Online Learning Annual Report 2009–10

Report to the Legislature

Randy I. Dorn
State Superintendent of
Public Instruction

February 2011

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Online Learning Annual Report 2009–10

Report to the Legislature

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EXECUTIVE SUMMARY

The emerging field of online learning continues to play an important role in the state's education landscape, providing schools with much needed flexibility to meet the educational needs of a variety of learners.

This report covers:

- The multidistrict online provider approval process, which forms the heart of the accountability structures set up by the Legislature in 2009 through Substitute Senate Bill 5410.
- Demographics for online students.
- Statewide assessment results for online students.
- Course taking patterns and course achievement results for online students.

APPROVAL

Beginning with the 2011–12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider; or
- Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than 10 percent of the program's students reside outside the school district's geographic boundaries; or
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

If a provider is not approved, starting in the 2011–12 school year, their ability to operate in the state of Washington could be severely constrained.

Spring 2010 Approval Cycle

Three providers were approved (out of five applicants) during the initial spring 2010 approval cycle. The providers are:

- Blue Ridge International Academy
- DigiPen Institute of Technology – Online Academies
- Olympia Regional Learning Academy (iConnect Academy) (Olympia School District)

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Thirteen providers were approved (out of 18 applicants) during the fall 2010 approval cycle. The approved providers are:

- Bethel Online Academy (Bethel School District)
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- Giant Campus of Washington

- iQ Academy of Washington (Evergreen School District)
- Kaplan Academy of Washington (Stevenson-Carson School District)
- Kaplan Virtual Education
- Marysville Online Virtual Education (Marysville School District)
- National Connections Academy
- Productive Learning Online Corporation
- Washington Academy of Arts & Technology and EV Online Learning (East Valley School District, Spokane)
- Washington Virtual Academy (Monroe School District)
- Washington Virtual Academy (Omak School District)

A complete list of currently approved providers is available at: http://digitallearning.k12.wa.us/approval/providers/.

DATA AVAILABILITY AND QUALITY

For the Demographic and Student Achievement sections of this report, we have drawn upon a number of data sources. Each source varies slightly in what it collects as well as in the maturity, and therefore quality, of the data. This makes it difficult to draw conclusive statements about online programs. Despite the concerns, we are able to draw some high-level conclusions about the demographics and achievement issues in online learning, and are working with school districts to improve the quality of the data we receive in each collection.

The data quality problems should improve over time, as school districts begin to comply with the new reporting regulations introduced in 2009. As the data improves, so will our ability to monitor the online programs and providers operating in the state.

DEMOGRAPHICS

Given the multiple data sources and their attendant limitations, it is impossible to determine an exact number of students who participated in online learning during 2009–10. On the low end of the count, approximately 10,000 students participated in either individual courses or online school programs. On the high end, more than 16,000 students may have participated in online learning. Based on these ranges, up to 2 percent of the state's K–12 student population appears to have participated in online learning.

At least 41 online school programs operated in the state during 2009–10. See Appendix A for the complete list. While many of those programs served only students in the district offering the program, at least 14 programs served students across the state.

Some key demographic conclusions:

- Female students are over-represented (54 percent) among students who take online courses, as compared to the population of K–12 students as a whole (48 percent).
- Approximately two-thirds of online students are in Grades 9–12, with the remaining third in elementary and middle school.

- White students are significantly over-represented amongst students enrolled in online courses (77.1 percent) as compared to the state as a whole (62.8 percent). Hispanic and Asian populations were significantly under-represented.
- Of the 16,169 students listed in CEDARS as participating in an online course, 694 (4.3 percent) are special education students. This is a much lower percentage than the state student population as a whole, where 12.6 percent of students were special education students in May 2010.
- Of the 16,169 students listed in CEDARS as participating in an online course, 1,267 (7.8 percent) were part-time homeschooled and part-time enrolled in a public school district. By way of comparison, 9,671 (0.9 percent) of the 1.1 million students in the state were in the same category.
- Based on the interdistrict transfer data collected for "Internet ALE programs," an average annual headcount of 6,452 students transferred from one district to another to attend an online school program. That represents two-thirds of the 9,684.5 students reported in this data collection. Those students represented an annual average FTE of 5,528.3 students.

STUDENT ACHIEVEMENT

Statewide Assessment Results for Online Students

Online schools have had significant difficulty in administering the assessments to their students. All of the programs for which we have data served students statewide through interdistrict "choice" transfers or inter-local agreements between two districts. The logistical challenges of arranging for testing in dozens, even hundreds, of local districts are daunting. As a result, online schools test their students at significantly lower rates than the state average. The disparity is especially striking at the high school level, and more concerning given the concentration of high school students involved in online learning. Between 48.1 percent and 60 percent of online tenth grade students were tested, depending on the subject area, as compared to a state average of above 92 percent.

With the "no score" students removed from the equation, the percentage of students meeting standard in the online schools is very close to the state average for both the reading and writing assessments. In math and science, however, the online schools fell short of the state average. In tenth grade math, for example, students in online schools met standard at a rate of 26.3 percent, as compared to the state average of 43.5 percent. In tenth grade science, students in online schools met standard at a rate of 37.2 percent, compared to 48.4 percent statewide.

Online Course Completion and Passing

Of the 50,829 online courses where CEDARS has grade history data, 92.2 percent were completed. As a comparison, 98.3 percent of the 3,152,733 courses, statewide, for which CEDARS has grade histories, were listed as completed.

Of the 46,872 completed courses, 46 percent passed with a C- or better, and 59 percent passed with a D or better. Statewide, of the 3,097,826 completed courses, 80.6 percent

passed with a C- or better and 89.9 percent passed with a D or better. An analysis of the grades given shows that the distribution for online students looks dramatically different from the state as a whole, with a significantly higher number of students failing online courses in comparison to the state as a whole.

I. INTRODUCTION

The emerging field of online learning continues to play an important role in the state's education landscape. Online courses provide both students and schools with much needed flexibility, allowing students to enroll in courses that are otherwise not available, ensuring that students are able to earn credits needed for graduation, and providing schools with a wide array of educational options to meet student needs. Online school programs also provide students with an important alternative to traditional classrooms, assisting students who seek remediation or acceleration in their learning, meeting the needs of students with different learning styles, and providing flexibility for students in a variety of circumstances.

The Washington State Legislature, in 2009, declared their support and encouragement for online learning (Substitute Senate Bill 5410, RCW 28A.250.005). The Legislature also found that there was a need to assure quality and accountability in the field, and they directed the Office of Superintendent of Public Instruction (OSPI) to develop an online provider approval system and report annually on the state of online learning in Washington. Specifically, the OSPI was directed to:

> Beginning January 15, 2011, and annually thereafter, submit a report regarding online learning to the state board of education, the governor, and the legislature. The report shall cover the previous school year and include but not be limited to student demographics, course enrollment data, aggregated student course completion and passing rates, and activities and outcomes of course and provider approval reviews. (RCW 28A.250.040 (3))

As requested, this report covers:

- The provider approval process and results
- Student demographics
- Student achievement (statewide assessment results and course performance)

The first two points are fairly straightforward. The third point—examining student achievement data—is more problematic. This topic addresses a few fundamental questions: Do online courses work? Are students learning? Are the online programs/providers successful? Analyzing the current data from this perspective speaks to those factors that contribute to program/provider success, rather than the myriad of factors over which programs and providers have little or no control.

An examination of the student achievement data leads to two conclusions:

1. The existing data covering online learning is not sufficient to make conclusive statements about program quality. Many of the important data elements needed for a more conclusive result are just beginning to be used across districts in the state, meaning that data quality issues hamper our ability to draw accurate conclusions.
2. Despite data quality problems, there appears to be some reason for concern about achievement in online school programs and courses. Grade distributions—

the percentage of students earning As, Bs, Cs, Ds, and Fs—are very different for online students as compared to brick-and-mortar students, with a good deal more Fs in online courses. Results on state assessments are also a concern, as online school programs have similar pass rates to other schools in reading and writing, but are far behind in math and science. And, online schools have considerable difficulty testing students, especially those programs that serve students from many districts.

Data compilation and quality problems will recede over time, as school districts begin to comply with the new reporting regulations. As the data improves, so will our ability to monitor the online programs and providers operating in the state.

II. PROCESS

DEFINITIONS

For the purposes of this report, an **"online course"** is one where:

- More than half of the course content is delivered electronically using the Internet or other computer-based methods.
- More than half of the teaching is conducted from a remote location through an online course learning management system or other online or electronic tools.

An **"online school program"** is defined as a school or program that offers:

- Courses or grade-level coursework that are delivered primarily electronically using the Internet or other computer-based methods. The program must have a component that features online lessons and tools for student and data management.
- Courses or grade-level coursework that are taught by a teacher primarily from a remote location using online or other electronic tools. Note that access to the teacher may be synchronous or asynchronous.

A **"sequential program"** consists of a set of courses or coursework that may be taken by a student in a single school term or throughout the school year in a manner that could provide a full-time basic education program if so desired by the student. Students may enroll in the program as part-time or full-time students.

"Online course providers" offer individual "online courses" and have the following characteristics:

1. More than half of the course content is delivered electronically using the Internet or other computer-based methods.
2. More than half of the teaching in the course is conducted from a remote location through an online course learning management system or other online or electronic tools.
3. Online course providers must supply all of the following: course content, access to a learning management system, and online teachers.
4. Online courses can be delivered to students at school as part of the regularly scheduled school day.

5. Online courses can be delivered to students, in whole or in part, independently from a regular classroom schedule and must comply with RCW 28A.150.262 to qualify for state basic education funding as an alternative learning experience program (ALE).

This report uses a number of terms to refer to students:

- **"Headcount"** measures each unique student served.
- A **"full-time equivalent" (FTE)** is a measurement of student enrollment for funding purposes. It provides an accurate estimate of the portion of time a student is served by a given program, with 1.0 referring to a full-time student.
- A **"course enrollment"** refers to a single student enrolled in a single course for a single term. For example, a single student taking a full load of courses would have ten (if the district offers five periods a day) or twelve enrollments (if six periods are offered) for the school year.

DATA SOURCES

In terms of the data sources used to track all courses, and online courses and programs in particular, 2009–10 was a year of transition. For the 2008–09 report, OSPI required online school programs to submit detailed information about their students and online course enrollments. This process proved cumbersome for both the reporting schools and OSPI, and the process was not repeated for the 2009–10 school year. For this report, we relied on data collections already occurring at OSPI, reducing the reporting burden for districts. As many of these data collections were used for the first time during 2009–10, none of the sources provided a complete and comprehensive view of online learning activity in the state. But, taken together, the data sources do provide us with a useful look at the key issues in online learning. And, as the data quality improves over time, so too will the comprehensiveness of the data.

This report makes use of three main data sources—the Internet ALE Programs Report, CEDARS, and the Digital Learning Department registration system.

Internet ALE Programs

The Legislature included a budget proviso (ESHB 1244, Part V(1)(a)(ii)) with the 2009–11 operating budget directing OSPI to collect and report a monthly headcount and FTE enrollments for students in Internet alternative learning experience (ALE) programs, as well as information about resident and serving districts.

This data source provides information on interdistrict "choice" transfers and FTE funding measurements, in addition to headcounts.

The data collected should not be considered comprehensive. Some online programs that should have reported did not. Some programs that did report do not actually meet the definition of an online school program. For the purposes of this report, we have removed programs that clearly didn't meet the "online" definition, as outlined in the "Definitions" section on page 2.

CEDARS
Districts report enrollment and high school grades earned data to OSPI through the Comprehensive Education Data and Research System (CEDARS). Online courses are designated as such, so that CEDARS may be queried for information about students who have taken high school level online courses.

The reporting standards required by RCW 28A.250.040 (2), requiring districts to designate online courses, came into effect with the 2010–11 school year, so data from the 2009–10 school year may not be comprehensive. Some districts offering online courses may not have designated them as such, and other districts may have incorrectly designated non-online courses as online courses. As more districts comply with the new reporting requirements, the data will improve and we'll have a more comprehensive view of online course activity around the state.

In an attempt to mitigate the data quality concerns with the CEDARS data, we have also examined a sub-set of the CEDARS data. This sub-set included students enrolled in schools that are known to be online school programs. In order to qualify as a "known online school program," the school must offer only online courses (and not face-to-face courses) and the individual district must report data for the program as a stand-alone school. As a number of online school programs are combined with other brick-and-mortar programs (such as alternative schools or parent partnerships), some known online schools were not included in this method.

The known online school programs included are shown in Table 1.

Table 1: Known online school programs in CEDARS.

Online School Program	District
Bethel Online Academy	Bethel School District
Insight School of Washington	Quillayute Valley School District
Internet Academy	Federal Way School District
iQ Academy Washington	Evergreen School District (Clark)
Kaplan Academy of Washington	Stevenson-Carson School District
Productive Learning Academics Northwest	Kittitas School District
Productive Learning Online	Castle Rock School District
Vancouver Virtual Learning Academy	Vancouver School District
Washington Virtual Academy	Steilacoom Hist. School District
Washington Virtual Academy	Monroe School District
Washington Virtual Academy Omak Elementary	Omak School District
Washington Virtual Academy Omak High School	Omak School District
Washington Virtual Academy Omak Middle School	Omak School District

Note that the Omak WAVA programs started in 2009–10, and so represent a limited student population.

Although the schools listed represent a fraction of the over 40 online schools currently operating in the state, the list does include most of the large online schools, meaning that it is a fairly accurate representation of the entire online student population. The above programs (minus the three Omak programs) enrolled 77.5 percent of the total online students listed in CEDARS. Given that three-quarters of the students in the overall CEDARS "online" population attend a known online school program, we can use this data with some confidence.

To summarize, CEDARS data was used to identify and describe students who either were enrolled in one of the above online schools (Grades K–12), or for whom high school level courses were designated as online.

OSPI's Digital Learning Department

The Digital Learning Department (DLD) data set includes information about students who were enrolled in individual online courses through the DLD's course catalog and registration system.

Given the limitations of the other data sets, it can be difficult to find information about students enrolled in individual online courses (as opposed to enrollment in an online

school program). The DLD data set provides us with details about all of the students who registered through the DLD. But, there are students who are enrolled in individual online courses outside of the DLD process, and those students are not included in this data set.

CAVEATS AND CONFIDENCE

Beyond the data set-specific caveats already mentioned, there are two other issues to address here:

- **Growth rate:** Year-to-year comparisons are very difficult because the data sources changed. For the 2008–09 report, we primarily relied on data submitted by the online schools directly to the Digital Learning Department at OSPI. For this report we are largely using data from CEDARS and the Internet ALE report. To give one example, when calculating the total number of students enrolled in online courses during 2008–09, we used a total headcount figure, including all students who had taken at least one course throughout the year. The 2009–10 Internet ALE data, on the other hand, uses an annual average headcount. And, the only data set that does use a total headcount measurement, CEDARS, may be under-reporting because the online designator was not required in 2009–10. As a result, due to the different data sets used and the different measurements employed, we are not in a position to determine if online learning has grown from year-to-year, among other questions that would compare data from year-to-year.
- **Student counts:** When reporting data for all online students in CEDARS, we are counting on a school-by-school basis. This means that if a student was enrolled in more than one school, the student will be counted once in each school using the most recent demographic information. As a result, a single student could be counted twice if a student was enrolled in more than one online school during the year.

Even with the data limitations described throughout the report, there are also a couple of reasons we can have a reasonable level of confidence in the data:

- Where possible, each of the data sets was used in the analysis and this report, and conclusions are drawn where two or more sources corroborate the conclusion.
- Never before has OSPI had a source of individual student-level data on course taking and grade history data. Despite some lingering questions of the completeness and accuracy of the data, the data that have been reported represent a big step forward in understanding online programs.

III. FINDINGS

PROVIDER REVIEWS

RCW 28A.250.020 directed OSPI to create a set of approval criteria, an approval process, an appeal process, and a monitoring and rescindment process for multidistrict online providers. As a result, OSPI developed WAC 392-502 to outline these criteria and processes. The Online Learning Advisory Committee (OLAC), appointed by Superintendent Randy I. Dorn, assisted and advised throughout this development.

Beginning with the 2011–12 school year, school districts may claim state basic education funding, to the extent otherwise allowed by state law, for students enrolled in online courses or programs only if the online courses or programs are:

- Offered by an approved multidistrict online provider; or
- Offered by a school district online learning program if the program serves students who reside within the geographic boundaries of the school district, including school district programs in which fewer than 10 percent of the program's students reside outside the school district's geographic boundaries; or
- Offered by a regional online learning program where courses are jointly developed and offered by two or more school districts or an educational service district through an interdistrict cooperative program agreement.

Starting in the 2011–12 school year, a provider's ability to operate in the state of Washington could be severely constrained if approval is denied.

Three Categories of Multidistrict Online Provider

In order to qualify for review, a provider must be considered a multidistrict online school program, a multidistrict online course provider, or a multidistrict online program provider.

- **Multidistrict online school program:** This is a district-run online school that offers online courses in a sequential program—a set of courses or coursework that may be taken in a single school term or throughout the school year in a manner that could provide a full-time basic education program, if so desired by the student. Students may enroll in the program as part-time or full-time students. An online school program is considered "multidistrict," and therefore subject to approval, if it serves 10 percent or more non-resident students (students from other districts enrolled under the interdistrict student transfer provisions of RCW 28A.225.225).
- **Multidistrict online course provider:** This is a company, non-profit organization, or school district that provides online courses to districts. The provider is considered "multidistrict," and therefore subject to approval, if they either contract with a single district that serves students statewide, or if they contract with more than one school district.
- **Multidistrict online program provider:** This is a company, non-profit organization, or school district that provides a complete online school program—content, technology platform, and teachers—to districts. The provider is considered "multidistrict," and therefore subject to approval, if they either contract with a single district that serves students statewide, or if they contract with more than one school district.

The criteria, assurances, and approval process are identical for all multidistrict providers, regardless of the category that applies to them. And, a single provider can qualify as more than one type of provider.

Grandfathered Providers

There are two types of providers that are currently approved—those that were grandfathered into approved status by RCW 28A.250.020, and those that were approved in either the spring 2010 or fall 2010 approval cycles. The grandfathered providers are exempt from the approval process until August 31, 2012.

The criteria for grandfathered providers are:

- All courses delivered to Washington students must be taught by Washington State certificated teachers.
- By July 26, 2009, the provider must have been approved by the Digital Learning Commons through their quality review process *or* accredited by the Northwest Accreditation Commission (NWAC) (formerly the Northwest Association of Accredited Schools).

In order to maintain approved status, grandfathered providers will need to participate in the renewal process described no later than August 31, 2012.

The grandfathered providers are:

- Advanced Academics
- Apex Learning
- Aventa Learning
- Federal Way Internet Academy (Federal Way School District)
- Insight School of Washington (Quillayute Valley School District)
- Spokane Virtual Learning (Spokane School District)
- The American Academy
- Virtual High School
- Washington Virtual Academy (9–12) (Monroe School District)
- Washington Virtual Academy (K–8) (Steilacoom Historical School District)

Approval Process

<u>Approval Review Selection Team and Approval Reviewers</u>

OSPI published a call for Approval Reviewers and appointed an Approval Review Selection Team of education community members to evaluate applications against a set of position requirements and a scoring rubric.

Spring 2010 Approval Review Selection Team:

- Anne Banks, Learning and Technology Program Director, OSPI
- Julia Fallon, Technology Integration Program Manager, OSPI
- Jack Morris, IT Administrator, ESD 123
- Tara Richerson, Technology Standards Program Manager, OSPI
- Elisabeth Silver, Online Learning Facilitator, Spokane Public Schools

Fall 2010 Approval Review Selection Team:

- Anne Banks, Learning and Technology Program Director, OSPI
- Lisa Holmes, Director, Education & Technology Networks, Washington State University
- Jack Morris, IT Administrator, ESD 123
- Tara Richerson, Technology Standards Program Manager, OSPI
- Elisabeth Silver, Online Learning Facilitator, Spokane Public Schools

The Selection Team evaluated and chose the reviewers.

Sixteen reviewers participated in the spring 2010 review process. The fall 2010 review cycle also had a total of 16 reviewers, with 7 reviewers returning from the first round and 9 new reviewers. To protect the integrity of the process, OSPI has not released the names of the reviewers.

The reviewers from both the spring and fall review cycles underwent extensive training, both online and in-person, in preparation for conducting the scoring.

The reviewers scored each application against the 54 criteria, with each item worth a single point. Applicants must have provided *evidence* to show the reviewer that they met the criteria. Reviewers could score an item 0, .5, or 1. Comments were required for scores lower than 1.

<u>Process Changes</u>
DLD made two changes, in consultation with OLAC, to the review process between the spring 2010 reviews and the fall 2010 reviews.

1. **New Program Provider Affiliation Approval Option**
   School district online school programs that are fully implementing an online program provider's program (either approved or seeking approval) may choose to align their online school program approval status to that of the program provider's approval. Under this option, the school program does not submit evidence of meeting the approval criteria but signs an additional set of assurances which serve as the basis of their approval.

   To qualify, the online school program provider must supply all of the following to the district program:
   - Course content
   - Access to a learning management system
   - Online teachers (possessing Washington State certification)

   The district must implement the program as approved by OSPI in the online program provider's approval application, and any variance from the approved program will require separate full approval of the district's online school program.

Two applications were submitted under this new option during the fall review cycle.

2. **Scoring Process Changes**
   During the spring 2010 review cycle, each application was individually scored by five different reviewers. Then, the high and low scores were removed, and the three remaining scores were averaged to calculate the final score. In consultation with OLAC, OSPI decided to change the process slightly for the fall 2010 review cycle.

   The new process assigned three or four reviewers to each application, and added a discussion protocol to the scoring process. This protocol was designed to allow the reviewers to gain a shared understanding of the criteria and identify any missed or misunderstood evidence supplied by the applicant. The reviewers then had a chance to update their scores and/or notes based on their colleagues' comments. This process helped to ensure that the reviewers had a common understanding of both the criteria and the submitted evidence. All scores were then used to calculate a final score, and no scores were discarded.

Provider Technical Assistance

OSPI held a series of Webinars for multidistrict online providers to learn about the approval process, assurances, and criteria. Additionally, OSPI staff in the DLD answered questions that applicants had throughout the application period through in-person meetings, phone calls, and emails.

Results

In order to be approved, providers were required to earn a cut score of 46 points (85 percent of 54 possible points). The cut score was set in consultation with the OLAC.

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- Columbia Virtual Academy (consortium of districts led by Valley School District)
- Giant Campus of Washington
- iQ Academy of Washington (Evergreen School District)

- Kaplan Academy of Washington (Stevenson-Carson School District)
- Kaplan Virtual Education
- Marysville Online Virtual Education (Marysville School District)
- National Connections Academy
- Productive Learning Online Corporation
- Washington Academy of Arts & Technology and EV Online Learning (East Valley, Spokane, School District)
- Washington Virtual Academy (Monroe School District)
- Washington Virtual Academy (Omak School District)

A complete list of approved providers are available at: http://digitallearning.k12.wa.us/approval/providers/.

New Spring 2011 Approval Cycle
In an effort to provide as many opportunities for approval as possible, OSPI is running an additional round of approvals in the spring of 2011. This allows any providers who were not able to pass during the fall round, or any providers that missed the fall deadline, to apply.

STUDENT DEMOGRAPHICS

Enrollment

We have three data sources that provide insight into the number of students participating in online learning, but none of the sources provides a comprehensive answer. See the "Process" section of this report for more details on the limitations of each data source.

Internet ALE Programs
The Internet ALE program report is based on a 2009 state budget proviso requiring OSPI to collect and report a monthly headcount and FTE enrollments for students in Internet alternative learning experience (ALE) programs, as well as information about resident and serving districts.

Total students in Internet ALE programs during the 2009–10 school year:
- Annual average headcount: 9,684.5
- Annual average FTE: 7,698.3

The yearly totals are reported as "annual averages." Enrollment data was collected monthly from the ALE programs. The monthly collections were averaged together to create the annual totals. This means that more students may have enrolled in an online program at any given time, but the figures reported here represent the average over the entire year.

Enrollment by district from this data source is reported in Appendix C.

Digital Learning Department Courses

School districts can purchase access to individual online courses through OSPI's DLD. During 2009–10, 60 schools enrolled 569 students for a total of 1,210 online course enrollments. Each course represents a single student enrolled in a single class for a single semester. A year-long course represents two enrollments.

CEDARS–Students in "Online" Designated Courses

Districts report enrollment and course grade data to OSPI through CEDARS, and we are able to query CEDARS for information about students who have taken high school level courses designated as "online."

According to CEDARS, a total of 16,196 students took at least one online course. These students registered for a total of 57,303 online courses. Eighty-seven schools from 59 districts reported data on online courses.

CEDARS–Students in Known Online School Programs

We also queried the CEDARS data for just those students in known online school programs. This allowed us to identify additional high school students for whom an online designator had not been submitted, as well as students in kindergarten through 8th grade for whom specific course information is not collected.

The ten programs (minus the three Omak programs that had not started operation in 2009–10) enrolled 12,554 students in 48,443 courses during 2009–10. This represents 77.5 percent of the total online students listed in CEDARS.

The Bottom Line

Given the multiple data sources and their attendant limitations, it is impossible to determine an exact number of students who participated in online learning during 2009–10. On the low end of the count, approximately 10,000 students participated in either individual courses or online school programs. On the high end, more than 16,000 students have participated in online learning. Based on these ranges, between 1 and 2 percent of the state's K–12 student population appears to have participated in online learning.

Online School Programs

At least 41 online school programs operated in the state during 2009–10. See Appendix A for the complete list. While many of those programs served only students in the district offering the program, at least 14 programs served students across the state.

Gender
Female students are significantly over-represented among students who take online courses, as compared to the population of K–12 students as a whole.

We have two data sources that speak to gender: The CEDARS data set that includes all students who took an online course ("online students") and the DLD registration data. Both show a very similar pattern. Approximately 54 percent of students in online courses are female, compared to 48 percent female in the total student population.

Figure 1: Gender.

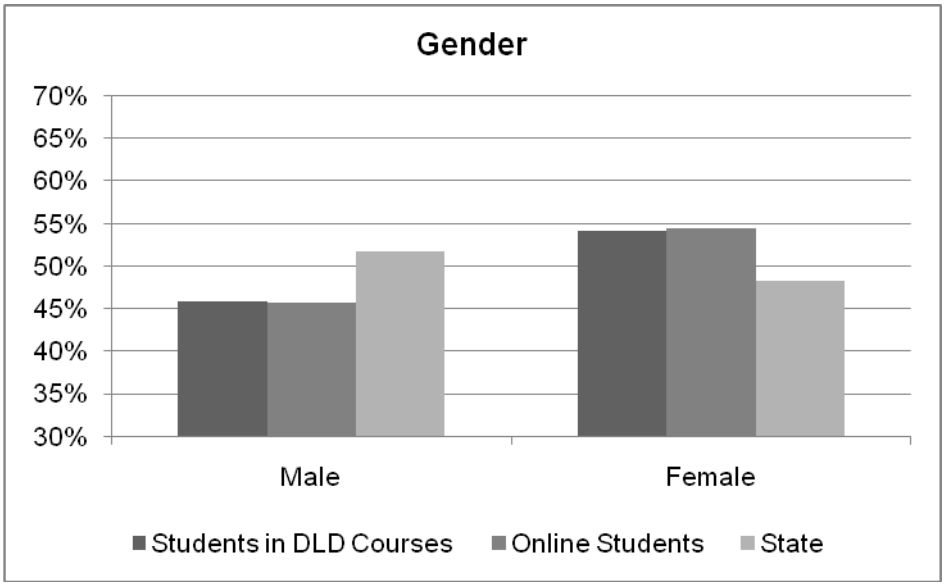


Table 2: Gender of online students, as compared to Washington State.

	Students in DLD Courses	Online Students - CEDARS	WA State - CEDARS
Male	260 (46%)	7,302 (45.6%)	572,048 (51.7%)
Female	307 (54%)	8,701 (54.4%)	533,359 (48.3%)
Total	**567**	**16,003**	**1,105,407**

Because there were some students in DLD courses that did not report demographic information, the total reported is for students for which we have demographic information, not necessarily all of the students.

Grade Levels
Approximately two-thirds of online students are in Grades 9–12, with the remaining third in elementary and middle school.

The Internet ALE report provides the best window into grade levels for online students, as districts report their ALE enrollment by grade level.

Figure 2: Students in Internet ALE programs, by grade.

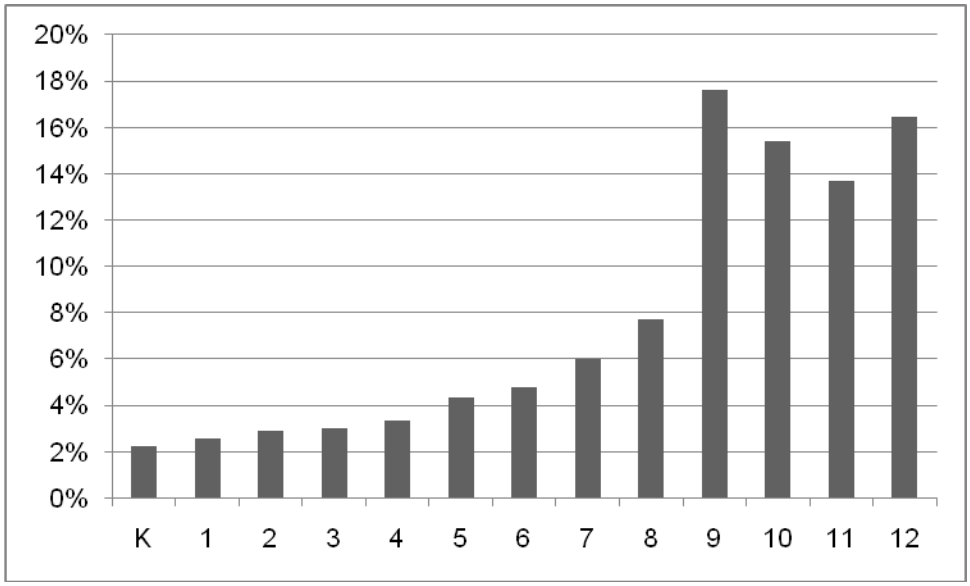


Table 3: Students in Internet ALE programs, by grade.

Grade	Annual Average Headcount	Percent of Students
K	217.2	2.2%
1	249.3	2.6%
2	282.3	2.9%
3	288.6	3.0%
4	325.4	3.4%
5	418.8	4.3%
6	460.9	4.8%
7	580.3	6.0%
8	746.6	7.7%
9	1,703.7	17.6%
10	1,492.3	15.4%
11	1,326.9	13.7%
12	1,592.2	16.4%
Total	**9,684.5**	

Ethnicity
White students are over-represented among students enrolled in online courses (77.1 percent) as compared to the state as a whole (62.8 percent). Hispanic and Asian populations were under-represented.

Figure 3: Ethnicity of online students, from CEDARS.

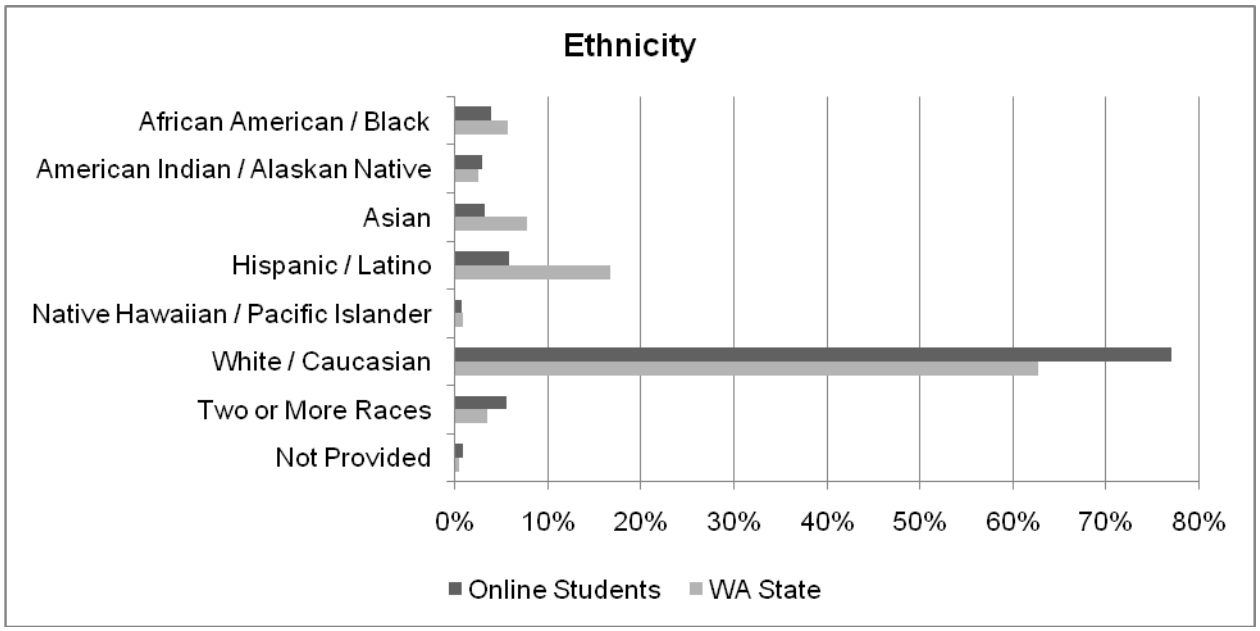


Table 4: Ethnicity of online students, from CEDARS.

Ethnicity	Online Students Count	Online Students Percent	WA State Count	WA State Percent
African American / Black	618	3.9%	62,270	5.6%
American Indian / Alaskan Native	462	2.9%	26,959	2.4%
Asian	518	3.2%	85,048	7.7%
Hispanic / Latino	939	5.9%	184,860	16.7%
Native Hawaiian / Pacific Islander	123	0.8%	9,545	0.9%
White / Caucasian	12,331	77.1%	694,137	62.8%
Two or More Races	879	5.5%	37,607	3.4%
Not Provided	133	0.8%	4,981	0.5%
Total	**16,003**	**100.0%**	**1,105,407**	**100.0%**

Transitional Bilingual
Of the 16,196 students who participated in an online course according to CEDARS, only 21 (0.1 percent) were marked as transitional bilingual students. Across all students statewide, 8.1 percent of the population was listed as transitional bilingual for 2009–10 (OSPI Washington State Report Card, http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009–10).

Given that most online courses are conducted in English, the low proportion of bilingual students is to be expected.

Special Education

Of the 16,169 students listed in CEDARS as participating in an online course, 694 (4.3 percent) are special education students. This is a much lower percentage than the state student population as a whole, where 12.6 percent of students were special education students in May 2010 (OSPI Washington State Report Card, http://reportcard.ospi.k12.wa.us/summary.aspx?year=2009–10).

Looking only at the known online school programs where we have demographic data, we see that some programs serve very few special education students, while others have fairly sizeable populations. On the whole, however, the percentages are still lower than in the total state student population.

Table 5: Special education enrollment in online schools.

District	School Name	Total Enrollment	Special Education Students	Percent
Bethel	Bethel Online Academy	569	18	3.2%
Castle Rock	Productive Learning Online	52	1	1.9%
Evergreen (Clark)	iQ Academy Washington	932	13	1.4%
Federal Way	Federal Way Internet Academy	598	1	0.2%
Kittitas	Productive Learning Academics	185	2	1.1%
Monroe	Washington Virtual Academy (9–12)	1,221	74	6.1%
Omak	Washington Virtual Academy (9–12)	116	4	3.4%
Quillayute Valley	Insight School of Washington	3,576	196	5.5%
Steilacoom Hist.	Washington Virtual Academy (K–8)	3,896	151	3.9%
Stevenson-Carson	Kaplan Academy of Washington	647	0	0.0%
Vancouver	Vancouver Virtual Learning Academy	762	10	1.3%
Total		**12,554**	**470**	**3.7%**

There are a number of possible reasons for the disparity between the overall special education rate and the online school rate, including:

- Depending on a student's individual needs, an online school program may not be the most appropriate educational option. Online programs require the ability to operate a computer, as well as the motivation to complete a significant amount of coursework in an independent manner. Students who are unable to operate in this learning environment are less likely to seek it out.
- Many of the students enrolling in online school programs are transferring from their resident district into an online school in another district. Students who are already receiving special education services in their resident district may be hesitant to transfer for fear that equivalent services will be unavailable.

- Online schools may be discouraging special education students from enrolling, either through pre-enrollment counseling or transfer rejections, out of concern for providing special education services to remote students. Rejection of a transfer request solely because of special education status is not consistent with the law.

Because of concerns about these numbers, along with requests for guidance from school districts, OSPI formed a Task Force for Online Learning and Students with Disabilities during the 2009–10 school year. The task force included representatives from OSPI, the Department of Education's Office for Civil Rights, Puget Sound Educational Service District, the Washington State Office of the Attorney General, school districts, and online learning providers. The group created a set of guidelines for online schools to use around student recruitment, admission, and the provision of a free appropriate public education (FAPE). OSPI conducted a variety of seminars on the topic during the summer and fall of 2010. The task force will continue to work to address other special education topics.

Homeschooling

Of the 16,196 students listed as participating in online learning in CEDARS, 1,267 (7.8 percent) were part-time homeschooled and part-time enrolled in a public school district. By way of comparison, 9,671 (0.9 percent) of the 1.1 million students in the state were in the same category.

Most of the part-time homeschooled students are enrolled in a single program, Steilacoom's Washington Virtual Academy (K–8). Although other programs may attract students who had previously homeschooled, they are now largely enrolling as full-time public school students rather than splitting their time between the public online program and homeschooling.

Table 6: Part-time homeschooled students in online school programs.

District	Online School Program	Total Enrollment	Home School Students	Percent
Bethel	Bethel Online Academy	569	0	0.0%
Castle Rock	Productive Learning Online	52	0	0.0%
Evergreen (Clark)	iQ Academy Washington	932	10	1.1%
Federal Way	Federal Way Internet Academy	598	43	7.2%
Kittitas	Productive Learning Academics	185	1	0.5%
Monroe	Washington Virtual Academy (9–12)	1,221	62	5.1%
Omak	Washington Virtual Academy (9–12)	116	2	1.7%
Quillayute Valley	Insight School of Washington	3,576	0	0.0%
Steilacoom Hist.	Washington Virtual Academy (K–8)	3,896	1,123	28.8%
Stevenson-Carson	Kaplan Academy of Washington	647	1	0.2%
Vancouver	Vancouver Virtual Learning Academy	762	5	0.7%
Total		**12,554**	**1,247**	**9.9%**

COURSE ENROLLMENT DATA

A course enrollment is a single student enrolled in a single class for a single term. We have two data sources that speak to the number of course enrollments.

- The DLD data shows that students were enrolled in 1,210 individual courses during 2009–10.
- When counting all students in online courses, CEDARS shows 57,303 online course enrollments for the 2009–10 school year. Narrowing the scope to just the known online school programs drops the number to 48,443 enrollments. CEDARS enrollment data only includes subject area information for courses taken in grades 9–12.

Note: There is likely some overlap between the DLD data and CEDARS, so they cannot be added together to calculate a total.

Subjects

The most used course subjects vary between individual online courses and courses taken in conjunction with an online school program.

Table 7: Subjects taken in Digital Learning Department individual online courses.

Subject	Enrollments	Percent
Foreign Language	329	27%
Mathematics	204	17%
Language Arts	195	16%
Social Studies	191	16%
Science	113	9%
Life Skills-Health	64	5%
Arts	63	5%
Technology	54	5%
Business	31	3%
Interdisciplinary	12	1%
Occupational Credit Qualified	3	0%

Note: A single course can have more than one subject. The total enrollments equals the total number of registrations, *not* the total number of subjects. The percentages are the percent of total registrations for a given subject. Also, note that the registrations *include* dropped courses.

Table 8: Subjects taken in online courses, from CEDARS.

Content Area	Enrollments	Percent
English Language Arts	6,554	19.6%
Math	5,828	17.4%
Science	4,316	12.9%
Physical, Health, and Safety Education	4,027	12.0%
History	2,925	8.8%
Miscellaneous	2,154	6.4%
Foreign Languages	1,399	4.2%
Visual Arts	1,223	3.7%
Geography	1,099	3.3%
Engineering and Technology	815	2.4%
Business and Marketing	813	2.4%
Civics and Government	747	2.2%
Economics	376	1.1%
Communications and Audio/Visual Technology	370	1.1%
Music	358	1.1%
Computer and Information Sciences	244	0.7%
Theatre	110	0.3%
Human Services	49	0.1%
Reading	16	0.0%
Health Care Sciences	2	0.0%
Public, Protective, and Government Service	1	0.0%

Most courses taken were in the core subject areas of English/language arts, math, science, and in the combined area of the social sciences; many courses taken were in physical, health, and safety education. These subject areas comprise the majority of subjects needed to graduate.

Levels

Nearly all of the individual online courses in the DLD registration system were taken at the "standard" level. Note, however, that the assigned level does not necessarily imply intent, as many of these standard-level courses may have been taken in a credit recovery context.

Table 9: Online course levels, from DLD course enrollments.

Levels	Enrollments	Percent
International Baccalaureate	0	0%
Pre-AP	0	0%
College	0	0%
Credit Recovery	53	4%
Advanced Placement	70	6%
Test Prep	1	0%
Standard	1,065	88%
Remedial	17	1%
Honors	2	0%
Total Registrations	**1,210**	

Student Motivation

Students look to online courses for a variety of reasons, and those reasons likely vary depending on the type of course. The DLD gathers data about students enrolling in individual online courses. As a part of the registration process, course registrars are asked to report the reason for the student's enrollment.

These results only apply for students taking individual online courses, and not those enrolling in an online school program.

The top reason for choosing online courses (38 percent) was related to student access to courses that simply were not available in their local school. Online learning provides a powerful option for schools to expand their offerings beyond their current programmatic and staffing limitations.

Many students also use online courses to either earn needed credits for graduation (27 percent), or to make up failed credits (3 percent). Students also look to online learning for flexibility, either in learning styles and delivery methods (15 percent) or scheduling (10 percent). The other reasons were less prevalent, but no less important to the students who made use of online learning for enrichment, college preparation, or any of the other reasons listed.

This data should be considered applicable to individual courses and not to programs, as motivations likely vary dramatically for students enrolling in a full-time online school program. Currently, there is no data that speaks to student motivation for enrollment in online school programs.

Figure 4: Student motivations for taking individual online courses through the DLD.

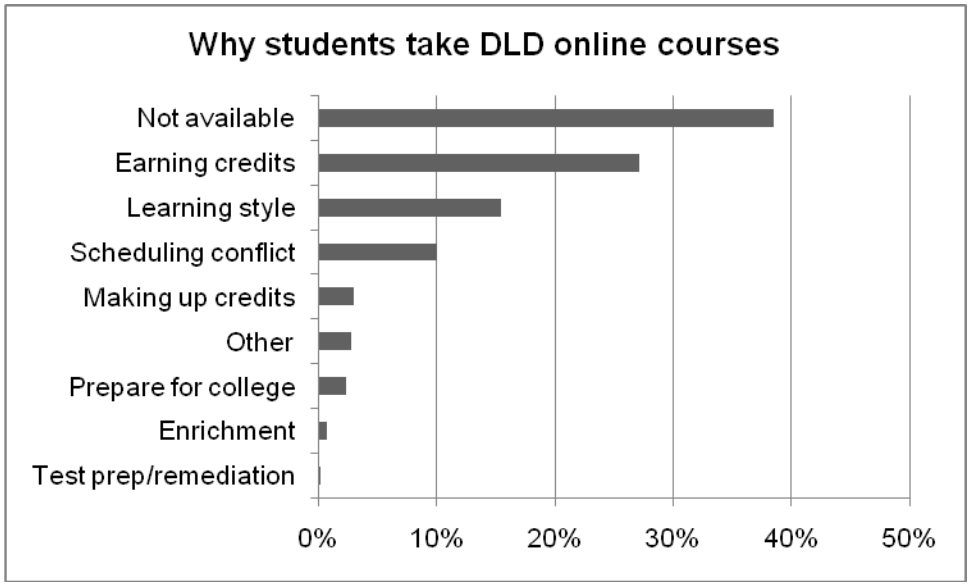


Table 10: Student motivations for taking individual online courses through the DLD.

Reason	Enrollments	Percent
Not available	465	38%
Earning credits	328	27%
Learning style	186	15%
Scheduling conflict	121	10%
Making up credits	36	3%
Other	33	3%
Prepare for college	28	2%
Enrichment	9	1%
Test prep/remediation	2	0%

INTERDISTRICT TRANSFERS

Based on the interdistrict transfer data collected for Internet ALE programs, an average annual headcount of 6,452 students transferred from one district to another to attend an online school program. That represents two-thirds of the 9,684.5 students reported in this data collection. Those students represented an annual average FTE of 5,528.3 students.

Only 22 districts had students transfer in and the five largest programs captured 93.5 percent of the transfer FTEs.

Table 11: Annual average FTE of students who have transferred districts to attend an online school program.

Non-resident District	Annual Average FTE
Steilacoom Hist. School District	2,467.3
Quillayute Valley School District	2,092.2
Stevenson-Carson School District	344.3
Federal Way School District	166.7
Marysville School District	100.6
Omak School District	85.6
Kittitas School District	75.0
Monroe School District	57.1
Lake Stevens School District	37.3
Castle Rock School District	27.6
Evergreen School District (Clark)	21.9
White River School District	10.7
San Juan Island School District	9.6
Vancouver School District	8.2
Olympia School District	7.8
Tumwater School District	6.6
Orcas Island School District	4.0
White Salmon Valley School District	2.5
Chehalis School District	1.4
Snohomish School District	0.9
Newport School District	0.9
Peninsula School District	0.2
Total	**5,528.3**

Of the 295 school districts in the state, 252 had at least one student transfer out of the district to attend an online school program in another district. See Appendix D for the complete list.

Thirteen districts lost more than 100 students (headcount) to an online school program. The top 20 percent of districts, in terms of losses, made up for 68 percent of the total headcount lost. The vast majority of districts—177 of the 252—lost less than 25 students. But, for many of the smaller districts, the financial impacts are still significant, as the state funding for the student now flows to the non-resident district.

STATE ASSESSMENTS

Scores on the state assessments, the Measurements of Student Progress (MSP) and the High School Proficiency Exam (HSPE), help gauge the effectiveness of online school programs.

Test scores are reported by schools, and therefore only those online school programs that are set up as distinct schools are included in this analysis. Online programs that are housed with face-to-face programs are excluded, as it is very difficult to differentiate the online students in the overall school population.

If a program tested fewer than ten students in a particular subject and grade level, those results were not reported or included in this analysis.

The following table lists all of the programs included in this analysis, along with the grades tested by each program.

Table 12: State assessments, by online school program and grade.

Program	District	3	4	5	6	7	8	10
Bethel Online Academy	Bethel					MSP	MSP	HSPE
Insight School of Washington	Quillayute Valley							HSPE
Internet Academy	Federal Way					MSP	MSP	HSPE
iQ Academy Washington	Evergreen				MSP	MSP	MSP	HSPE
Kaplan Academy of Washington	Stevenson-Carson					MSP	MSP	HSPE
Productive Learning	Kittitas		MSP	MSP		MSP	MSP	
Vancouver Virtual Learning Academy	Vancouver							HSPE
Washington Virtual Academy	Monroe							HSPE
Washington Virtual Academy	Omak							HSPE
Washington Virtual Academy	Steilacoom	MSP	MSP	MSP	MSP	MSP	MSP	

For Grades 3–6, we only have data from one or two programs, and the small sample sizes may make it problematic to draw conclusions about the performance of online schools as a whole.

Students Tested

Online schools have had significant difficulty in administering the assessments to their students. All of the programs listed above serve students statewide, largely through interdistrict “choice” transfers or interlocal agreements between two districts. The logistical challenges of arranging for testing in dozens or hundreds of local districts are daunting, and as a result, online schools test their students at significantly lower rates than the state average.

The disparity is especially striking at the high school level, and more concerning given the concentration of high school students involved in online learning. Between 48.1 percent and 60 percent of online tenth grade students were tested, depending on the subject area, as compared to a state average of above 92 percent.

Figure 5: Percent of students tested in the Reading state assessments.

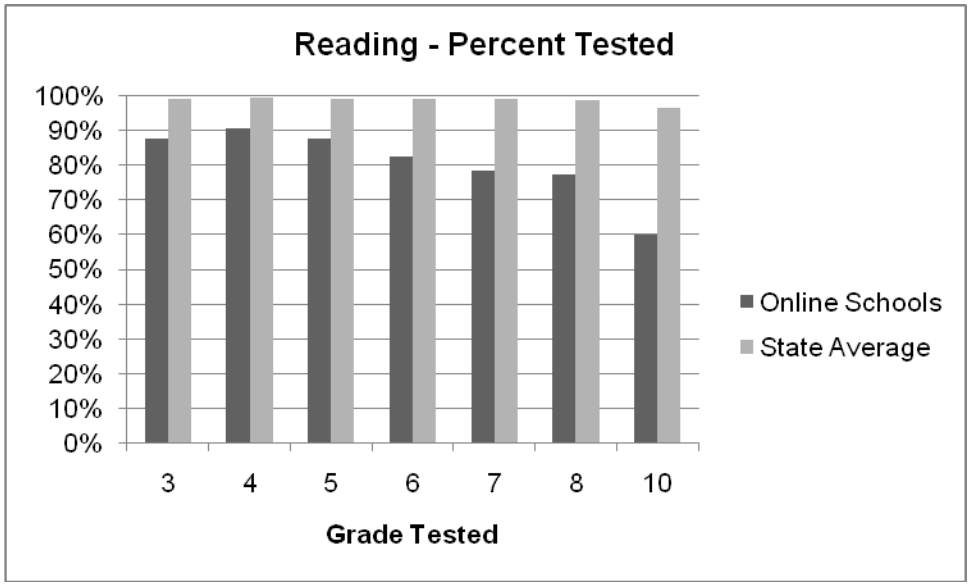


Table 13: Percent of students tested in the Reading state assessments.

Grade	Students Tested (Online Schools)	Percent Tested (Online Schools)	Students Tested (State Average)	Percent Tested (State Average)
3	128	87.7%	75,931	99.2%
4	164	90.6%	76,498	99.3%
5	182	87.5%	76,447	99.2%
6	222	82.5%	75,925	99.2%
7	303	78.5%	75,528	99.0%
8	372	77.3%	74,725	98.8%
10	587	60.0%	73,329	96.4%

Figure 6: Percent of students tested in the Math state assessments.

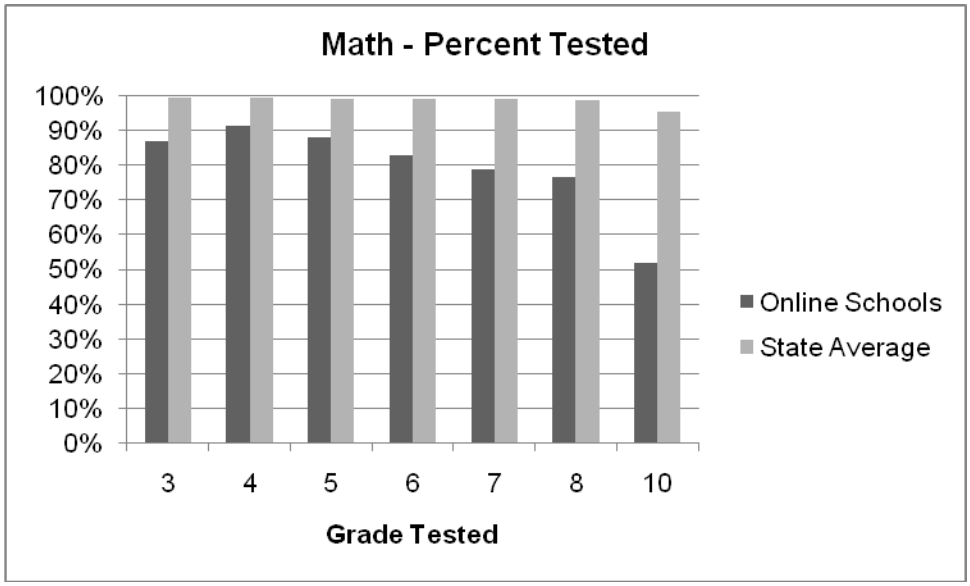


Table 14: Percent of students tested in the Math state assessments.

Grade	Students Tested (Online Schools)	Percent Tested (Online Schools)	Students Tested (State Average)	Percent Tested (State Average)
3	127	87.0%	76,021	99.3%
4	165	91.2%	76,559	99.3%
5	183	88.0%	76,523	99.2%
6	223	82.9%	76,036	99.2%
7	303	78.7%	75,540	99.0%
8	369	76.6%	74,759	98.8%
10	558	52.0%	72,993	95.3%

Figure 7: Percent of students tested in the Writing state assessments.

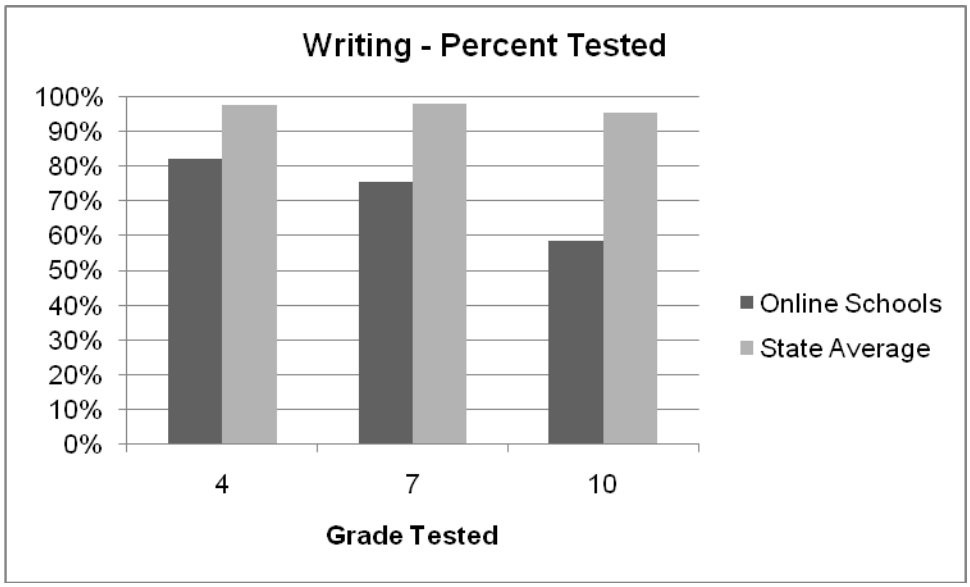


Table 15: Percent of students tested in the Writing state assessments.

Grade	Students Tested (Online Schools)	Percent Tested (Online Schools)	Students Tested (State Average)	Percent Tested (State Average)
4	147	82.1%	75,091	97.6%
7	285	75.6%	74,440	97.8%
10	554	58.6%	71,439	95.2%

Figure 8: Percent of students tested in the Science state assessments.

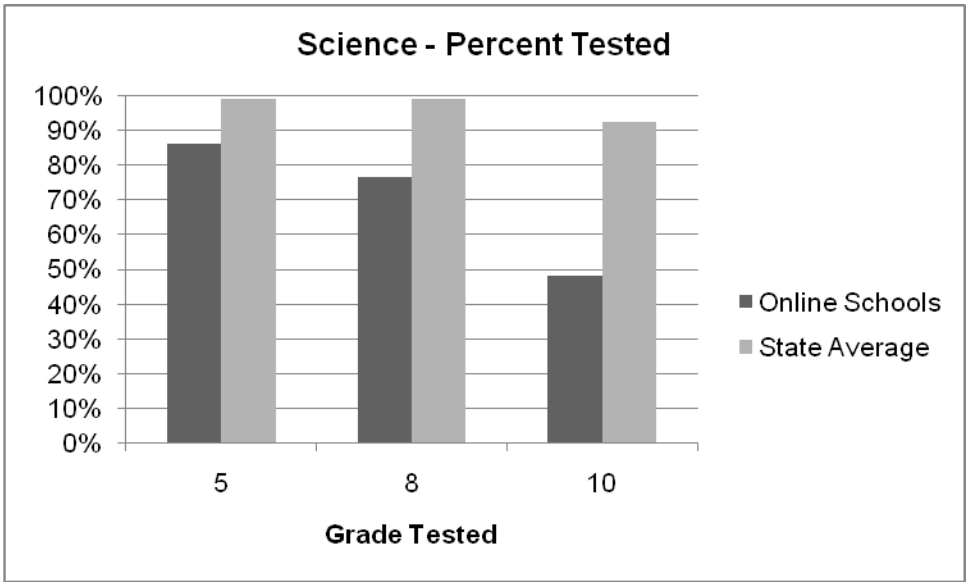


Table 16: Percent of students tested in the Science state assessments.

Grade	Students Tested (Online Schools)	Percent Tested (Online Schools)	Students Tested (State Average)	Percent Tested (State Average)
5	179	86.1%	76,391	99.2%
8	371	76.7%	74,647	98.9%
10	521	48.1%	69,953	92.3%

Assessment Results
The scores reported are for the assessments administered during spring 2010.

There are two measurements of assessment results that are useful for evaluating program effectiveness:

- **Percentage of students who met standard:** This measurement includes students in the tenth grade who did not test in the spring because they had previously passed the subject area of the test in question.
- **Percentage of students who met standard, excluding those with no score:** The first measurement counts any student who should have taken the test, but did not, as a "0" for the school. By contrast, this measurement includes only those students who actually took the assessment.

The two measurements can result in significant differences in the total number of students meeting standard. For example, across the eight schools that administered the tenth grade Reading HSPE:

- 48.3 percent met standard, without counting those who had previously passed the test.

- 80.6 percent met standard when removing those students with no score, narrowing the analysis to just those students who took the test during the spring 2010 assessment period.

As a result of the low participation rates, online schools fared poorly in measurements that included students without scores. Returning to the example above, the 80.6 percent of students that met standard, excluding no scores, was nearly at the state average of 81.5 percent. But, removing the “no score” students resulted in a 24.2 point drop.

Of the two measurements, the percentage of students meeting standard, excluding no score, is probably the best measurement of program quality. Removing the “no score” students from the picture removes a fair amount of noise from the data, helping to clarify program quality. But, to be clear, schools and districts are held accountable for testing all of their students, and so online schools must improve their participation rates. OSPI’s Report Card and all other accountability reporting always include students who were not tested but should have been (not tested students count as not meeting standard). The **“Solutions”** section includes information about how OSPI will help schools improve participation of online students in statewide testing.

In the results shown on the following pages, scores for all available online schools have been averaged together. Scores for individual schools are shown in Appendix F.

Reading

With the “no score” students removed from the equation, the percentage of students meeting standard in the online schools is very close to the state average (also excluding “no score” students).

Figure 9: Percent of students meeting standard on the Reading assessments, excluding students with no score.

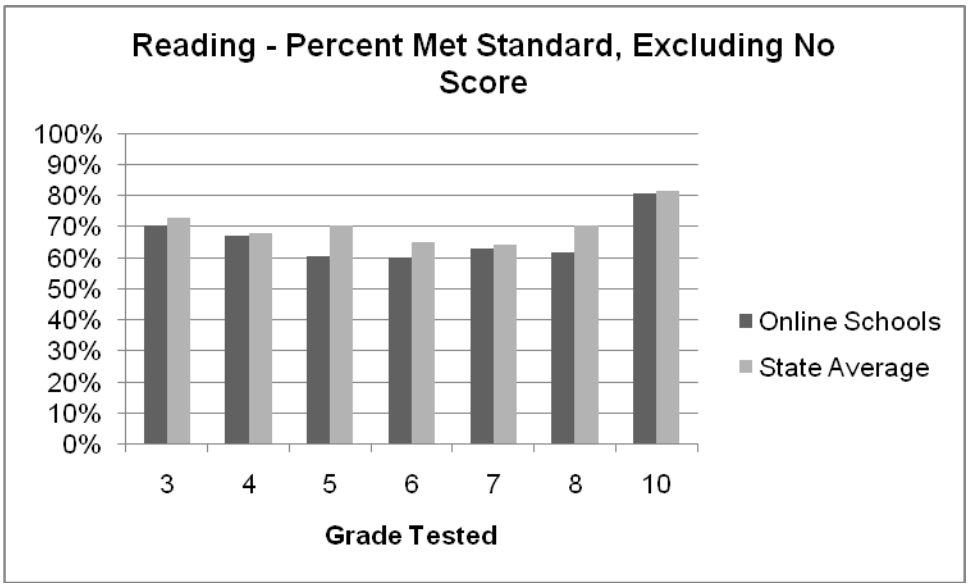


Table 17: Percent of students meeting standard on the Reading assessments.

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
3	61.6%	72.1%	70.3%	72.7%
4	60.8%	67.2%	67.1%	67.7%
5	52.9%	69.6%	60.4%	70.2%
6	49.4%	64.6%	59.9%	65.1%
7	49.5%	63.4%	63.0%	64.0%
8	47.8%	69.4%	61.8%	70.2%
10	56.3%	78.9%	80.6%	81.5%

Math

In contrast to Reading, online schools fared poorly in the Math assessment. In tenth grade, for example, students in online schools met standard at a rate of 26.3 percent (excluding the no score students), as compared to the state average of 43.5 percent (also excluding no score students).

Figure 10: Percent of students meeting standard on the Math assessments, excluding students with no score.

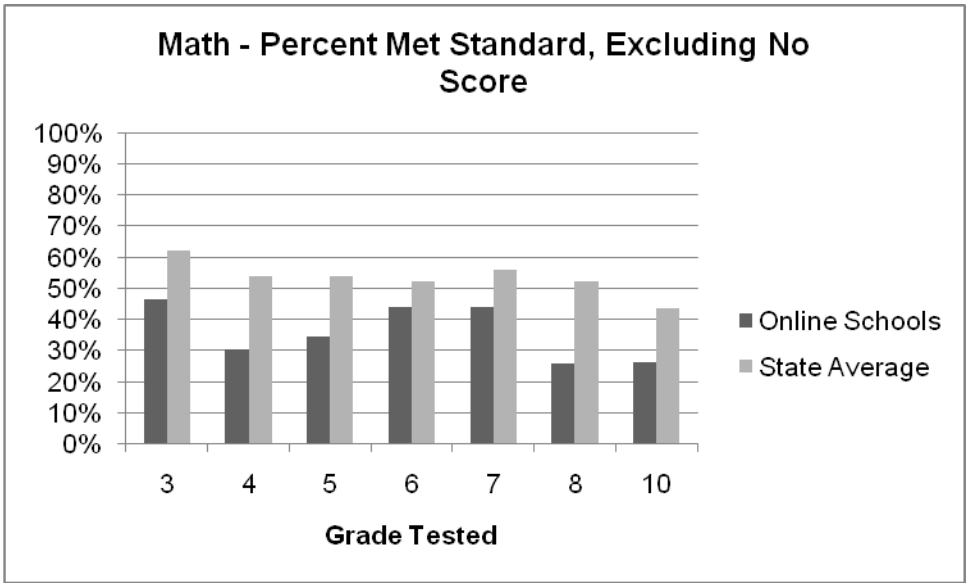


Table 18: Percent of students meeting standard on the Math assessments.

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
3	40.4%	61.8%	46.5%	62.2%
4	27.6%	53.7%	30.3%	54.0%
5	30.3%	53.6%	34.4%	54.0%
6	36.4%	51.9%	43.9%	52.3%
7	34.5%	55.3%	43.9%	55.9%
8	19.9%	51.6%	26.0%	52.2%
10	17.1%	41.7%	26.3%	43.5%

Writing

The online schools nearly matched the state average for tenth grade writing scores, excluding the no score students. But, both fourth and seventh grade scores were well below the state average.

Figure 11: Percent of students meeting standard on the Writing assessments, excluding students with no score.

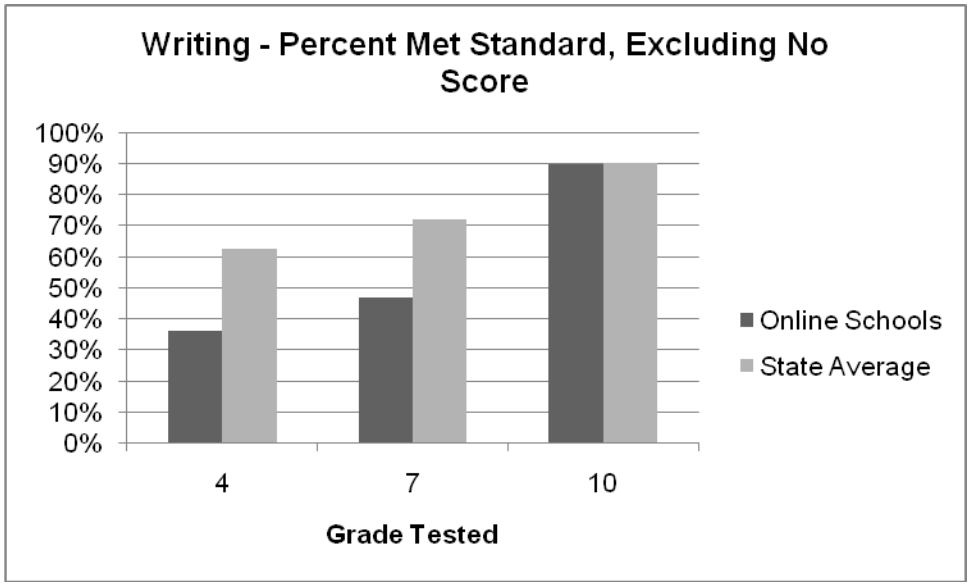


Table 19: Percent of students meeting standard on the Writing assessments.

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
4	29.6%	61.1%	36.1%	62.6%
7	35.3%	70.3%	46.7%	71.9%
10	61.1%	86.0%	89.9%	90.1%

Science

As with math, the online schools fell short of the state average in all grade levels on the science assessment.

Figure 12: Percent of students meeting standard on the Science assessments, excluding students with no score.

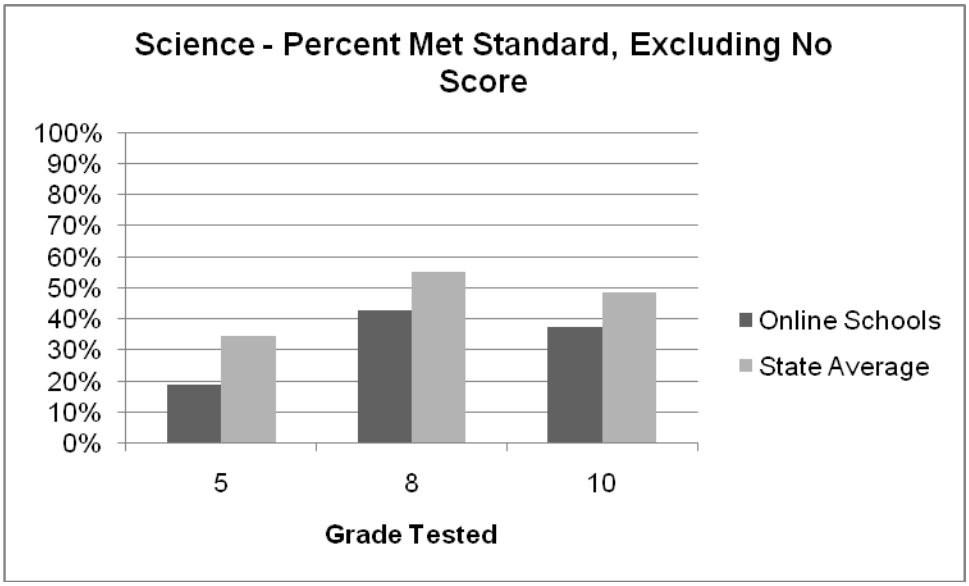


Table 20: Percent of students meeting standard on the Science assessments.

Grade	Met Standard		Met Standard Excluding No Score	
	Online Schools	State Average	Online Schools	State Average
5	16.3%	34.0%	19.0%	34.3%
8	32.9%	54.5%	42.9%	55.2%
10	20.0%	44.8%	37.2%	48.4%

Solutions

As has been stated, the low test participation rates are a significant issue for the online school programs in the state. The issue is primarily one of logistics, as each online school must coordinate with dozens, if not hundreds, of local school districts to facilitate testing. And, even with this coordination, test materials would arrive at the district that ran the online school, not the testing location.

As a result of these issues, OSPI formed a task force of district assessment coordinators and online school leaders to address the issues. Based on the input received from this group, OSPI is moving to ease some of the logistical issues beginning with the 2011 testing period.

Districts running online schools will be able to register students to test in their local district, meaning that test materials will be routed to the proper location. OSPI will provide guidance about appropriate reimbursement for local districts, as having additional students test in a district can often put an extra staffing and facilities burden on districts.

These changes represent a first step in moving online schools towards an assessment participation rate that is in-line with the rest of the K–12 education system in Washington.

STUDENT ACHIEVEMENT: COMPLETION AND PASSING

There are three data sources that speak to student achievement in online courses:

- CEDARS includes data on many of the courses designated as "online," including many of the online school programs.
- Approved and exempt multidistrict online providers have submitted completion and passing rate data.
- The DLD online course registration system includes completion and passing information as well.

CEDARS is the most detailed data source, yet there are a number of important limitations.

- Grade histories are only submitted for students in Grades 9–12, so we do not have any grade-based achievement data for students in Grades K–8.
- Grades are reported through the "grade history" file, transferred from each local school district to CEDARS. In some cases, districts did not transmit records for all students. The table below details the percentage of students with reported grades.

Table 21: Percent of students with grade histories in CEDARS, by online school program.

District Name	School Name	Total Enrollment	Students with Grade History	% Students with Grade History
Bethel	Bethel Online Academy	569	277	49%
Castle Rock	Productive Learning Online	52	11	21%
Evergreen (Clark)	iQ Academy Washington	932	629	67%
Federal Way	Internet Academy	598	128	21%
Kittitas	Productive Learning Academics Northwest	185	-	0%
Monroe	WAVA	1,221	1,036	85%
Omak	Washington Virtual Academy Omak High School	116	11	9%
Quillayute Valley	Insight School of Washington	3,576	2,841	79%
Steilacoom Hist.	Washington Virtual Academy	3,896	-	0%
Stevenson-Carson	Kaplan Academy of Washington	647	520	80%
Vancouver	Vancouver Virtual Learning Academy	762	627	82%

Because they are K–8 schools, and therefore do not report grade history information, we are unable to report on completion, passing, and grade data for Productive Learning Academics Northwest (Kittitas) and Washington Virtual Academy (Steilacoom).

Due to their very low percentage of reported grade histories, we do not have confidence in the CEDARS achievement data for a number of schools. As a result, we will remove the following schools from the achievement data reported below: Bethel Online Academy, Productive Learning Online, Federal Way Internet Academy, and Washington Virtual Academy (Omak). Students from those schools will be included when results are presented that include all online students.

Completion Rates

Our working definition of "completion rate" is:

> **Completion rate** is the percentage of total enrollments where the student did not drop or withdraw from the course and did receive a grade for the course. It is calculated based on the provider's Washington State enrollments for a given school year. If Washington-specific figures are not available, national statistics for the provider will be used.

In other words, the completion rate is calculated as follows:

Completion rate = (no. of enrollments that received a final grade) / (total enrollments – drops)

The definition is intended to work around the thorny issue of dropped courses. A course withdrawal does not necessarily imply failure, as many courses are dropped, especially early in the course, for reasons independent of the student's or provider's performance in the course. A student may withdraw from a course due to a schedule change, for example, or a realization that the course content or environment does not match his or her educational needs.

In practice, this definition can be difficult to apply:

- It does not appear that there is a consistent method for districts to determine when a course is considered to be withdrawn, as opposed to failed. For example, a student may enter an online course, work for a number of weeks, and then abandon the course. One district may mark that student as withdrawn, while another would consider that a failure. According to the definition, in the first case this course would not be included in the calculation of completion rates, while it would be included in the second.
- District student information systems, and OSPI's CEDARS, do not account for the reasons why a student may have dropped a course. So, we have no way to include the drops that speak to either student or provider performance while excluding the drops that are for non-performance-related reasons.
- One possibility is to include only those drops that occur outside of a limited window of time around the course start date. Unfortunately, the data systems do not provide enough detail to make this determination.

As a result, when discussing CEDARS data, the definition of "completion rate" must be modified to:

> The **completion rate** is the percentage of total enrollments where the student did not withdraw (or drop) from the course, and for which the student received a final grade.

Of the 50,829 online courses where CEDARS has grade history data, 92.2 percent were completed. There are several important points about this completion rate:

- Of the 16,196 online students in CEDARS, 6,474 students (40.0 percent) have not been included in this report, as they did not have reported grade history data in CEDARS. Some of these students may have dropped out of the online school program prior to reporting data, so the completion rate listed may be high.
- The completion rate is calculated by comparing the number of enrollments where the student received a grade (including Pass, No Pass, Credit, No Credit, Satisfactory, and Unsatisfactory) against the total number of enrollments. In other words, the completion rate is the percentage of enrollments where the student was not marked as having withdrawn from the course.

As a comparison, 98.3 percent of the 3,152,733 courses, statewide, for which CEDARS has grade histories, were listed as completed.

Table 22: Course completion data for 2009–10 from CEDARS.

School Name	Total Online Enrollments	Course Completed	Completion Rate
Insight School of Washington	21,909	21,892	99.9%
iQ Academy Washington	3,270	2,021	61.8%
Kaplan Academy of Washington	4,429	3,027	68.3%
Vancouver Virtual Learning Academy	1,092	1,087	99.5%
Washington Virtual Academy (Monroe)	8,763	7,857	89.7%

Individual school districts set standards for when a student is considered to have withdrawn from a course, as opposed to having failed a course. So, it can be difficult to compare rates from school to school, as each school may be using a different standard.

As a part of OSPI's ongoing monitoring role, we collect completion rate information from all approved and exempt providers. The providers are given the following definition:

> **Completion rate** is the percentage of total enrollments where the student did not drop or withdraw from the course and did receive a grade for the course. It is calculated based on the provider's Washington State enrollments for a given school year. If Washington-specific figures are not available, national statistics for the provider will be used.

Table 23: Course completion data for 2009–10, self-reported by the providers.

Provider	Course Completion Rate
Advanced Academics	80%
Apex Learning	89%
Aventa Learning*	81%
Bethel Online Learning (Bethel)	80%
Blue Ridge International Academy*	54%
Columbia Tech High (White Salmon Valley)	59%
Columbia Virtual Academy (Valley School District-led consortium)	76%
DigiPen Institute of Technology	58%
Federal Way Internet Academy*	67%
Giant Campus of Washington	59%
Insight School of Washington (Quillayute Valley)	66%
iQ Academy of Washington (Evergreen, Clark)	76%
Kaplan Academy of Washington (Stevenson-Carson)	75%
Kaplan Virtual Education	75%
Marysville Online Virtual Education (MOVE-UP)	80%
National Connections Academy	92%
Olympia Regional Learning Academy	59%
Productive Learning Online Corporation	66%
Spokane Virtual Learning*	84%
The American Academy	79%
Virtual High School	93%
WA East Valley Online (East Valley, Spokane)	88%
Washington Virtual Academy - Monroe (9–12)	69%
Washington Virtual Academy - Omak (K–8)	n/a
Washington Virtual Academy - Omak (9–12)	69%
Washington Virtual Academy - Steilacoom (K–8)	88%

** Providers marked with an asterisk have not reported 2009–10 data. Data from 2008–09 was used instead.*

OSPI's DLD also calculates a completion rate for individual online courses taken through the DLD online catalog and registration system.

Table 24: Completion rates in DLD online courses, 2009–10.

Provider	Courses taken in 2009–10 via DLD	Complete
Advanced Academics	3	67%
Apex Learning	60	100%
Aventa Learning	549	100%
Federal Way Internet Academy	205	86%
Spokane Virtual Learning	30	100%
Virtual High School	1	100%
Total	848	97%

The same standard definition for "completion rate" applies here, and so dropped courses are removed from the data set prior to calculating completion. Approximately 29 percent of total DLD course registrations were dropped. Those drops include both students who withdrew from the course prior to the start, those who dropped the course soon after starting, and those who dropped later in the term. Drops can be for a variety of reasons, and some of these drops can be for reasons unrelated to the performance of either the student or the program, such as a schedule change. When school-based online course registrars using the DLD registration system drop a student from a course, they are asked to explain why. The results are summarized below.

Table 25: Reasons for drops in DLD online courses.

Reason	Registrations	Percent
Change in school schedule or scheduling conflict	81	26%
Student was unable to manage his/her time for the course	51	17%
Student was mis-registered for this course	47	15%
Other	41	13%
Difficulty in starting and/or navigating the course	24	8%
Student didn't like this style of learning	23	7%
Student no longer enrolled at school	19	6%
Student decided to take course in brick and mortar school	13	4%
Poor grades in the course	7	2%
Insufficient access to a computer	2	<1%
Poor experience with online instructor	2	<1%
Total	**310**	

Nearly half of the responses relate to issues that could arise in either a face-to-face or online-learning environment: registration mistakes, schedule changes, or the fact that the student was no longer enrolled at the school. The other half do speak to issues that students have in completing online courses, including course difficulty, learning style issues, and technology issues, among others.

Pass Rates

Our definition of a pass rate is:

> **Pass rate** is the percentage of total completions where the student received a 70 percent or higher grade (A, B, C, or Pass) in a course. It is calculated based on the provider's Washington State enrollments for a given school year. If Washington-specific figures are not available, national statistics for the provider will be used.

When examining online schools using data from CEDARS, we have the flexibility to report data in two different ways: courses passed with a C- or better and courses passed with a D or better. This helps to account for the fact that districts often have different definitions of a "passed" course, some including D grades as passing and others not.

Of the 46,872 completed courses, 46 percent passed with a C- or better, and 59 percent passed with a D or better. Statewide, of the total of 3,097,826 completed courses reported in CEDARS, 80.6 percent passed with a C- or better and 89.9 percent passed with a D or better.

Note, too, that the pass rate calculation is based on *completed* courses, as dropped or withdrawn courses are removed from the equation.

Table 26: Pass rates for online school programs, from CEDARS.

School Name	Completed Courses	Passed with a C- or better	Passed with a D or better
Insight School of Washington	21,892	37%	52%
iQ Academy Washington	2,021	67%	77%
Kaplan Academy of Washington	3,027	30%	45%
Vancouver Virtual Learning Academy	1,087	55%	62%
Washington Virtual Academy	7,857	52%	65%

As with completion rates, OSPI collects pass rates from approved and exempt providers as a part of the ongoing provider monitoring function. The rates provided below are the percentage of total completions where the student received a 70 percent or higher grade (A, B, C, or Pass) in a course.

Table 27: Course pass rates for 2009–10, as reported by providers.

Provider	Course Pass Rate
Advanced Academics	71%
Apex Learning	86%
Aventa Learning *	71%
Bethel Online Learning	70%
Blue Ridge International Academy *	96%
Columbia Tech High	80%
Columbia Virtual Academy	99%
DigiPen Institute of Technology	86%
Federal Way Internet Academy *	67%
Giant Campus of Washington	80%
Insight School of Washington	50%
iQ Academy of Washington	79%
Kaplan Academy of Washington	54%
Kaplan Virtual Education	54%
Marysville Online Virtual Education (MOVE-UP)	65%
National Connections Academy	85%
Olympia Regional Learning Academy	59%
Productive Learning Online Corporation	97%
Spokane Virtual Learning *	70%
The American Academy	99%
Virtual High School	80%
WA East Valley Online	83%
Washington Virtual Academy - Monroe (9–12)	46%
Washington Virtual Academy - Omak (K–8)	n/a
Washington Virtual Academy - Omak (9–12)	46%
Washington Virtual Academy - Steilacoom (K–8)	80%

** Providers marked with an asterisk have not reported 2009–10 data. Data from 2008–09 was used instead.*

We also have pass rates for students enrolled in individual online courses through the DLD. Of these enrollments, 71 percent were passed with a C or better, and 76 percent were passed with a D or better.

Table 28: Online course pass rates in DLD courses.

Provider	Courses taken in 2009–10 via DLD	Complete	Passed Course with a C or Better	Passed Course with a D or Better
Advanced Academics	3	67%	100%	100%
Apex Learning	60	100%	75%	90%
Aventa Learning	549	100%	63%	74%
Federal Way Internet Academy	205	86%	76%	80%
Spokane Virtual Learning	30	100%	80%	90%
Virtual High School	1	100%	100%	100%
Total	848	97%	71%	76%

Overall, the pass rates in DLD online courses are higher than the rates generated from CEDARS, which largely measures online school program activity. There are two factors that may help to explain this:

- **Student selection:** In general, students in online school programs choose to enroll in the program, often aided by program marketing practices. Enrollment in individual online courses is generally facilitated by the local school, and, if taken as a part of a student's basic education, the course fee is paid for by the local school. This may lead to schools being selective in the students they enroll in online courses.
- **Local support:** The DLD provides extensive training to local schools to help ensure that students are supported in their online courses. The DLD requires each school to provide a local on-site support person for individual online courses. This sort of support may or may not be available for students in online school programs.

Grades

Moving beyond completion and pass rates, CEDARS provides us with a breakdown of grades earned in online courses. Again, this data includes only courses in Grades 9–12 for which we have grade history data.

Of the 46,872 completed courses, students earned the following grades as shown in Figure 13 and Table 29.

Figure 13: Grades earned, from CEDARS.

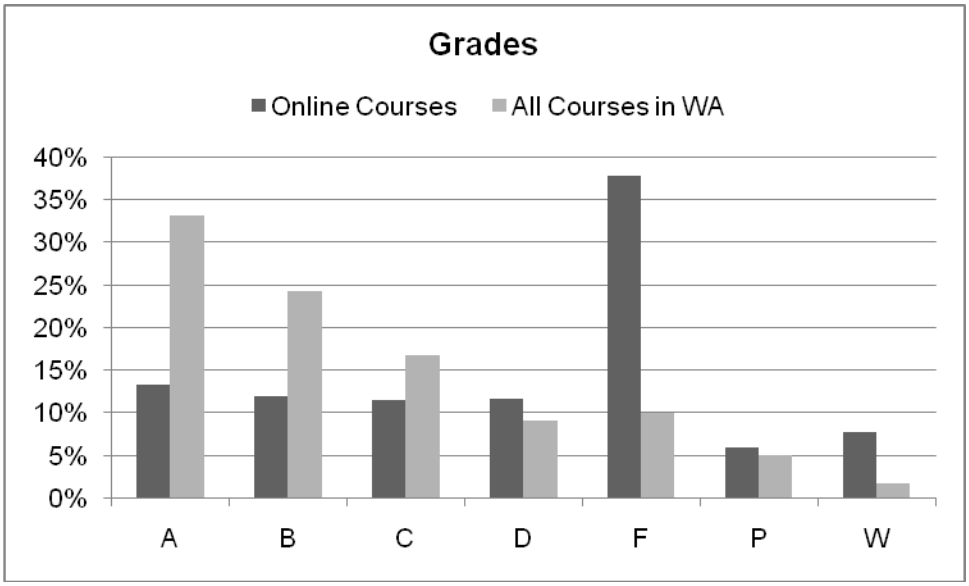


Table 29: Grades earned, from CEDARS.

Grade	Online Courses	Online Percent	All Courses	All Percent
A	6,774	13.3%	1,045,843	33.2%
B	6,104	12.0%	765,779	24.3%
C	5,859	11.5%	527,092	16.7%
D	5,906	11.6%	286,497	9.1%
F	19,248	37.9%	313,676	10.0%
P	2,981	5.9%	158,939	5.0%
W	3,957	7.8%	54,907	1.7%
Total	**50,829**		**3,152,733**	

The grading patterns shown in online courses bear almost no resemblance to the patterns for the state as a whole. This may be due to the very different nature of online learning, as compared to traditional face-to-face schooling. Some factors that may explain this are:

- Although online learning models vary from provider to provider, online courses can be more proficiency-based than traditional classroom settings. In this model, students can only move forward in their courses when they have mastered the content they have worked on to date. Students who are not able to progress in their courses, for any number of reasons, are likely to be given failing grades, and often fairly early on in the process.
- Online courses are often considered to be more rigorous than face-to-face courses. By removing many of the distractions of the traditional classroom environment, online courses can often cover more material. And, monitoring of student progress is easier in the online environment. As every student interaction and response can be monitored in an online course, online course providers and

programs often have significantly more data on students than their face-to-face counterparts, thus likely raising the bar by which student achievement is measured.

- Online learning programs can attract a very diverse student population, in terms of prior academic achievement and motivation for using online learning. Many programs specifically target students who are at-risk of dropping out, and many students come to online learning programs having had limited academic success in the past. Although programs that advertise to this population must be prepared to meet their academic needs, clearly the population being served has some effect on the overall performance.
- Online learning is not necessarily appropriate for all students, and existing online school programs may not filter out such students early enough in the admissions process. Many of the students in online school programs actively choose that learning option and, in many cases, they transferred into a new school district to access the program. But, learning online generally requires that students have good reading skills, as most of the lessons are delivered through reading texts. And, students must have the discipline to work in a non-school setting. So, some of the failures might be from students who were not well suited to online learning.

STUDENT/TEACHER RATIOS

As a part of OSPI's ongoing monitoring role, we collect student/teacher ratio information from all approved and exempt providers.

Table 30: Student/teacher ratios, as reported by the providers.

Provider	Teacher-to-Student Ratio
Advanced Academics	1:16
Apex Learning	1:59.8
Aventa Learning	1:28
Bethel Online Learning	1:30
Blue Ridge International Academy *	1:7
Columbia Tech High	1:2.4
Columbia Virtual Academy	1:35.5
DigiPen Institute of Technology	1:9
Federal Way Internet Academy *	1:37
Giant Campus of Washington	1:2.4
Insight School of Washington	1:53
iQ Academy of Washington	1:36.0
Kaplan Academy of Washington	1:27
Kaplan Virtual Education	1:27
Marysville Online Virtual Education (MOVE-UP)	1:16
National Connections Academy	1:35

(Continued on next page)

Table 30 (continued)

Student/teacher ratios, as reported by the providers.

Provider	Teacher-to-Student Ratio
Olympia Regional Learning Academy	1:11
Productive Learning Online Corporation	1:18
Spokane Virtual Learning *	1:21.2
The American Academy	1:31
Virtual High School	1:17
WA East Valley Online	1:35
Washington Virtual Academy - Monroe (9–12)	1:9
Washington Virtual Academy - Omak (K–8)	1:31
Washington Virtual Academy - Omak (9–12)	n/a
Washington Virtual Academy - Steilacoom (K–8)	1:39

** Providers marked with an asterisk have not reported 2009–10 data. Data from 2008–09 was used instead.*

IV. RECOMMENDATIONS

The following recommendations are offered by OSPI in an effort to strengthen online programs and the data collected regarding this growing format for K–12 education:

1. Improve data quality for online courses and programs:
   a. School districts should ensure that all online courses are designated as such when reported to CEDARS. As it stands, we cannot draw firm conclusions about schools offering supplemental online courses—that is, individual online courses that are offered to students who are primarily in the face-to-face environment. Such courses are usually not taken under auspices of an online school program. School districts should ensure that the online course designation is applied to all online courses, and not to other computer-aided courses that do not meet the "online" definition.
   b. School districts should ensure that course history data is entered into CEDARS for all students. As it stands, many online students lack grade history information in CEDARS.
   c. OSPI should consider collecting grade history data for students in Grades K–8. Currently, only students in high school have grade history data, making it impossible to analyze student achievement in online schools that serve students in Grades K–8.
   d. School districts should adopt a single standard for determining when a course is considered "failed," as opposed to "withdrawn." Currently, it is unclear if all online school programs are marking students in a similar manner, as some programs seem to have a very high completion rate (i.e., few students are withdrawn), and others have a high failure rate (i.e., few students are passed).

e. OSPI should compare data from various sources, and provide feedback on data quality to school districts with online programs.

2. As data quality improves, OSPI should consider incorporating outcome measurements into the multidistrict online provider approval process. Clearly, given the data quality issues highlighted in this report, it is premature to add data-driven measurements. But, the time will soon come when data can, in a comprehensive way, help evaluate program effectiveness. With solid data as a foundation, we should ensure that only effective programs operate in the state.
3. Increase the participation of students in online programs in statewide assessments by facilitating the coordination of assessment administrations in students' resident districts. Online school programs, too, have a role to play in ensuring that online students participate in the state assessments.
4. Online school programs should move to address the student achievement issues that appear to be present based on an examination of the grade history and assessment data. Areas of consideration include student recruitment, retention, and support.

V. CONCLUSION

As the field of online learning continues to develop in Washington, this report highlights a number of themes:

- The OSPI multidistrict online provider approval process is now in place, helping to provide an extra measure of accountability for online providers who are serving students from across the state. OSPI conducted two approval cycles during 2010, with an additional cycle in spring 2011 to meet the demand of the new funding restrictions.
- For a variety of reasons, the data around online students and student achievement is not yet to the point where we can make definitive statements about program quality. But, with increased participation on the part of districts, as well as the implementation of the recommendations in this report, the data quality should improve over time.
- Even with the data quality issues outlined in this report, there do appear to be some concerns about student achievement in online schools. The completion and passing rates for online schools are below the state average, and the grade distribution is significantly different for students in online schools as compared to the state as a whole.
- One of the primary concerns with the state assessment is the low participation rates for students in online school programs. Even when adjusting for this, online schools seem to lag behind the state averages in the important fields of mathematics and science.

APPENDIX A: LIST OF ONLINE SCHOOL PROGRAMS

This list was compiled by OSPI staff. It includes both approved providers and exempt providers, and it is not comprehensive, as programs frequently change.

District	Online School Program
Bethel	Bethel Online Academy
Castle Rock	Productive Learning Online
Central Kitsap	CK Online Academy
Centralia and Chehalis	Twin Cities Virtual Academy
Cle Elum / Roslyn	Swiftwater Learning Center
East Valley (Spokane)	Washington Academy of Arts & Technology and EV Online Learning
Edmonds	Edmonds eLearning Program
Everett	OnlineHS
Evergreen (Clark)	Evergreen Ignite
Evergreen (Clark)	No Thunder Left Behind
Evergreen (Clark)	TWOLF Academy
Evergreen (Clark)	Union Liberal Arts Academy
Evergreen (Clark)	iQ Academy Washington
Federal Way	Federal Way Internet Academy
Franklin Pierce	iSchool@FP
Granite Falls	Granite Falls SD Online Academy
Kennewick	Off-Campus Learning
Kent	Kent Virtual High School
Kittitas	Productive Learning Online
Longview	On Track Virtual Academy
Marysville	MOVE UP
Monroe	Washington Virtual Academy (9–12)
Olympia	Olympia Regional Learning Academy (iConnect)
Omak	Washington Virtual Academy (K–12)
Onalaska	Onalaska Virtual School
Puyallup	Puyallup Online Academy
Quillayute Valley	Insight School of Washington
Renton	Renton Virtual High School
Selah	Selah Online
Snoqualmie Valley	Snoqualmie Valley Virtual Academy
South Kitsap	Explorer Academy
Spokane	Spokane Virtual Learning
Steilacoom Historical	Washington Virtual Academy (K–8)
Stevenson-Carson	Kaplan Academy of Washington
Valley + multidistrict consortium	Columbia Virtual Academy

District	Online School Program
Vancouver	Vancouver Virtual Learning Academy
Walla Walla	Walla Walla / Greenways
Wenatchee	Wenatchee Internet Academy
White River	White River Online Learning
White Salmon Valley	Columbia Tech High
Yakima	Yakima Online!

APPENDIX B: ONLINE SCHOOL PROGRAM WEB SITES

This list was compiled by OSPI staff. It includes both approved providers and exempt providers, and it is not comprehensive, as programs frequently change.

Online School Program	Web site
Bethel Online Academy	http://boa.bethelsd.org/
Productive Learning Online	http://www.gotoschoolonline.org/
CK Online Academy	http://onlineacademy.cksd.wednet.edu/
Twin Cities Virtual Academy	http://www.highschoolontheweb.com/twincities/
Swiftwater Learning Center	https://www.cleelum.wednet.edu/Swiftwater/default.aspx
Washington Academy of Arts & Technology and EV Online Learning	http://www.evonlinelearning.org/evonlinelearning/site/default.asp
Edmonds eLearning Program	http://departments.edmonds.wednet.edu/elearning/
OnlineHS	http://www.onlinehs.net/
Evergreen Ignite	http://schools.evergreenps.org/ignite/site/default.asp
No Thunder Left Behind	http://schools.evergreenps.org/ntlb/
TWOLF Academy	http://schools.evergreenps.org/twolf/site/default.asp
Union Liberal Arts Academy	http://schools.evergreenps.org/ulaa/site/default.asp
iQ Academy Washington	http://iqacademywa.net
Federal Way Internet Academy	http://iacademy.org/
iSchool@FP	http://www.fp.k12.wa.us/Section.aspx?SectionID=50&ContentID=705
Off-Campus Learning	http://www.ksd.org/schools/secondary/LegacyHigh/Related%20Resources/Off-Campus%20Brochure.pdf
Kent Virtual High School	http://www.washingtononlineschool.com/kent.html
Productive Learning Online	http://www.gotoschoolonline.org/
On Track Virtual Academy	http://www.longview.k12.wa.us/ontrack/virtualAcad.html
MOVE UP	http://www.iwanttograduate.com/
Washington Virtual Academy (9–12)	http://www.k12.com/wava/
Olympia Regional Learning Academy (iConnect)	http://orla.osd.wednet.edu/iconnect
Washington Virtual Academy (K–12)	http://www.k12.com/wava/
Onalaska Virtual School	http://www.ov-school.com
Puyallup Online Academy	http://www.washingtononlineschool.com/puyallup.html
Insight School of Washington	http://www.insightwa.net
Renton Virtual High School	http://www.washingtononlineschool.com/renton.html
Selah Online	http://www.washingtononlineschool.com/selah.html
Snoqualmie Valley Virtual Academy	http://www.svsd410.org/schools/svva/index.asp
Explorer Academy	http://www.washingtononlineschool.com/explorer.html
Spokane Virtual Learning	http://www.spokaneschools.org/onlinelearning/

Online School Program	Web site
Washington Virtual Academy (K–8)	http://www.k12.com/wava/
Kaplan Academy of Washington	http://kaplanacademywa.com
Columbia Virtual Academy	http://www.columbiavirtualacademy.org/
Vancouver Virtual Learning Academy	http://www.highschoolontheweb.com/vancouver/
Walla Walla / Greenways	http://greenwaysacademy.com/washington/
Wenatchee Internet Academy	http://wia.wsd.wednet.edu/
White River Online Learning	http://wrap.whiteriver.wednet.edu/online__distance_learning/
Columbia Tech High	http://giantcampuswa.com/
Yakima Online!	http://www.washingtononlineschool.com/yakima.html

APPENDIX C: ENROLLMENT IN INTERNET ALE PROGRAMS

As reported in the Internet ALE program report.

School District	Annual Average Headcount	Annual Average FTE
Castle Rock	34.3	30.5
Central Kitsap	9.8	8.9
Centralia	25.3	13.8
Chehalis	21.8	12.8
Chewelah	27.1	27.1
Cle Elum-Roslyn	2.8	2.8
Clover Park	3.9	3.7
Coulee-Hartline	1.0	0.1
Everett	231.1	63.5
Evergreen (Clark)	520.3	414.3
Federal Way	485.9	300.7
Ferndale	3.3	0.6
Franklin Pierce	56.1	35.5
Hood Canal	3.8	3.8
Kennewick	89.7	69.5
Kent	81.9	66.8
Kittitas	83.6	77.3
Lake Stevens	153.4	122.9
Longview	30.2	25.7
Marysville	141.9	135.8
Meridian	11.6	6.8
Monroe	761.1	649.6
Morton	8.6	5.4
Newport	28.9	20.0
Olympia	47.7	32.5
Omak	102.8	88.1
Orcas Island	6.9	5.2
Peninsula	125.2	16.7
Puyallup	50.3	50.3
Quillayute Valley	2,496.9	2,098.6
San Juan Island	38.1	13.6
Selah	26.6	19.0
Shelton	2.3	2.3
Shoreline	4.0	1.0
Snohomish	28.3	10.2
South Kitsap	27.9	11.5
Spokane	199.1	52.0

School District	Annual Average Headcount	Annual Average FTE
Stanwood-Camano	44.3	13.9
Steilacoom Hist.	2,828.9	2,507.7
Stevenson-Carson	358.6	358.2
Toledo	39.7	37.2
Tumwater	11.3	6.6
Vancouver	99.8	87.6
Walla Walla	56.0	22.9
Wenatchee	113.8	22.8
White River	23.9	23.6
White Salmon Valley	12.0	2.5
Yakima	123.0	116.5
Total	**9,684.5**	**7,698.3**

APPENDIX D: RESIDENT DISTRICT FOR STUDENTS TRANSFERRING INTO ONLINE SCHOOL PROGRAMS

As reported in the Internet ALE program report.

School District	Annual Average Headcount	Annual Average FTE
Aberdeen	20.6	16.1
Adna	5.1	4.8
Anacortes	12.7	12.0
Arlington	53.2	45.6
Asotin-Anatone	2.8	2.8
Auburn	81.0	68.1
Bainbridge Island	12.0	11.4
Battle Ground	67.9	60.1
Bellevue	108.7	98.4
Bellingham	79.9	66.6
Bethel	78.0	69.1
Blaine	22.6	19.3
Boistfort	5.9	5.1
Bremerton	57.8	49.4
Brewster	8.2	7.7
Bridgeport	1.2	1.1
Brinnon	1.0	0.4
Burlington-Edison	29.0	24.3
Camas	25.7	22.4
Cape Flattery	2.1	1.6
Cascade	18.3	14.0
Cashmere	4.3	3.8
Castle Rock	17.1	604.2
Central Kitsap	59.4	51.6
Central Valley	40.8	34.0
Centralia	29.6	25.2
Chehalis	19.2	17.5
Cheney	16.0	14.5
Chewelah	3.7	3.5
Chimacum	9.4	8.2
Clarkston	6.1	4.4
Cle Elum-Roslyn	25.8	23.5
Clover Park	123.4	107.6
Colfax	4.8	3.7
College Place	7.8	6.1
Columbia (Stevens)	1.0	1.0

School District	Annual Average Headcount	Annual Average FTE
Columbia (Walla Walla)	2.9	2.3
Colville	14.6	13.2
Concrete	7.0	6.8
Conway	2.6	1.7
Coulee-Hartline	2.0	2.0
Coupeville	5.1	3.7
Crescent	8.2	3.5
Creston	2.7	1.9
Curlew	1.0	1.0
Cusick	1.0	0.5
Darrington	2.3	1.7
Davenport	8.9	8.0
Dayton	4.7	3.6
Deer Park	9.3	9.0
Dieringer	8.0	7.4
East Valley (Spokane)	11.0	9.9
East Valley (Yakima)	17.1	15.2
Eastmont	13.8	13.2
Easton	1.3	1.3
Eatonville	42.6	38.5
Edmonds	113.1	93.7
Ellensburg	27.6	25.1
Elma	14.0	11.2
Entiat	4.7	4.4
Enumclaw	46.9	41.9
Ephrata	17.0	16.2
Everett	142.8	123.5
Evergreen (Clark)	92.3	78.8
Evergreen (Stevens)	2.0	2.0
Federal Way	111.2	94.6
Ferndale	27.8	23.5
Fife	28.1	26.2
Finley	2.5	2.4
Franklin Pierce	54.3	47.3
Freeman	1.0	1.0
Garfield	1.0	1.0
Glenwood	1.0	0.4
Goldendale	16.1	14.6
Grand Coulee Dam	6.0	4.4
Grandview	11.6	8.2

School District	Annual Average Headcount	Annual Average FTE
Granger	3.4	3.0
Granite Falls	23.1	18.1
Griffin	10.7	9.9
Harrington	2.0	2.0
Highland	13.4	11.5
Highline	107.0	87.8
Hockinson	10.4	10.0
Hood Canal	3.0	3.0
Hoquiam	11.6	8.1
Inchelium	1.7	1.7
Issaquah	62.2	53.8
Kalama	9.6	8.2
Kelso	39.7	36.0
Kennewick	73.1	66.0
Kent	145.9	125.3
Kettle Falls	5.7	4.6
Kiona-Benton City	12.2	10.5
Kittitas	4.1	3.1
Klickitat	4.4	3.2
La Center	8.8	8.6
La Conner	2.2	1.2
Lake Chelan	5.1	5.1
Lake Quinault	3.9	3.5
Lake Stevens	55.6	47.1
Lake Washington	102.4	85.6
Lakewood	18.6	16.0
Liberty	8.7	8.0
Lind	2.6	2.1
Longview	45.4	40.0
Lopez	11.9	4.9
Lyle	3.0	3.0
Lynden	16.2	13.9
Mabton	2.8	2.0
Mansfield	1.0	1.0
Manson	3.7	3.3
Mary Walker	4.9	3.7
Marysville	91.9	81.0
McCleary	10.6	9.5
Mead	21.1	20.0
Medical Lake	10.8	9.0

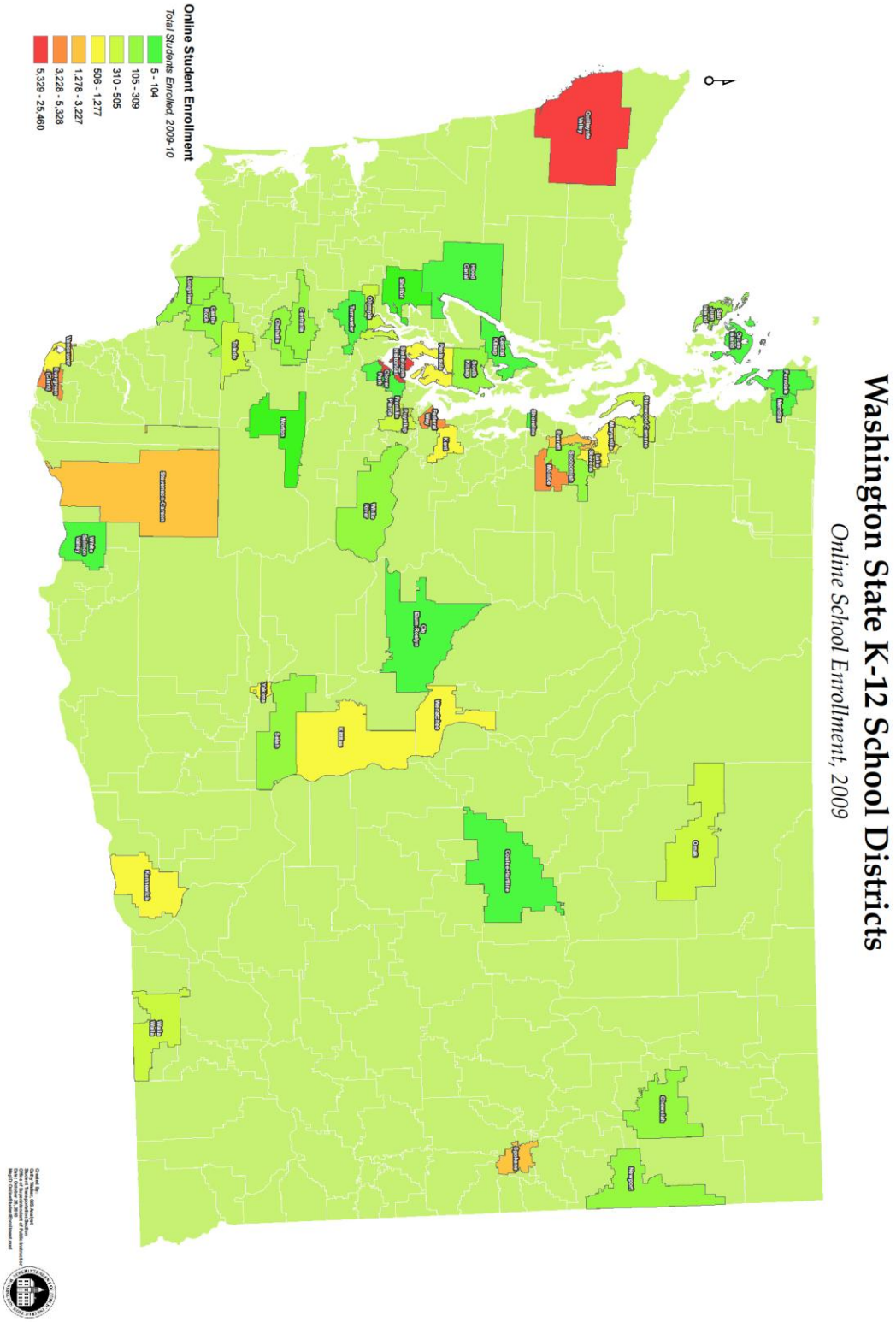
School District	Annual Average Headcount	Annual Average FTE
Mercer Island	4.3	4.0
Meridian	8.6	7.0
Methow Valley	4.0	2.1
Monroe	29.1	23.7
Montesano	10.4	9.1
Morton	3.0	1.7
Moses Lake	60.3	54.2
Mossyrock	2.3	1.7
Mount Adams	1.4	1.4
Mount Baker	6.6	6.2
Mount Vernon	30.4	28.3
Mukilteo	71.1	63.1
Naches Valley	9.0	7.9
Napavine	3.4	2.8
Naselle-Grays River Valley	1.0	0.9
Nespelem	1.0	1.0
Newport	4.0	3.8
Nine Mile Falls	6.2	3.8
Nooksack Valley	12.7	12.4
North Beach	7.2	6.1
North Franklin	3.4	3.2
North Kitsap	61.7	54.3
North Mason	13.6	11.0
North Thurston	117.6	102.4
Northshore	78.0	71.8
Oak Harbor	57.6	50.4
Oakesdale	1.0	1.0
Oakville	3.1	2.7
Ocean Beach	7.7	7.2
Ocosta	8.4	8.0
Odessa	21.3	20.1
Okanogan	11.8	10.3
Olympia	66.6	58.0
Omak	2.2	2.2
Onalaska	5.8	4.8
Onion Creek	1.0	1.0
Orcas Island	5.1	4.1
Oroville	5.7	4.2
Orting	25.8	21.6
Othello	8.6	7.4

School District	Annual Average Headcount	Annual Average FTE
Pasco	67.9	58.1
Pateros	4.2	2.4
Pe Ell	1.9	1.9
Peninsula	94.7	76.7
Pioneer	18.1	16.1
Pomeroy	4.1	3.6
Port Angeles	40.1	33.3
Port Townsend	8.6	7.3
Prosser	17.0	15.1
Pullman	14.0	10.3
Puyallup	156.6	133.9
Queets-Clearwater	3.0	1.4
Quilcene	2.9	2.0
Quillayute Valley	5.2	4.9
Quincy	12.8	9.0
Rainier	10.2	7.9
Reardan-Edwall	4.0	3.7
Renton	91.9	77.6
Renton Technical College	1.0	0.8
Republic	1.0	1.0
Richland	46.2	41.0
Ridgefield	25.8	22.3
Ritzville	2.2	2.2
Riverside	6.9	6.0
Riverview	27.3	19.7
Rochester	23.6	20.0
Rosalia	6.0	5.9
Royal	8.7	7.9
San Juan Island	4.7	4.6
Seattle	231.4	190.3
Sedro-Woolley	28.2	26.8
Selah	20.6	16.5
Selkirk	7.8	7.8
Sequim	29.7	27.2
Shaw Island	1.0	1.0
Shelton	44.9	40.6
Shoreline	51.2	44.3
Skykomish	1.0	0.9
Snohomish	32.6	28.7
Snoqualmie Valley	51.2	42.1

School District	Annual Average Headcount	Annual Average FTE
Soap Lake	1.4	1.4
South Bend	1.0	1.0
South Kitsap	99.2	87.5
South Whidbey	24.9	19.1
Southside	1.0	0.9
Spokane	123.9	108.7
Sprague	1.0	1.0
St. John	1.4	0.9
Stanwood-Camano	33.8	31.4
Steilacoom Hist.	27.2	19.7
Stevenson-Carson	6.7	4.3
Sultan	14.3	12.0
Summit Valley	1.3	1.3
Sumner	75.8	67.2
Sunnyside	8.8	7.8
Tacoma	336.0	282.9
Taholah	1.0	0.9
Tahoma	78.1	65.4
Tenino	13.3	11.5
Thorp	1.9	1.9
Toledo	2.7	2.7
Tonasket	2.4	2.0
Toppenish	2.9	2.3
Touchet	1.0	1.0
Toutle Lake	3.1	3.1
Trout Lake	1.0	0.9
Tukwila	28.2	23.1
Tumwater	35.0	29.4
University Place	57.0	49.9
Valley	5.1	4.5
Vancouver	87.6	75.3
Vashon Island	14.2	13.4
Wahkiakum	2.8	2.3
Wahluke	10.7	9.6
Waitsburg	1.2	1.2
Walla Walla	18.1	15.7
Wapato	9.4	7.0
Warden	5.3	4.8
Washougal	22.0	20.2
Waterville	3.3	2.9

School District	Annual Average Headcount	Annual Average FTE
Wellpinit	1.0	1.0
Wenatchee	37.3	30.6
West Valley (Spokane)	8.3	7.3
West Valley (Yakima)	46.3	36.0
White Pass	8.8	7.7
White River	31.2	26.4
White Salmon Valley	5.6	4.7
Wilbur	1.0	0.9
Willapa Valley	2.1	1.8
Wilson Creek	25.0	23.0
Winlock	3.2	3.2
Wishkah Valley	2.0	0.7
Woodland	14.8	13.9
Yakima	47.2	37.1
Yelm	53.9	50.8
Zillah	5.2	4.8
Total	**6,373.3**	**6,065.7**

APPENDIX E: MAP OF DISTRICTS OPERATING ONLINE SCHOOL PROGRAMS



APPENDIX F: ASSESSMENT RESULTS BY SCHOOL

READING

10th Grade Reading HSPE

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	28	31.7%	46.4%
Insight School of Washington	269	59.2%	84.4%
Internet Academy	17	28.8%	82.4%
iQ Academy Washington	37	51.7%	83.8%
Kaplan Academy of Washington	33	65.8%	75.8%
Vancouver Virtual Learning Academy	17	36.7%	64.7%
WAVA (Monroe)	172	62.2%	82.6%
WAVA (Omak)	14	35.7%	71.4%
State	73,329	78.9%	81.5%

8th Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	10	63.6%	70.0%
Internet Academy	15	41.7%	66.7%
iQ Academy Washington	21	34.8%	76.2%
Kaplan Academy of Washington	34	59.0%	67.6%
Productive Learning (Kittitas)	12	50.0%	58.3%
WAVA (Steilacoom)	280	48.1%	59.6%
State	74,725	69.4%	70.2%

7th Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	11	50.0%	54.5%
Internet Academy	11	44.4%	72.7%
iQ Academy Washington	17	34.3%	70.6%
Kaplan Academy of Washington	22	56.0%	63.6%
Productive Learning (Kittitas)	13	46.7%	53.8%
WAVA (Steilacoom)	229	51.2%	62.9%
State	75,528	63.4%	64.0%

6th Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
iQ Academy Washington	10	33.3%	70.0%
Washington Virtual Academy	212	50.8%	59.4%
State	75,925	64.6%	65.1%

5th Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	13	64.3%	69.2%
WAVA (Steilacoom)	169	52.1%	59.8%
State	76,447	69.6%	70.2%

4th Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	10	36.4%	40.0%
WAVA (Steilacoom)	154	62.4%	68.8%
State	76,498	67.2%	67.7%

3rd Grade Reading MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
WAVA (Steilacoom)	128	61.6%	70.3%
State	75,931	72.1%	72.7%

MATHEMATICS

10th Grade Math HSPE

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	26	7.1%	11.5%
Insight School of Washington	252	17.6%	27.0%
Internet Academy	17	2.0%	5.9%
iQ Academy Washington	34	12.1%	23.5%
Kaplan Academy of Washington	29	15.9%	20.7%
Vancouver Virtual Learning Academy	21	16.7%	23.8%
WAVA (Monroe)	168	23.6%	31.5%
WAVA (Omak)	11	11.5%	27.3%
State	72,993	41.7%	43.5%

8th Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	10	18.2%	20.0%
Internet Academy	14	12.5%	21.4%
iQ Academy Washington	22	14.9%	31.8%
Kaplan Academy of Washington	30	25.6%	33.3%
Productive Learning (Kittitas)	12	7.1%	8.3%
WAVA (Steilacoom)	281	21.0%	26.0%
State	74,759	51.6%	52.2%

7th Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	11	25.0%	27.3%
Internet Academy	11	33.3%	54.5%
iQ Academy Washington	17	20.6%	41.2%
Kaplan Academy of Washington	22	28.0%	31.8%
Productive Learning (Kittitas)	13	26.7%	30.8%
WAVA (Steilacoom)	229	37.7%	46.3%
State	75,540	55.3%	55.9%

6th Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
iQ Academy Washington	10	19.0%	40.0%
WAVA (Steilacoom)	213	37.9%	44.1%
State	76,036	51.9%	52.3%

5th Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	13	28.60%	30.80%
WAVA (Steilacoom)	170	30.40%	34.70%
State	76,523	53.60%	54.00%

4th Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	10	27.3%	30.0%
WAVA (Steilacoom)	155	27.6%	30.3%
State	76,559	53.7%	54.0%

3rd Grade Math MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
WAVA (Steilacoom)	127	40.4%	46.5%
State	76,021	61.8%	62.2%

WRITING

10th Grade Writing HSPE

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	28	56.1%	82.1%
Insight School of Washington	247	62.1%	89.9%
Internet Academy	15	31.4%	100.0%
iQ Academy Washington	36	50.0%	80.6%
Kaplan Academy of Washington	31	71.1%	83.9%
Vancouver Virtual Learning Academy	13	40.0%	92.3%
WAVA (Monroe)	170	69.3%	92.9%
WAVA (Omak)	14	50.0%	92.9%
State	71,439	86.0%	90.1%

7th Grade writing MSP

Program	Students Tested	Met Standard	Met Standard Excluding No Score)
Bethel Online Academy	11	50.0%	54.5%
Internet Academy	9	n/a	n/a
iQ Academy Washington	15	14.3%	33.3%
Kaplan Academy of Washington	21	44.0%	52.4%
Productive Learning (Kittitas)	11	20.0%	27.3%
WAVA (Steilacoom)	218	38.4%	49.5%
State	74,440	70.3%	71.9%

4th Grade Writing MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	9	n/a	n/a
WAVA (Steilacoom)	138	31.2%	38.4%
State	75,091	61.1%	62.6%

SCIENCE

10th Grade Science HSPE

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	24	9.5%	16.7%
Insight School of Washington	222	17.7%	37.4%
Internet Academy	20	8.2%	20.0%
iQ Academy Washington	34	21.2%	41.2%
Kaplan Academy of Washington	28	19.4%	32.1%
Vancouver Virtual Learning Academy	15	10.3%	20.0%

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
WAVA (Monroe)	168	33.3%	44.6%
WAVA (Omak)	10	7.7%	20.0%
State	69,953	44.8%	48.4%

8th Grade Science MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Bethel Online Academy	10	36.4%	40.0%
Internet Academy	14	20.0%	35.7%
iQ Academy Washington	24	22.9%	45.8%
Kaplan Academy of Washington	33	41.0%	48.5%
Productive Learning (Kittitas)	12	28.6%	33.3%
WAVA (Steilacoom)	278	34.3%	42.8%
State	74,647	54.5%	55.2%

5th Grade Science MSP

Program	Students Tested	Met Standard	Met Standard (Excluding No Score)
Productive Learning (Kittitas)	13	21.4%	23.1%
WAVA (Steilacoom)	166	16.0%	18.7%
State	76,391	34.0%	34.3%

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