of 2009	Class of 2010	Class of 2011	Class of 2012	Class of 2013	Class of 2014
All Students	40.5%	60.5%	70.7%	67.8%	93.9%	91.0%
Caucasian	43.3%	60.3%	74.7%	64.2%	92.4%	>98.0%
African American	***	***	***	***	***	***
Hispanic	35.0%	59.3%	66.1%	***	97.7%	83.1%
Asian	***	***	***	***	***	***
American Indian	***	***	***	***	***	***
Econ. Disadvantaged	60.7%	48.6%	67.5%	71.3%	76.0%	76.8%
Students with Disabilities**	23.6%	***	***	***	***	***
ELL	***	***	***	***	***	***

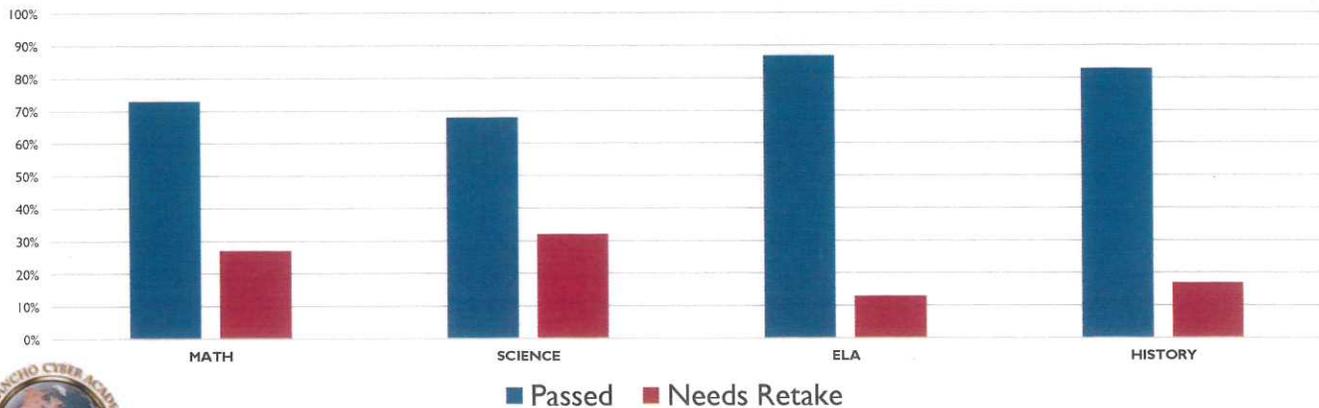


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37

2015 STATE EOC RESULTS

2015 STATE EOC RESULTS
(only exams with published cut scores are in graph)



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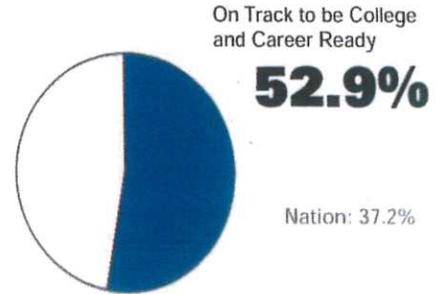
38

PSAT SY 14-15 – 10TH GRADE STUDENTS

College and Career Readiness

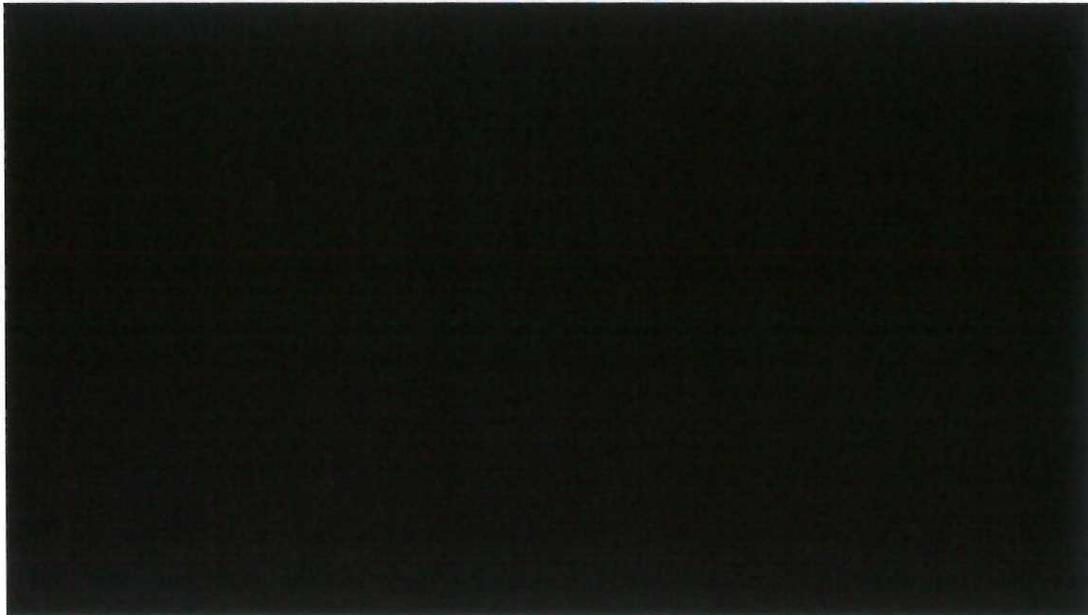
The PSAT/NMSQT College and Career Readiness Benchmarks represent the scores that a student should meet or exceed to be considered on track to be college and career ready (for more information about benchmarks, visit www.collegeboard.org/results).

The pie chart shows the percentage of your students who have met the PSAT/NMSQT composite score benchmark (142 for juniors and 133 for sophomores). Use this information with the Roster of Student Scores and Plans or optional Student Data File CD to identify students who may need extra support or who may be ready for more rigorous course work.



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39



LEGISLATIVE EDUCATION STUDY COMMITTEE- JUNE 25, 2015

WE BELIEVE...

We Believe...	Therefore...
Students learn best from people and not by working entirely on their own.	We provide instruction on key concepts and skills through the expertise of online courses and highly qualified teachers .
Students learn best through active learning.	Our courses are highly interactive , with multiple ways for students to interact with content and skills practice.
All students deserve an education that adequately prepares them for college and career.	Our courses are rigorous and standards-aligned , with real-world experiences and assignments.
Diverse students require different levels of support to be successful.	We provide RTI , including captioning, text-to-speech read-aloud, translation, the ability to pause/rewind/replay instruction, My Path , and summer bridge courses.



RESOURCES

- Edgenuity <http://www.edgenuity.com/>
- 21st Century Skills http://www.p21.org/storage/documents/P21_framework_0515.pdf
- iNACOL – International Association for K-12 Online Learning
 - <http://www.inacol.org/>
 - <http://www.inacol.org/wp-content/uploads/2015/03/CompetencyWorks-Maximizing-Competency-Education-and-Blended-Learning.pdf>
 - <http://www.inacol.org/resource/inacol-blended-learning-teacher-competency-framework/>
- ISTE – Information Society for Technology in Education
 - <http://www.iste.org/standards/essential-conditions>
 - <http://www.iste.org/standards/iste-standards/standards-for-students>
 - <http://www.iste.org/standards/iste-standards/standards-for-teachers>
 - <http://www.iste.org/standards/iste-standards/standards-for-administrators>
- <http://learningaccelerator.org/>
- <http://www.getfueled.com/>



THANK YOU FOR YOUR TIME -- QUESTIONS?

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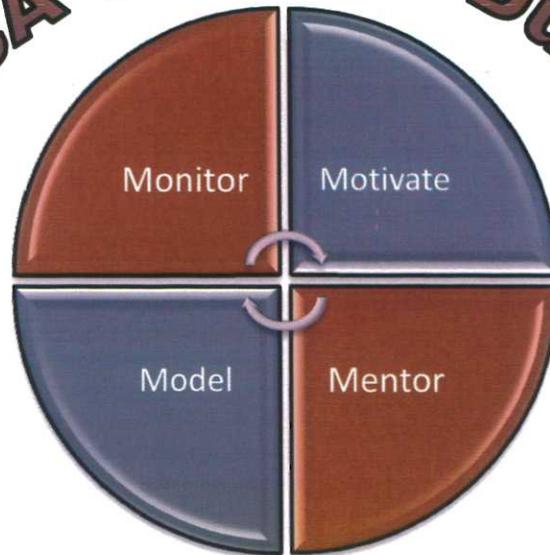
RRCA Mission Statement:

ENHANCE LEARNING
THROUGH EFFECTIVE
TECHNOLOGY

RRCA Vision Statement:

CREATE A MODEL SCHOOL
FOR DISTANCE LEARNING

RRCA Teacher Duties



Student Principles and Values

Effort

- Always do my best
- Effort --> Success --> Confidence

Integrity

- Keep my word
- Tell the truth

Courage

- Move forward
- Explore my talents

Humility

- Know when to look beyond myself

Passion

- Engage whole-heartedly in my work

Creativity

- Use my imagination
- Inspire and be inspired

Perseverance

- Set short and long term goals
- Recognize and build on my strengths

Compassion

- Learn empathy

Top 20 Edgenuity » Takeaways



- 1 Engaging, interactive instruction with real on-screen teachers explaining concepts, modeling strategies, and checking for understanding
- 2 A broad course catalog, including core curriculum, credit recovery, ACT® and SAT® prep, CTE electives, world languages, Advanced Placement®, and dual credit offerings
- 3 A summer bridge program for incoming ninth-graders, targeting Algebra Readiness, ELA Foundations, and Study Skills
- 4 Edgenuity MyPath™, an RTI solution with age-appropriate instruction and practice in math and reading that spans skill levels from grades 3 to 11
- 5 Integration with NWEA™ MAP®, Scantron® Performance Series®, and Renaissance Star™ for data-driven intervention
- 6 Credit recovery courses with prescriptive testing and pre-testing options to accelerate students through content they have already mastered
- 7 Automatically generated assignment calendars, showing student progress and achievement
- 8 An eNotes digital notebook so students can take notes as they learn and access those notes during assessments (with teacher permission)
- 9 Text translation with support for 17 languages and read-aloud support in English, Spanish, French, German, Italian, Portuguese, and Arabic
- 10 Detailed and powerful reports, showing student attendance, activity, progress, and content mastery—filterable by standards
- 11 A real-time educator dashboard to help teachers identify students who need help and prioritize their time
- 12 A robust customization toolset, allowing schools to reorder content, mix content from multiple courses, and add teacher-authored writing prompts and projects
- 13 Assessments automatically adjust to customization so when you remove content from a course, that content is not assessed on tests and exams
- 14 Auto-grading support for essays in social studies and English language arts courses
- 15 All activities included in the online program, with no need for students to print and scan activities*
- 16 Unlimited use of content in teacher accounts, allowing teachers to use content in whole-class instruction
- 17 Automatic weekly reports e-mailed to families, counselors, or probation officers
- 18 Flexible licensing to fit any need—including concurrent licenses, per-student enrollments, or site licenses
- 19 Mobile compatibility, with support for iPads®, Androids™, and Windows® tablets and smartphones, as well as Chromebooks™
- 20 Edgenuity Instructional Services, offering state-certified, highly qualified teachers who provide virtual instruction and can serve as the teacher of record

*Some AP courses require additional textbook purchases.

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Renaissance Star™ is a trademark of Renaissance Learning, Inc.

Scantron® and Performance Series® are trademarks of Scantron Corporation.

iPad® is a registered trademark of Apple Inc.

Android™ and Chromebook™ are trademarks of Google Inc.

Windows® is either a registered trademark or trademark of Microsoft Corporation in the United States and/or other countries.

For more information, visit edgenuity.com
877.7CLICKS | solutions@edgenuity.com



Essential Conditions

Necessary conditions to effectively leverage technology for learning:

Shared Vision

Proactive leadership in developing a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents, and the community

Empowered Leaders

Stakeholders at every level empowered to be leaders in effecting change

Implementation Planning

A systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources

Consistent and Adequate Funding

Ongoing funding to support technology infrastructure, personnel, digital resources, and staff development

Equitable Access

Robust and reliable access to current and emerging technologies and digital resources, with connectivity for all students, teachers, staff, and school leaders

Skilled Personnel

Educators, support staff, and other leaders skilled in the selection and effective use of appropriate ICT resources

Ongoing Professional Learning

Technology-related professional learning plans and opportunities with dedicated time to practice and share ideas

Technical Support

Consistent and reliable assistance for maintaining, renewing, and using ICT and digital learning resources

Curriculum Framework

Content standards and related digital curriculum resources that are aligned with and support digital age learning and work

Student-Centered Learning

Planning, teaching, and assessment centered around the needs and abilities of students

Assessment and Evaluation

Continuous assessment of teaching, learning, and leadership, and evaluation of the use of ICT and digital resources

Engaged Communities

Partnerships and collaboration within communities to support and fund the use of ICT and digital learning resources

Support Policies

Policies, financial plans, accountability measures, and incentive structures to support the use of ICT and other digital resources for learning and in district school operations

Supportive External Context

Policies and initiatives at the national, regional, and local levels to support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards

ISTE Standards

Students

1. Creativity and innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

- a. Apply existing knowledge to generate new ideas, products, or processes
- b. Create original works as a means of personal or group expression
- c. Use models and simulations to explore complex systems and issues
- d. Identify trends and forecast possibilities

2. Communication and collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

- a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
- b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
- c. Develop cultural understanding and global awareness by engaging with learners of other cultures
- d. Contribute to project teams to produce original works or solve problems

3. Research and information fluency

Students apply digital tools to gather, evaluate, and use information.

- a. Plan strategies to guide inquiry
- b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
- c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
- d. Process data and report results

4. Critical thinking, problem solving, and decision making

Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.

- a. Identify and define authentic problems and significant questions for investigation
- b. Plan and manage activities to develop a solution or complete a project
- c. Collect and analyze data to identify solutions and/or make informed decisions
- d. Use multiple processes and diverse perspectives to explore alternative solutions

5. Digital citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.

- a. Advocate and practice safe, legal, and responsible use of information and technology
- b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
- c. Demonstrate personal responsibility for lifelong learning
- d. Exhibit leadership for digital citizenship

6. Technology operations and concepts

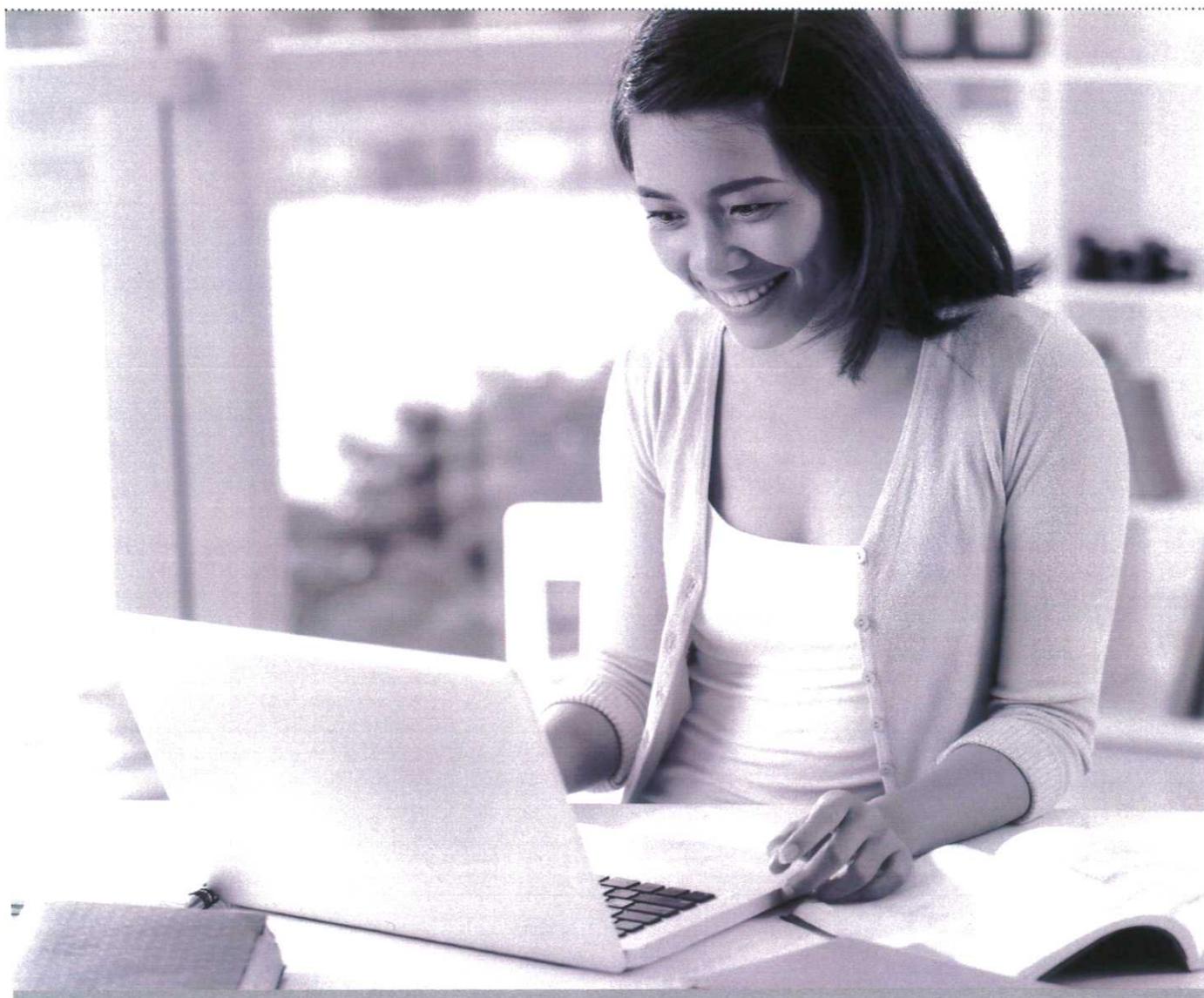
Students demonstrate a sound understanding of technology concepts, systems, and operations.

- a. Understand and use technology systems
- b. Select and use applications effectively and productively
- c. Troubleshoot systems and applications
- d. Transfer current knowledge to learning of new technologies

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ISTE Standards Teachers

Effective teachers model and apply the ISTE Standards for Students (Standards•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers should meet the following standards and performance indicators.

1. Facilitate and inspire student learning and creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

- a. Promote, support, and model creative and innovative thinking and inventiveness
- b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources
- c. Promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes
- d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

2. Design and develop digital age learning experiences and assessments

Teachers design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the Standards•S.

- a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity
 - b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress
 - c. Customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources
 - d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching
-

3. Model digital age work and learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

- a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations
- b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation

- c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats
- d. Model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning

4. Promote and model digital citizenship and responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

- a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources
- b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources
- c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information
- d. Develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital age communication and collaboration tools

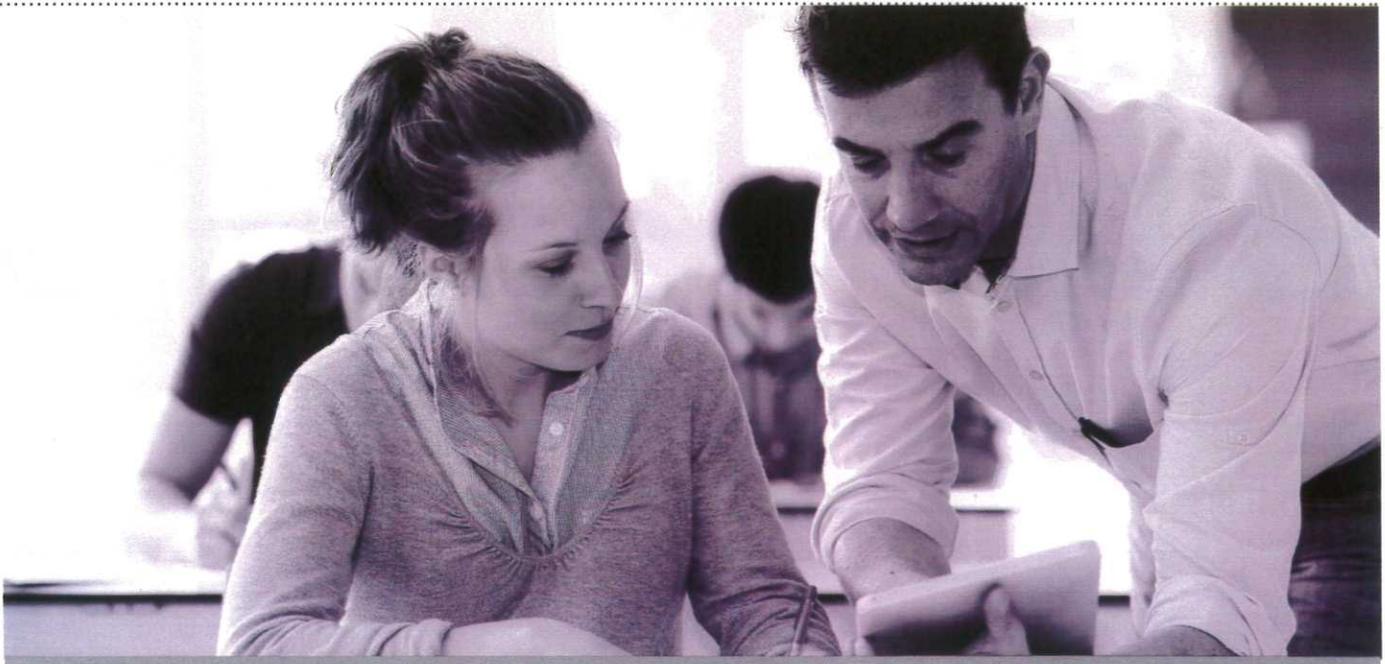
5. Engage in professional growth and leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

- a. Participate in local and global learning communities to explore creative applications of technology to improve student learning
- b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others
- c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning
- d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community

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ISTE Standards Administrators

1. Visionary leadership

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization.

- a. Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders
- b. Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision
- c. Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan

2. Digital age learning culture

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.

- a. Ensure instructional innovation focused on continuous improvement of digital-age learning
- b. Model and promote the frequent and effective use of technology for learning
- c. Provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners

- d. Ensure effective practice in the study of technology and its infusion across the curriculum
 - e. Promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital age collaboration
-

3. Excellence in professional practice

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.

- a. Allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration
- b. Facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology
- c. Promote and model effective communication and collaboration among stakeholders using digital age tools
- d. Stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning

4. Systemic improvement

Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.

- a. Lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources
- b. Collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning
- c. Recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals
- d. Establish and leverage strategic partnerships to support systemic improvement
- e. Establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning

5. Digital citizenship

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

- a. Ensure equitable access to appropriate digital tools and resources to meet the needs of all learners
- b. Promote, model and establish policies for safe, legal, and ethical use of digital information and technology
- c. Promote and model responsible social interactions related to the use of technology and information
- d. Model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools

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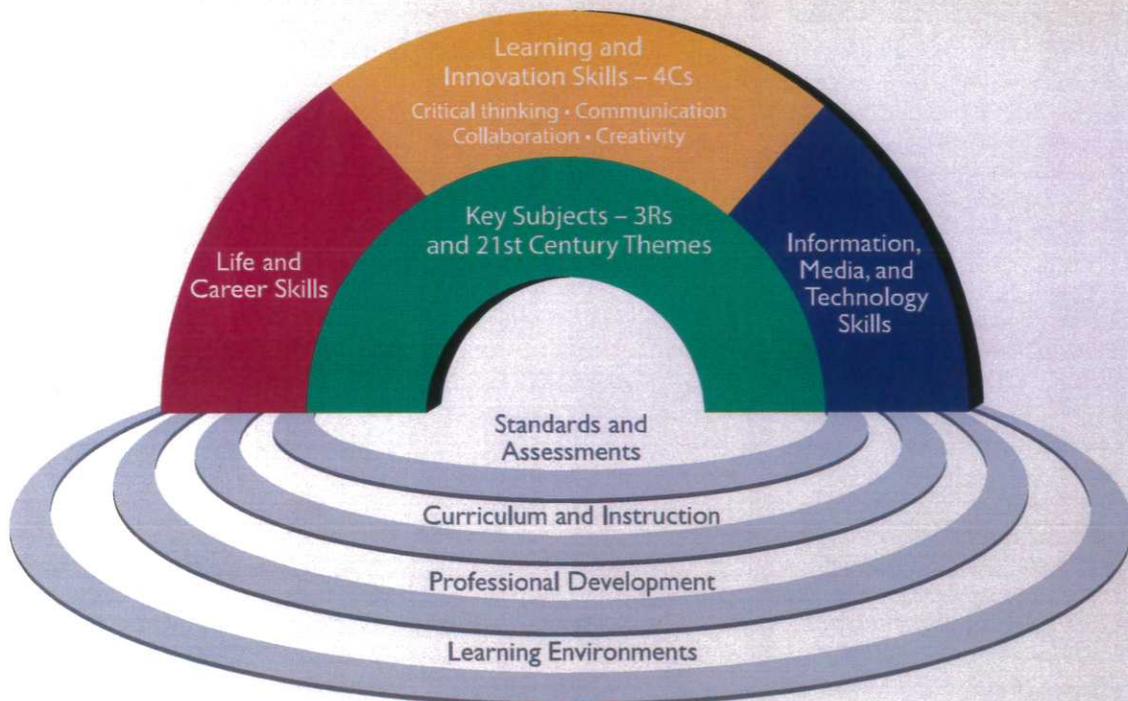
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Framework for 21st Century Learning

The Partnership for 21st Century Learning (P21) has developed a vision for student success in the new global economy.

21st Century Student Outcomes and Support Systems



21ST CENTURY STUDENT OUTCOMES

To help practitioners integrate skills into the teaching of core academic subjects, P21 has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of content knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

Key Subjects and 21st Century Themes

Mastery of key subjects and 21st century themes is essential to student success. Key subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

In addition, schools must promote an understanding of academic content at much higher levels by weaving 21st century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills

Today, we live in a technology and media-driven environment, marked by access to an abundance of information, rapid changes in technology tools and the ability to collaborate and make individual contributions on an unprecedented scale. Effective citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21ST CENTURY SUPPORT SYSTEMS

Developing a comprehensive framework for 21st century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multi-dimensional abilities that will be required of them. The Partnership has identified five critical support systems to ensure student mastery of 21st century skills:

- 21st Century Standards
- Assessments of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit P21's website at www.P21.org.



Member Organizations

- AFT
- American Camp Association
- Apple Inc.
- Asia Society
- Bahcesehir K-12 Schools
- Cable Impacts Foundation
- The College Board
- Common Sense Media
- Crayola
- Destination Imagination
- Duck Learning
- EdLeader21
- EF Education First
- ENA
- Fisher-Price
- Ford Motor Company Fund
- Future Problem Solving Program International
- Gale Cengage Learning
- The Goddard School
- Intel Corporation
- Learning.com
- LEGO Education
- National Board for Professional Teaching Standards
- National Education Association
- PBS
- Pearson
- Project Management Institute Educational Foundation
- US Fund for UNICEF
- VIF International Education
- The Walt Disney Company