



VIRTUAL EDUCATION

CONNECTIONS EDUCATION

Donna Hutchison, Vice President, State Relations



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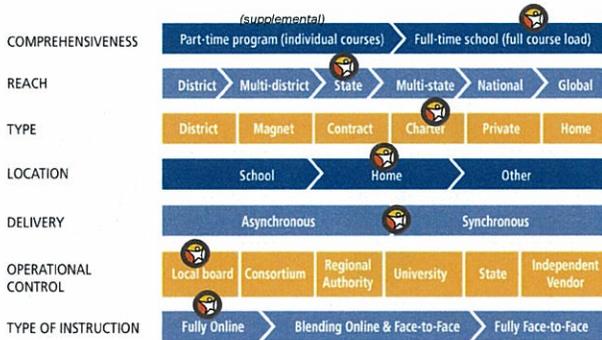
Dr. Donna Hutchison

Idaho Digital Learning

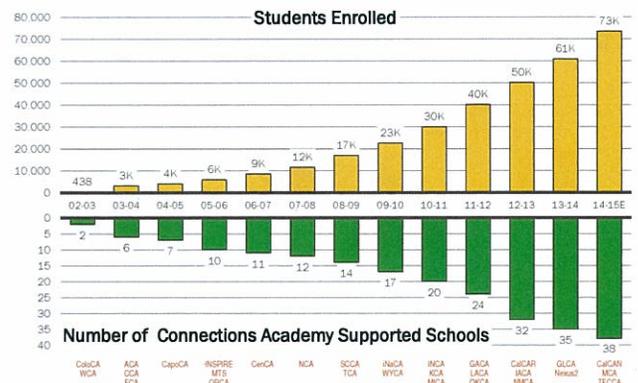
University of Idaho



DIMENSIONS OF ONLINE LEARNING



OUR HISTORY



Where is Connections Academy Located?



Policies and Lessons Learned

1. Types of Students
2. Academic Performance
3. State Accountability Systems
4. Teacher Certification
5. Quality Metrics



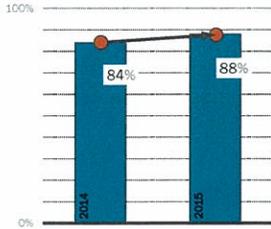
INCREASED FAMILY SUPPORT



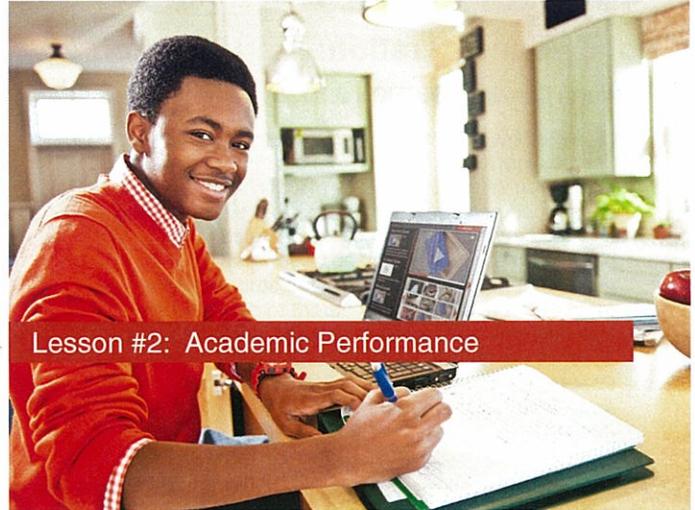
More Systematic Onboarding Process

Connections Academy is doing a Better Job Preparing Families

Parent Satisfaction Survey



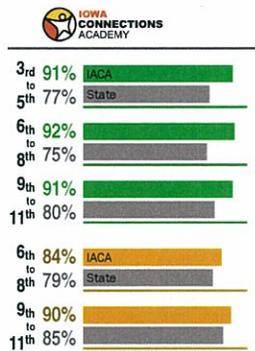
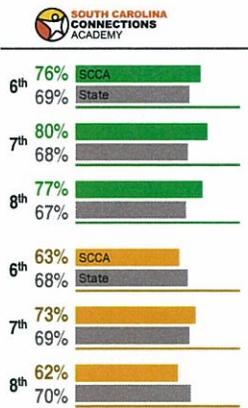
Connections Academy prepared us for my child's first day of school.



Lesson #2: Academic Performance

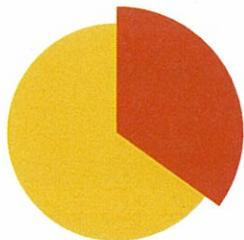
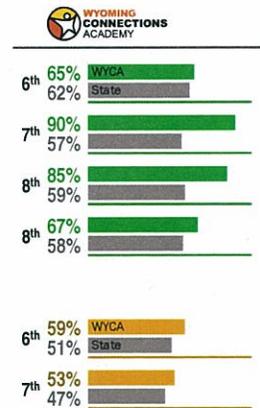
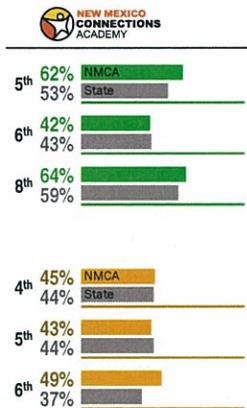
SOME ACHIEVEMENT HIGHLIGHTS

■ Reading Proficiency
■ Math Proficiency



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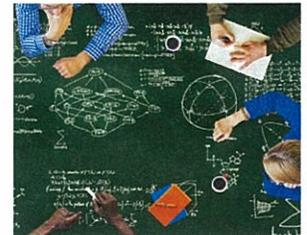


35%

newly enrolled students not proficient in math the year before

What we are doing to increase academic performance in Math?

- Multi-year professional development for Math including courses like Unlocking Math in a Virtual World
- Redesign to Algebra 1
- All Math courses enhanced with additional practice activities, self-reflection, practice interaction and practice tests.
- Math Efficacy Research
- Systematic Response to Intervention

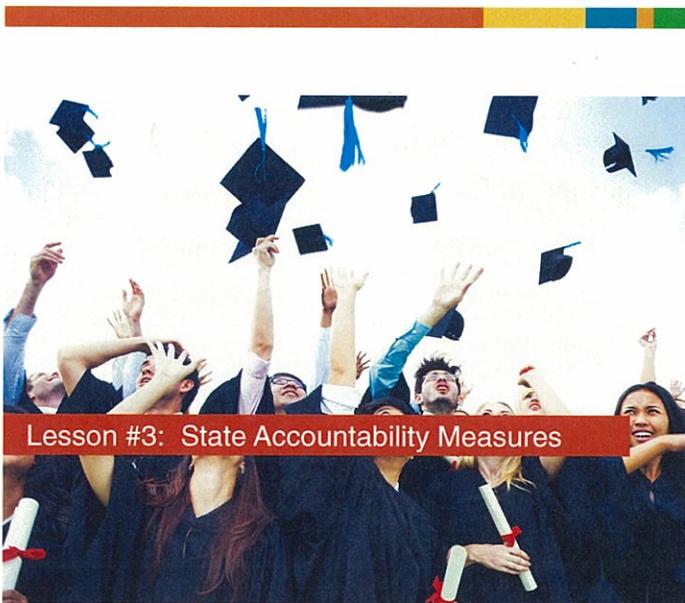


Policy consideration: Participation

- North Carolina - SECTION 8.35.(b)
- (3) A student who regularly fails to **participate** in courses may be withdrawn from enrollment pursuant to procedures adopted by the virtual charter school. The procedures adopted by the virtual charter school shall ensure that (i) fair notice is provided to the parent and student and (ii) an opportunity is provided, prior to withdrawal of the student by the school, for the student and parent to demonstrate that failure to participate in courses is due to a lawful absence recognized under Part I of Article 26 of Chapter 115C of the General Statutes and any applicable rules adopted by the State Board of Education.

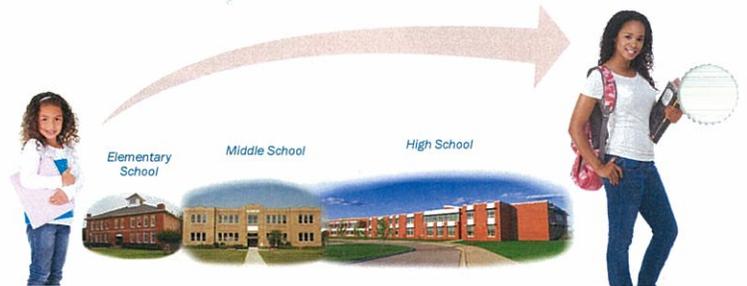
Policy consideration: Performance

- Arizona
- If the **academic achievement** of a pupil declines while the pupil is participating in Arizona online instruction, the pupil's parents, the pupil's teachers and the principal or head teacher of the school shall confer to evaluate whether the pupil should be allowed to continue to participate in Arizona online instruction.
- <http://www.azleg.gov/ars/15/00808.htm>



STATE ACCOUNTABILITY FRAMEWORKS

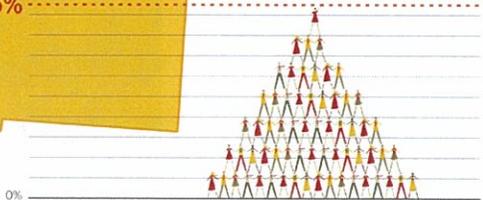
For traditional schools with low mobility.



NEW MEXICO

Test participation of **94.6%** resulted in a full letter grade deduction.

95%



Policy consideration: 95% Participation

- Arizona - <http://www.azed.gov/research-evaluation/files/2013/11/2013-a-f-technical-manual.pdf> (p. 12)

Table 2. Percent tested letter grade caps

Percentage of Students Tested	Maximum Letter Grade Allowed	Eligible Points
95% or higher	A	200+
85-94%	B	139
75-84%	C	119
Less than 75%	D	99

SCHOOL RANKING GRADE

Ohio:



Oregon:



Policy consideration: Accountability

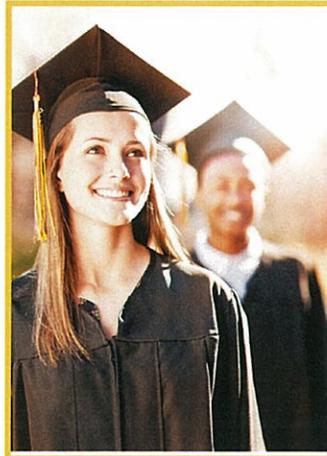
ARIZONA

Accountability framework tailored to the student population:

- Look at 4, 5, 6 & 7 year Graduation Rates
- Gives Credit for Persistence
- Arizona Connections Academy went from a "C" to a "B"
- State Board approved March 2015
- <http://www.azed.gov/accountability>

We are focused on student success!

- Earn a regular, state-approved high school diploma
- Meet State Graduation Requirements
- Students met or exceeded the national average on all portions of the ACT except math
- SAT performance of 1521 outperformed the national average of 1497
- Over \$18 million in scholarships awarded in 2013-14



What supports are available for College/Career?

- Counseling LiveLesson sessions each Friday for high school students
 - Includes the Career Fireside Chats on the 4th Friday of each month
- College Admissions LiveLesson sessions
- College Newsletter sent to high school students each month
- Chat with a Grad sessions
- College and Career Clubs
 - College Planning Club (gr 9-12)
 - First Generation Club (gr 9-12)
 - High School Career Club (gr 9-12)
 - Middle School Career Club (gr 6-8)
- Connexus tools such as the Progression Plan Manager and the College and Career Readiness Data View



HIGH SCHOOL GRADUATION SUCCESS



Stanford University



COLORADO COLLEGE



Lesson #4: Teacher Certification & Quality

Teaching Online: Sample PD



- Strategies and best practices for virtual learning and instruction
- How to utilize and navigate the tools of Connexus
- How to develop Personalized Learning Plans (PLP)
- Are My Students Learning? Knowing When and How to Intervene
- Making data-driven instructional decisions
- Forms of assessment and how to utilize test results to guide instruction and monitor student progress;
- Knowledge of program processes and policies
- How to foster a virtual school community
- Identifying risk factors that may require more intensive instructional interventions

Policy Consideration: Professional Development



- Each teacher of an electronic course offered by a school district or open-enrollment charter school through the state virtual school network must... successfully complete the appropriate professional development course provided under Section [30A.112\(a\)](#) or [30A.1121](#) before teaching an electronic course offered through the network. Texas Education Code Sec. 30A.111, 112, and 1121

INSPIRING PROFESSIONALS

- Experts at engaging students in learning
- Certified in grade and subjects
- Bachelor's degrees, master's degrees, and beyond
- Connected and available every school day
- Build strong personal relations



JAMES SPALDING
Connections Academy teacher



ENGAGING COURSES & ELECTIVES DRIVE STUDENTS TO EXPLORE

- Chinese/Latin/Sign Language
- 3D Art-1 Modeling
- Game Design
- AP Environmental Science
- Criminal Investigation
- Introduction to Homeland Security
- Medical Law & Ethics
- AP Calculus AB & BC
- Engineering Design

* Availability of electives varies by grade



Policy consideration: Credentialing Flexibility



- Out of State Teacher Credentialing
- Oregon: "Teachers who are licensed to teach by the Teacher Standards and Practices Commission and who are highly qualified as described in the federal No Child Left Behind Act of 2001 (P.L. 107-110, 115 Stat. 1425) teach at least 95 percent of the school's instructional hours." 338.120f B



Policy Considerations: Before & After Approval

- Charter Application
- Performance Framework
 - Academics
 - Governance
 - Financial
- Accreditation
- Parent Satisfaction



Policy consideration: Prior to School Startup

- Idaho: Charter Application Process includes section on virtual
- http://www.legislature.idaho.gov/idstat/Title33/T33CH5_2SECT33-5205.htm
 - (a) learning management;
 - (b) The role of the online teacher,
 - (c) A plan for professional development
 - (d) Teacher-to-student interaction, including timely and frequent feedback about student progress;

Policy consideration: Prior to School Startup (cont.)

- Idaho: Charter Application Process includes section on virtual
- (e) Verify student attendance and award course credit.
- (f) A plan for technical support
- (g) Opportunity for student-to-student interaction; and
- (h) Equal access to all students, including the provision of necessary hardware, software and internet connectivity required for participation in online coursework.

Accreditation

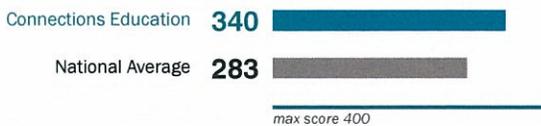


AdvancED is the umbrella organization for 3 regional accreditation organizations. Most Connections Academy schools are accredited by an AdvancED regional accreditation organization

1. North Central Association of Colleges and Schools
2. Southern Association of Colleges and Schools
3. Northwest Association of Accredited Schools



CONNECTIONS EDUCATION ACCREDITATION



“A culture and commitment focused on student learning permeates throughout the Connections Education organization.”

—advancED Accreditation Report

“Connections Education’s quality assurance processes and data driven culture leads to systemic, systematic and sustainable continuous improvement.”

—advancED Accreditation Report

Parent Satisfaction



Connections Academy 2015 Parent Satisfaction Survey Results

95%

of parents agree that the curriculum is high quality.



95%

of parents agree their children are satisfied with the program.



96%

of parents are satisfied with teachers' helpfulness.



93%

of parents are satisfied with the variety of learning activities.



93%

of parents would recommend Connections Academy to other families.



93%

of parents agree that our technology tools improve their child's learning experience.



Based on a survey of Connections Academy families conducted in January 2015 by Shapiro & Raj.



"I loved Connections Academy for its schedule flexibility, passionate and knowledgeable teachers, and focus on academics. I could work when and where I want—plus, I have unlimited resources and teachers I trust!"
— Carrie

"At Connections Academy, I like having the freedom to work at my own pace in a safe and comfortable environment. I never have to worry about bullies. I like the flexibility it gives me, plus the support I get from my teachers. I've met new friends, I'm no longer subjected to bullying, and my grades have gone up."
— Beau



Summary: NM Policy Considerations

1. Types of Students:

Understanding the student population and unique role in NM to serve these students.

2. Academic Performance:

Considering whether academic progress or completion of lessons for virtual schools can be placement decisions.

3. State Accountability

Systems: Modifying state accountability systems to accurately measure success.



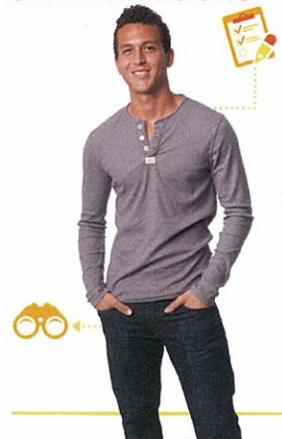
Summary: NM Policy Considerations

4. Teacher Certification:

Leveraging teacher certification and professional development to increase student access and quality teaching.

5. Quality Metrics:

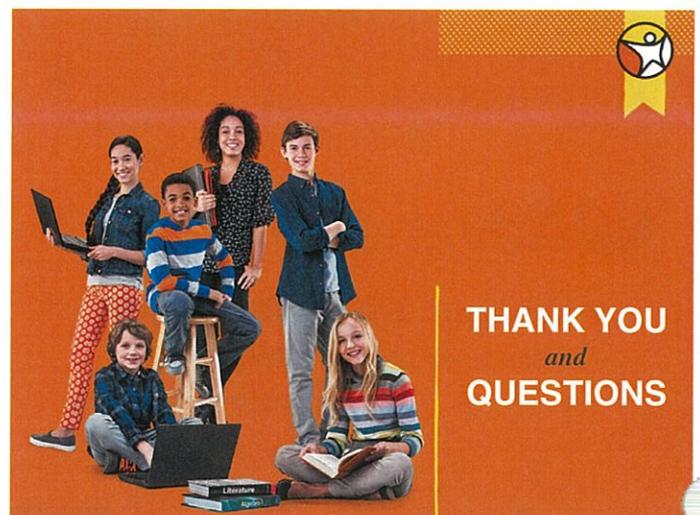
Increasing quality online learning opportunities through the charter process, accreditation, and parent satisfaction.



Additional Resources



- Accountability in the Digital Age
– <http://www.kpk12.com/wp-content/uploads/KP-AccountabilityInTheDigitalAge.pdf>
- Digital Learning Now
– <http://digitallearningnow.com/report-card/state/2014/new-mexico-3/>
- Keeping Pace with K12 Online Learning
– <http://www.kpk12.com/reports/>
- International Council for Online Learning
– <http://www.inacol.org/>
- Measuring Quality from Inputs to Outcomes: Creating Student Learning Performance Metrics and Quality Assurance for Online Schools
– <http://www.inacol.org/resource/measuring-quality-from-inputs-to-outcomes-creating-student-learning-performance-metrics-and-quality-assurance-for-online-schools/>
- Teaching Across State Line
– http://www.kpk12.com/wp-content/uploads/EEG_KP-TchngStLines.pdf



THANK YOU
and
QUESTIONS