Review of 2008–09 Online Courses and Programs

Report to the Legislature

Randy I. Dorn
State Superintendent of
Public Instruction

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Prepared by:
Karl Nelson, Assistant Director, Digital Learning Department

Digital Learning Department
Office of Superintendent of Public Instruction
Judy Margrath-Huge, Director

Randy I. Dorn
Superintendent of Public Instruction

Ken Kanikeberg
Chief of Staff

Alan Burke, Ed.D.
Deputy Superintendent, K–12 Education

Martin T. Mueller
Assistant Superintendent, Student Support

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Table of Contents

Executive Summary 1
Introduction 4
Process 5
- Definitions 5
- Categories of Courses and Programs 5
- Scope 7
- Data Sources 7
- Limitations 9
- Acknowledgments 10

Background and Demographics 11
- Total Students in Online Courses 11
- Programs and Providers 11
- Types of Courses 16
- Student Demographics 21
- Student Motivations 23
- Previous Enrollment 24

Financial 25
- Interdistrict Transfers 25
- Percentage of Total District Population in Online School Programs 27
- Financial Impacts 27
- Alternative Learning Experiences 32
- Transfers 32
- Fiscal Impact on School District Levy Bases and Levy Equalization 32
- Contract Terms 35
- Course Funding 37

Oversight 39
- Program Administration 39
- Content Creation 39
- Washington Certificated Teachers 39
- WASL Administration 39
- Teacher Employment 45

Student Achievement 46
- Course Completion Rate 46
- Pass Rate 47
- Program Completion and Retention 48
- WASL Results 50

Student Support 54
- Enrollment 54
- Computing Resources 55
- Scheduling 56
- In-person Support 57

Full-time or Part-time Programs..... 57
Special Education..... 57
Student-to-Teacher Ratios 58
Extracurricular Activities 60
Conclusion 61

Executive Summary

Approximately 15,800 students took an online course in the 2008–09 school year. This includes students taking individual online courses, as well as students enrolled in part- or full-time online school programs. This report covers the 33 online school programs that operated during 2008–09, as well as the individual courses offered by the Digital Learning Commons and by a number of other online course providers.

Headcounts, Full-Time Equivalent, and Enrollments

- Online school programs in 26 districts reported 13,130 students and 9,445.4 full-time equivalents (FTE). These students enrolled in 50,920 individual courses (one student in one course for one term). See page 11 for more details.
- The Digital Learning Commons (DLC) served 998 students from 67 districts. These students enrolled in 1,805 individual courses.
- A survey of Washington school districts (39.6 percent of districts responding) found that 29 districts offered students online courses during the 2008–09 school year, and that those districts served 1,677 students.

Demographics

- Seventy-three percent of online school program students were in high school, with middle and elementary students accounting for 14 percent and 13 percent, respectively. See page 20.
- Female students were significantly over-represented in online school programs (55.2 percent), as compared to the state as a whole (48.5 percent). See page 21.
- Hispanics were under-represented with 6 percent of the online school program population as compared to 15.3 percent of all students in the state. Whites were over-represented in online school programs with 77.3 percent of this population, as compared to 64.8 percent of all students in the state. See page 21.

Interdistrict Transfers

When a student lives outside the geographic boundaries of an online school program's district, the student may transfer into the program using the "choice" transfer provisions described in RCW 28A.225.220.

- Nineteen districts gained students, with a total of 7,122 FTE entering those districts. Of those, seven districts gained more than 100 FTE. Those seven districts combined for 6,891.1 FTE, or 97 percent of the total transfers. See page 25.
- Of the 295 districts in the state, 248 lost students, for a total of 6,606 FTE. Seventeen districts lost more than 100 FTE. See page 25.
- Ninety-eight districts had more than 1 percent of their 2007–08 student population enroll in another district's online school program in 2008–09. Of these, 26 districts had more than 2 percent, and eight districts had more than 5 percent. See page 26.
- Five districts had more than 5 percent of their total student headcount enrolled in an online school program. See page 27.

Contracting with Third-Party Providers

Some districts contract with private or nonprofit organizations to operate part or all of their online school programs.

- Of the 21 programs that contracted with a third-party provider (for-profit or nonprofit), in 14 cases the program's principal/director was employed by the district. The remaining eight principals were employed by the third-party provider. See page 39.
- Of the 30 programs for which we have data, just over half, or 16 programs, outsourced content creation to a third-party provider. Nine providers indicated that the content was created in-district and five providers used a mix of district-created and purchased content. See page 39.

Student Achievement

As the course completion rates, course pass rates, program completion rates, and the Washington Assessment of Student Learning (WASL) scores show, some programs outcomes open up many questions about student achievement.

- Across all online school programs, 84 percent of course enrollments were completed. A completed course is one where the student did not withdraw or drop the course and did receive a final grade. See page 46.
- By defining "passing" as the number of completed enrollments where the student earned an A, B, C, or P in the course, online school programs reported a 50.3 percent pass rate. If the "D" grade is added to the passing category, the pass rate rises to 60.7 percent. See page 47.
- Students in online school programs seem to have taken the WASL at lower rates than students in traditional schools. Across the six programs for which we have data, tests were completed 64.4 percent of the time, compared to 97.9 percent across the entire state. See page 39.
- Across all grades and subjects tested, none of the online school programs reporting WASL scores met the state average for students meeting standard. Most programs had passing rates that were significantly below the state average. See page 50.

Financial Impacts

For the 2008–09 school year, districts operating large online learning programs saw significant financial impacts resulting from these programs, both positively and negatively.

- Eight out of ten districts submitting financial data saw basic education costs for the online program exceed basic education revenue.
- Adding in I-728 revenue generated by enrollment increases from the online program improved the financial picture somewhat, but half the districts still saw greater costs than revenue.
- On average, online programs are staffed with slightly fewer certificated teachers per student than the overall state teacher-to-student ratio.
- Nonemployee related costs (NERC) for online programs are very difficult to assess since most large programs operate under contract with a private provider. Those districts

operating the programs themselves estimate that NERC is generally higher for online programs than traditional programs.

- Districts report that facility requirements for online programs are minimal.
- Those districts seeing significant increases in district enrollment because of the online program experience also see significant increases in potential levy revenue, and may also see increases in state local effort assistance (LEA) funding. Realizing this potential depends on the district's actual voter-approved levy authority compared to the increases in the levy base resulting from the increased enrollment.
- Districts that experience decreases in enrollment because resident students enroll in online programs operated by other districts see potential declines in levy authority and may see declines in state LEA funding.

Introduction

Online courses and programs are now a widespread feature of the education landscape in Washington State. Nearly 16,000 students—1.6 percent of the student population—took an online course during 2008–09. Some took just a single course while others enrolled full-time in online schools.

The 2009 Washington State Legislature, in Substitute Senate Bill (SSB) 5410, indicated its support of online learning, finding that it "provides tremendous opportunities for students to access curriculum, courses, and a unique learning environment that might not otherwise be available." SSB 5410 laid out an agenda to begin to ensure that students receive quality online education and that the state's money is well spent by districts offering online programs. An important initial step is a full understanding of the ways online learning has been used in Washington.

To this end, SSB 5410 calls for a "review of online courses and programs offered to students during the 2008–09 school year to create a baseline of information about part-time, full-time, and interdistrict student enrollment; how courses and programs are offered and overseen; contract terms and funding arrangements; the fiscal impact on school district levy bases and levy equalization from interdistrict student enrollment; student-to-teacher ratios; course and program completion and success rates; student retention and dropout rates; and how issues such as student assessment, special education, and teacher certification are addressed." The review was also to include "the level of funding provided for online course and program enrollment relative to the basic education general allocation, particularly for alternative learning experience programs. The assessment shall include but not be limited to a comparison of staffing ratios and costs, nonemployee-related costs, and facility requirements; and an analysis of the appropriate share of per-student allocations between resident districts and serving districts given the requirements for monthly progress reviews and direct personal contact."

In keeping with the requirements of SSB 5410, this review focuses solely on online courses and programs offered during the 2008–09 school year. It does not include other types of independent or distance learning options offered to students by public school districts. These other options are authorized under legislation passed by the 2005 Washington State Legislature and are codified as RCW 28A.150.262 and by WAC 392-121-182—Alternative Learning Experiences. Based on annual reporting required by this law, in 2008–09 there were approximately 270 such programs (serving approximately 16,500 student FTE) that are not primarily online in nature. Notable examples include Monroe School District's Sky Valley Education Center, Battle Ground School District's Homelink offerings, and Valley School District's Columbia Virtual Academy, which operates in several Washington school districts.

Process

The information presented in this report was gathered from multiple sources. This report draws on a number of existing sources, including a variety of Office of Superintendent of Public Instruction (OSPI) data. But the bulk of the information presented here is drawn from data and surveys submitted by online school programs and school districts in Washington. Specific sources are discussed in the Data Sources section below.

Definitions

For the purposes of this report, an "**online course**" is defined in the same manner as the legislature defined it in SSB 5410:

> "Online course" means a course that:
> (i) Is delivered primarily electronically using the internet or other computer-based methods; and
> (ii) Is taught by a teacher primarily from a remote location. Students enrolled in an online course may have access to the teacher synchronously, asynchronously, or both.

This report will also use the definition of "**online school program**" as laid out in SSB 5410:

> "Online school program" means a school program that:
> (i) Is delivered primarily electronically using the internet or other computer-based methods;
> (ii) Is taught by a teacher primarily from a remote location. Students enrolled in an online program may have access to the teacher synchronously, asynchronously, or both;
> (iii) Delivers a part-time or full-time sequential program; and
> (iv) Has an online component of the program with online lessons and tools for student and data management.

A "**course provider**" is any private or nonprofit organization or school district that provides either online courses or online school programs. Note that this report will not use SSB 5410's definition of a "multidistrict online provider," favoring instead a broader definition that captures a broader spectrum of online course and online school program activity in the state.

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 the number of students served by a given program, with 1.0 referring to a full-time student. Programs reported the annual average FTE amount for a student in the program.
- 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.

Categories of Courses and Programs

Based on the data available, there are two broad categories of online courses/programs that this report will consider:

- **Online school programs**. There are 33 online school programs identified in this report. These programs offer a sequential program of online courses. Data about these programs was largely supplied by the programs themselves.
- **Individual online courses.** These courses are not taken as a part of a sequential program. Instead, students take one or more individual online courses as part of their course load. Data about these programs was largely supplied by the Digital Learning Commons and the school district survey conducted for this report.

In practice, the distinction between a program and a school offering individual online courses isn't always clear-cut. Rather, we see a continuum of practices currently in place in Washington. The key factors are:

- **Content.** Courses range from having fully online content to those with some online content designed to be used with offline components. Offline components can range from a textbook, novel, or lab kit to the extensive materials often found in the elementary grades. Only courses with more than half of the content online, in addition to the online instruction requirements, qualify as "online courses" under SSB 5410.
- **Instruction.** Some courses are taught online solely by a teacher from a different location than the student. The student and teacher interact using a variety of computer-based communication methods such as email, text and audio/video messaging, and discussion boards. Assignments are typically turned in using online tools, and students communicate with each other using the same sorts of communication tools listed above. Other courses mix online instruction with in-person contact. In some cases, the contact is a weekly check-in between the student and teacher or the occasional field trip. In other cases, the courses are largely taught by in-person teachers. According to SSB 5410, an "online course" is one with more than half of the instruction delivered online by a teacher from a different location than the student.
- **Sequence.** SSB 5410 calls for an online school program to deliver a "sequential" online program. A number of programs operate online schools, and offer the same sort of course sequences found in brick and mortar schools. In terms of scope, these programs are the online analogs of traditional schools. Other programs focus more on individual courses, but for a specific purpose such as credit recovery or drop-out retrieval. A student in one of those programs may take most or all of their courses online, but focus on making up credits in specific areas rather than a traditional sequence of courses. Other programs offer students access to individual online courses, taken for a variety of purposes, but without any sort of set sequence.
- **Duration.** Many programs enroll students for the entire school year. Others see students enter the program for only a few months at a time, often in order to make up failed credits. Then, the student resumes study at a so-called "brick and mortar" school (e.g., a school where face-to-face instruction is the norm). Indeed, this sort of flexibility is often seen as one of the strengths of online learning, although it can make it more difficult to draw comparisons between online schools and brick and mortar schools.

The authors attempted to ensure that the courses studied were indeed "online courses" and the programs included in this report met the "online school program" definition. However, the authors relied on the programs who reported to indicate that their programs did indeed qualify under the definitions set forth by SSB 5410. Based on the data gathered, it appears that there was some variation among the programs; some were undoubtedly fully sequential programs, while others fell short of that definition, with offerings that would more closely resemble individual online courses.

Scope

The following items were within the scope of the report:

- As per the legislation, this report includes only activities from the 2008–09 school year and does not cover activities from previous years.
- This report examines only online courses and online school programs as defined earlier.

The following items were outside the scope of the report:

- Courses taken directly from a provider, without a school involved, were not covered.
- Courses taken in a noncredit situation (e.g., test prep) were not included.
- Courses that were taught with online content but local, in-person instruction (e.g., Nova Net or Apex Learning ClassTools) fall outside of the scope of this report. Similarly, "hybrid" courses, featuring some online content and/or instruction in addition to primarily local instruction, were also outside the scope of this report.

Data Sources

This report features data gathered from multiple locations. Taken together, these data sources provide a useful look at the state of online learning during 2008–09.

Programs

Over 90 programs were initially contacted by OSPI to determine if they qualified as an "online school program." This list was compiled by looking at those schools that reported having students enrolled in online courses in 2008–09, as well as those programs known to the authors prior to the start of the study. Approximately 60 programs were excluded from the online school program portion of this study due to:

- Not offering "online courses" as per SSB 5410's definition. The phrase "online course" is often used to describe a variety of offerings. In particular, many schools offer courses that feature online content but little or no online instruction. These do not meet the definition of an online course, and therefore, programs offering this sort of course were excluded from the study.
- Not running a "sequential program," as per SSB 5410's definition of an "online school program." Many programs offer a collection of individual courses, but there is no sequence. An example of this would be a credit recovery program that allowed students to make up failed credits. While undeniably providing a needed service, such a program doesn't meet the "sequential" requirement of an online school program. These programs were excluded from the study.

Each of the online school programs identified by OSPI was asked to supply the following information during August and September 2009:

Student and enrollment data – Online school programs supplied spreadsheets that contained detailed information about each student enrolled during 2008–09 and each course ("enrollment") taken by a student during 2008–09. The information provided included the student's resident district (if the student transferred into the enrolling district), demographic information, funding source, and enrollment information, among other fields. Enrollment information included the course title, the grade earned, and the status (completed or dropped), among other fields. Twenty-eight of the 33 programs submitted complete student and enrollment data, and two programs submitted only student or only enrollment data. Three programs failed to submit any data. Many of the spreadsheets required editing to normalize the submitted data.

Programs were also asked to include the average annual full-time equivalency (FTE) rate for each student in the program as a number between 0.0 and 1.0. A student who was enrolled full-time for the entire school year would be a 1.0. A student who was enrolled full-time for two of the nine monthly reporting periods would have an average annual FTE of 0.22. However, analysis of the data reported by the programs shows that some programs did not calculate this correctly. This resulted in a higher FTE count than should have been reported.

Program survey – The online school programs completed an online survey to provide high-level information about the program's operations, student support, and oversight. Thirty of the 33 programs completed the survey.

Vendor contracts – Twenty-one programs supplied copies of the vendor contracts. Contracts were requested for only those districts that have outsourced the management of an online school program to a third-party organization. Three of the contracts covered only 2009–10, and not 2008–09. For the purposes of this analysis, we assumed the terms remained constant.

School Districts

District survey – A survey was sent to each district in the state during August and September 2009. A total of 117 districts, or 40 percent of the total in the state, responded. Of those, 34 districts indicated that they had offered students online courses during 2008–09. The survey asked districts to describe policies and procedures for offering individual online courses to students. Courses offered by online school programs or the Digital Learning Commons were specifically excluded from consideration on this survey.

Digital Learning Commons

The Digital Learning Commons (DLC) was a state-funded, nonprofit organization that offered individual online courses to schools in Washington. During 2008–09, the DLC worked with 259 schools in the state.

As a result of SSB 5410, the DLC transferred operations to OSPI in July 2009. As a result, this report includes data about the DLC's individual online course activities:

DLC enrollment data – DLC had extensive data about each of the approximately 1,800 enrollments (from 1,007 students) from 2008–09.

DLC evaluation data – DLC conducted a survey of local support staff during spring 2009. The survey was designed to learn about how online course students were supported by the local school during 2008–09.

OSPI Data

This report includes a variety of OSPI data:

Demographics – State enrollment and gender statistics are from the October 2008 headcount. These statistics are available at: http://www.k12.wa.us/dataadmin/pubdocs/p105/Oct08BldgLevEnrollment.xls. State statistics for Migrant, Transitional Bilingual, and Special Education are available at: http://reportcard.ospi.k12.wa.us/summary.aspx?year=2008-09 (accessed 10/9/09).

WASL scores – Washington Assessment of Student Learning (WASL) scores are available at: http://reportcard.ospi.k12.wa.us/Download/2009/WASLScoresBySchool.xls. Information about students who did not take the WASL was generated by OSPI's Student Information Office.

Financial information – Information about student apportionment and district levies was generated by OSPI's School Apportionment and Financial Services department.

2008–09 OSPI Technology Survey – The latest version of this annual survey provided information on schools offering online courses. For more information, see http://www.k12.wa.us/EdTech/Survey.aspx.

Provider Data

Provider survey – Online course providers—both for-profit and nonprofit—were surveyed to learn about individual courses they offered to schools in Washington State. Providers were told to exclude courses offered through the DLC or through an online school program, as that data was collected elsewhere.

Existing Reports

"Learning in Washington State School Districts" (referred to hereafter as the "**Morgan Report**") – Data from the recently completed "Online Learning in Washington State School Districts" report by University of Washington graduate student Torrey Morgan informed questions about school policy with regard to online learning. Approximately 45 percent of districts in the state provided data for this report, conducted with OSPI. The report is available at: http://www.k12.wa.us/EdTech/pubdocs/Morgan09_OnlineLearningWA-SDs.pdf.

Limitations

Individual schools and districts provided data to answer many of the questions in this report, either through surveys or special reports of student and enrollment data. There was

considerable variation in the quality of data provided by the online school programs. When possible, the authors normalized some responses to ensure consistency from school-to-school.

Not every school was able to provide data for every question. This report includes statistics for just those schools and districts that responded to the data collection requests. When calculating percentages, the authors have eliminated those responses where the respondent did not include meaningful data. In other words, if a response was marked "Unknown" or "N/A," that response was not included in the total and no percentage was calculated for those responses.

Currently, records of student enrollment in online courses are not necessarily recorded by each district in a consistent way. SSB 5410 instructs OSPI to modify the standards for schools districts to report course information to include online courses. This change should facilitate improved data gathering in future years. As of this writing, OSPI has adopted a definition of "online course" that is consistent with SSB 5410 and this definition will be in use by districts as they code course enrollments. OSPI's Comprehensive Education Data and Research System (CEDARS) data system will allow OSPI to pull more accurate information in the future.

Due to the scope of the report as called for in SSB 5410, this report is limited to discussion of online school courses and programs. Activities that include distance or independent learning that may involve computers or online aspects, yet do not meet the definition of "online," are not covered.

Despite these limitations, the results provide a comprehensive baseline of online course activity for 2008–09. Still, changes in methodology in the future may limit the usefulness of some of this data for comparative purposes. As the methodology improves with the use of CEDARS, the data produced in the report may not be directly comparable to data for subsequent years.

Acknowledgments

OSPI acknowledges the significant time and effort of the personnel at many of the online school programs during the data collection process. Without their efforts, much of the data for this report would not have been available.

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Background and Demographics

Total Students in Online Courses

Based on data gathered from multiple sources, approximately 15,800 students took an online course in 2008–09.

Online school programs in 26 districts reported 13,130 students and 9,445.4 FTE. These students enrolled in 50,920 individual courses (one student in one course for one term).

The Digital Learning Commons (DLC) served 998 students from 67 districts. These students enrolled in 1,805 individual courses. The DLC also served several private schools and those students and enrollments are not included in these figures.

A survey of Washington school districts (39.6 percent of districts responding) found that 29 districts offered students online courses during 2008–09, and that those districts served 1,677 students.

The total estimate is roughly comparable to figures reported in the 2008–09 OSPI Technology Inventory. The inventory reported that 14,126 secondary students from 174 districts took at least one online course. But, there appears to be some confusion on the part of the respondents about the definition of an "online course." The survey itself used a more restrictive definition than the one included in SSB 5410. Yet, upon investigating some of the schools that reported online course students, it appears that courses that did not meet SSB 5410's standard were counted.

Programs and Providers

OSPI has identified 33 online school programs that operated during 2008–09. The programs are listed in Tables 1 through 4.

Table 1: Online School Program, District, and Vendors

School	District	Program/Course Provider(s)
Achieve Online	Kittitas	Achieve Online
Bethel Online Academy	Bethel	Developed by District; using Advanced Academics platform
East Valley Virtual Academy	East Valley (Spokane)	K12, Inc.
Edmonds eLearning Program	Edmonds	Apex Learning
EV Online Learning	East Valley (Spokane)	n/a
Evergreen Ignite	Evergreen (Clark)	Aventa Learning
Federal Way Internet Academy	Federal Way	Developed by District
Griffin Bay Virtual Academy	San Juan Island	K12, Inc. and DLC
Insight School of Washington	Quillayute Valley	Insight Schools
iQ Academy Washington	Evergreen (Clark)	KC Distance Learning
iSchool@FP	Franklin Pierce	Apex Learning
Kaplan Academy of Washington	Stevenson-Carson	Kaplan Virtual Education
Kent Virtual High School	Kent	Advanced Academics
Lake Stevens Virtual High School	Lake Stevens	Advanced Academics
MOVE UP	Marysville	Advanced Academics
No Thunder Left Behind	Evergreen (Clark)	Aventa Learning
Off-Campus Learning	Kennewick	Apex Learning
Okanogan Regional Learning Academy	Okanogan	Advanced Academics
Olympia Regional Learning Academy (iConnect)	Olympia	Developed by District
Onalaska Virtual School	Onalaska	OdysseyWare
OnlineHS	Everett	Developed by District
Renton Virtual High School	Renton	Advanced Academics
Selah Online	Selah	Advanced Academics
Spokane Virtual Learning	Spokane	Developed by District
Twin Cities Virtual Academy	Centralia and Chehalis	Advanced Academics
TWOLF Academy	Evergreen (Clark)	Aventa Learning
Union Liberal Arts Academy	Evergreen (Clark)	Aventa Learning
Vancouver Virtual Learning Academy	Vancouver	Advanced Academics
Washington Virtual Academy (9–12)	Monroe	K12, Inc.
Washington Virtual Academy (K–8)	Steilacoom Historical	K12, Inc.
Washington Web Academy	Toppenish	All Prep Academy
White River Online Learning	White River	Developed by District
Yakima Online!	Yakima	Advanced Academics

Table 2: Online School Programs, Grades Served, and Service Area

School	Grades	Service Area
Achieve Online	K–12	Statewide
Bethel Online Academy	7–12	District and neighboring districts
East Valley Virtual Academy	K–12	n/a
Edmonds eLearning Program	8–12	District-only
EV Online Learning (Achieve)	K–12	n/a
Evergreen Ignite	9–12	District-only
Federal Way Internet Academy	K–12	Statewide
Griffin Bay Virtual Academy	K–12	District-only
Insight School of Washington	9–12	Statewide
iQ Academy Washington	7–12	Statewide
iSchool@FP	9–12	Pierce County
Kaplan Academy of Washington	7–12	Statewide
Kent Virtual High School	9–12	District-only
Lake Stevens Virtual High School	9–12	District-only
MOVE UP	7–12	Statewide
No Thunder Left Behind	9–12	District-only
Off-Campus Learning	9–12	District and neighboring districts
Okanogan Regional Learning Academy	9–12	District-only
Olympia Regional Learning Academy (iConnect)	6–12	District and neighboring districts
Onalaska Virtual School	6–12	Statewide
OnlineHS	8–12	District-only
Renton Virtual High School	9–12	District-only
Selah Online	7–12	District-only
Spokane Virtual Learning	7–12	Statewide
Twin Cities Virtual Academy	7–12	Centralia and Chehalis and neighboring districts
TWOLF Academy	9–12	District-only
Union Liberal Arts Academy	10–12	District-only
Vancouver Virtual Learning Academy	6–12	Clark County
Washington Virtual Academy (9–12)	9–12	Statewide
Washington Virtual Academy (K–8)	K–8	Statewide
Washington Web Academy	3–12	Statewide
White River Online Learning	8–12	Four district co-op
Yakima Online!	7–12	District-only

Table 3: Online School Program 2008–09 Headcount, FTE, and Enrollments

School	Headcount	FTE	Enrollments
Achieve Online	492	408.8	n/a
Bethel Online Academy	538	428.2	n/a
East Valley Virtual Academy	n/a	n/a	n/a
Edmonds eLearning Program	189	27.4	298
EV Online Learning (Achieve)	n/a	n/a	n/a
Evergreen Ignite	20	14.3	268
Federal Way Internet Academy	577	425.0	3077
Griffin Bay Virtual Academy	37	14.5	123
Insight School of Washington	2,851	2,417.7	18,773
iQ Academy Washington	920	730.4	5974
iSchool@FP	111	31.0	379
Kaplan Academy of Washington	248	248.0	2797
Kent Virtual High School	215	156.2	395
Lake Stevens Virtual High School	64	13.3	225
MOVE UP	309	123.2	1693
No Thunder Left Behind	74	47.1	373
Off-Campus Learning	163	139.0	586
Okanogan Regional Learning Academy	6	5.2	8
Olympia Regional Learning Academy (iConnect)	97	80.0	259
Onalaska Virtual School	76	70.2	155
OnlineHS	733	70.0	1164
Renton Virtual High School	86	64.9	345
Selah Online	192	92.5	338
Spokane Virtual Learning	850	224.2	1000
Twin Cities Virtual Academy	99	67.1	238
TWOLF Academy	152	75.9	497
Union Liberal Arts Academy	130	48.1	302
Vancouver Virtual Learning Academy	15	13.8	35
Washington Virtual Academy (9–12)	678	585.6	7,621
Washington Virtual Academy (K–8)	2,884	2,518.1	3,126
Washington Web Academy	n/a	n/a	n/a
White River Online Learning	100	90.7	n/a
Yakima Online!	224	214.9	871
	13,130	**9,445.4**	**50,920**

Table 4: Online School Program Web Sites

School	Web site
Achieve Online	http://www.achieveonline.org/
Bethel Online Academy	http://boa.bethelsd.org/
East Valley Virtual Academy	http://www.evsd.org/waat/evva.php
Edmonds eLearning Program	http://departments.edmonds.wednet.edu/elearning/
EV Online Learning (Achieve)	http://www.evonlinelearning.org/
Evergreen Ignite	http://schools.evergreenps.org/ignite/site/default.asp
Federal Way Internet Academy	http://iacademy.org/
Griffin Bay Virtual Academy	http://www.sjisd.wednet.edu/gblc
Insight School of Washington	http://www.insightwa.net
iQ Academy Washington	http://iqacademywa.net
iSchool@FP	http://www.fp.k12.wa.us/Section.aspx?SectionID=50&ContentID=248
Kaplan Academy of Washington	http://kaplanacademywa.com
Kent Virtual High School	http://www.highschoolontheweb.com/kent/
Lake Stevens Virtual High School	http://www.highschoolontheweb.com/lakestevens/
MOVE UP	http://www.iwanttograduate.com/
No Thunder Left Behind	http://schools.evergreenps.org/ntlb/
Off-Campus Learning	http://ksd.org/programs/OCL/default.aspx
Okanogan Regional Learning Academy	http://www.highschoolontheweb.com/okanogan/
Olympia Regional Learning Academy (iConnect)	http://orla.osd.wednet.edu/iconnect
Onalaska Virtual School	http://www.ov-school.com
OnlineHS	http://online.everett.k12.wa.us
Renton Virtual High School	http://virtualhighschool.rentonschools.us/
Selah Online	http://www.highschoolontheweb.com/selahonline/
Spokane Virtual Learning	http://www.spokaneschools.org/onlinelearning/
Twin Cities Virtual Academy	http://www.highschoolontheweb.com/twincities/
TWOLF Academy	http://schools.evergreenps.org/twolf/site/default.asp
Union Liberal Arts Academy	http://schools.evergreenps.org/ulaa/site/default.asp
Vancouver Virtual Learning Academy	http://www.highschoolontheweb.com/vancouver/
Washington Virtual Academy (9–12)	http://www.k12.com/wava/
Washington Virtual Academy (K–8)	http://www.k12.com/wava/
Washington Web Academy	http://www.washingtonwebacademy.com/
White River Online Learning	http://www.whiteriveronline.com
Yakima Online!	http://www.highschoolontheweb.com/yakima/

Based on information from programs and districts, OSPI has identified 18 course, content, and program providers active in the state in 2008–09.

Table 5: Online Course, Content, and Program Providers Active in Washington in 2008–09

Provider Name	Type
Achieve Online	Program
Advanced Academics	Courses and Program
American Education Corporation	Content
Apex Learning	Courses
Aventa Learning	Courses
BYU Independent Study	Courses
Class.com	Courses
EdChoices/AllPrep Academies	Program
Edoptions.com	Courses
Federal Way Internet Academy	Courses and Program
Insight Schools	Program
K12, Inc.	Program
Kaplan Virtual Education	Program
OdysseyWare	Content
Penn Foster	Courses
Red Comet	Courses
Spokane Virtual Learning	Courses and Program
Virtual High School (VHS)	Courses

Note: the Digital Learning Commons (DLC) served as an aggregator of courses and did not offer any courses of its own. Rather, it provided access to individual courses from Apex Learning, Aventa Learning, Federal Way Internet Academy, Spokane Virtual Learning, and Virtual High School.

Types of Courses

Course providers and school programs offer online courses in a wide variety of subject areas, levels, and grades. This section highlights data from online school programs and the Digital Learning Commons.

Subject

Figure 1: Online Course Subjects

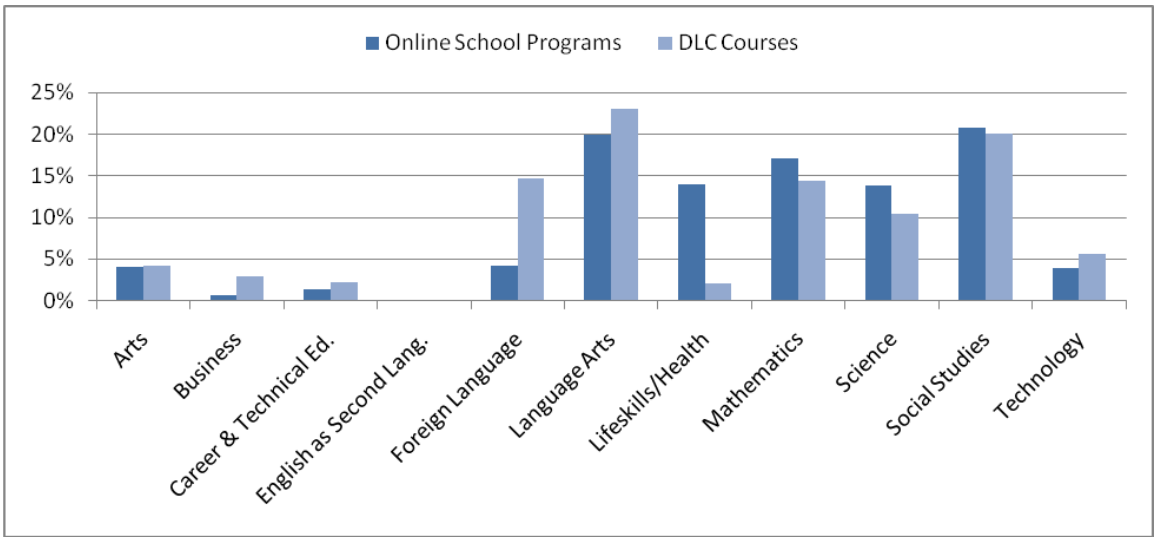


Table 6: Online Course Subjects

	Program Enrollments	Program Percent	DLC Enrollments	DLC Percent
Arts	1,804	4.1%	79	4.2%
Business	309	0.7%	55	2.9%
Career & Technical Education	568	1.3%	43	2.3%
English as a Second Language	4	0.0%	1	0.1%
Foreign Language	1,838	4.2%	278	14.7%
Language Arts	8,781	20.0%	437	23.1%
Lifeskills/Health	6,113	13.9%	40	2.1%
Mathematics	7,525	17.1%	273	14.4%
Science	6,094	13.9%	198	10.5%
Social Studies	9,151	20.8%	380	20.1%
Technology	1,715	3.9%	107	5.7%
Total	**43,902**		**1,891**	

Figure 1 and Table 6 highlight the differences in approach between individual online courses (DLC) and online school programs. While core subjects (Language Arts, Math, Science, Social Studies) are taken at roughly the same rates, there are significant differences in the Foreign Language and Lifeskills/Health rates. Since many students take individual online courses because the course isn't available in the local school, it stands to reason that nearly 15 percent of DLC courses are in the Foreign Language category, as compared to only 4 percent in that category in online school programs. And, since health classes are a graduation requirement, and students in full-time online programs have no other way to take the courses, this explains the high number of courses in this category in online school programs.

Level

Online courses are assigned "levels" that correspond to the course's purpose and level of difficulty. These levels include:

- **Advanced Placement** (AP) courses are college-level courses that meet a set of College Board guidelines. For more information, see http://professionals.collegeboard.com/k-12/assessment/ap.
- **Credit Recovery** courses are designed for students who have previously failed to earn credit in the course subject.
- **Honors** are designed to be more rigorous than standard-level courses.
- **Standard** courses are designed for students seeking credit for comprehensive or graduation requirements.
- **WASL Prep** courses are targeted towards students preparing for or remediating for the WASL.

Figure 2: Online Course Levels

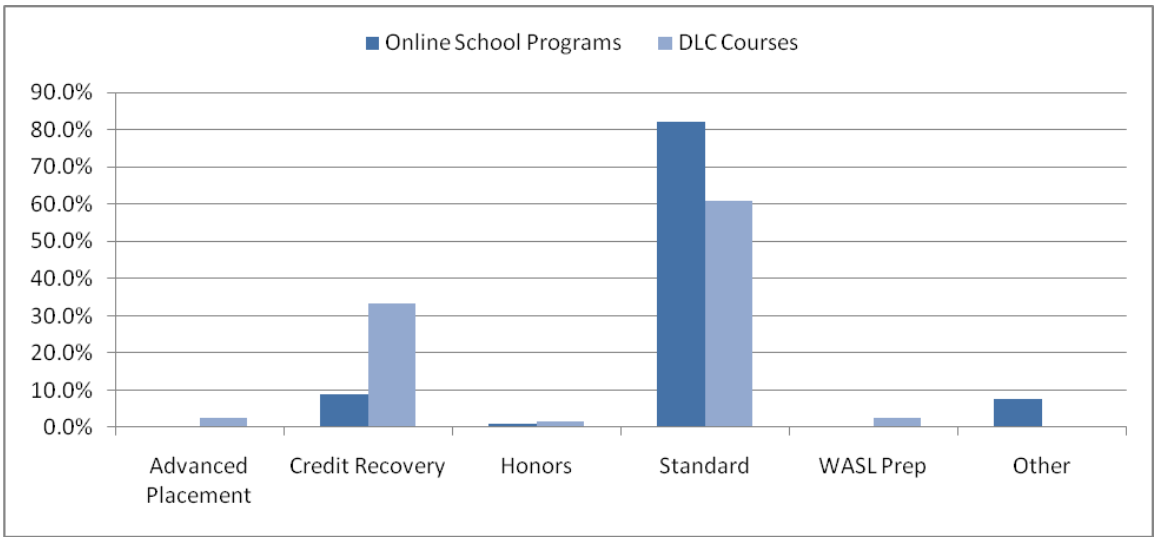


Table 7: Online Course Levels

Level	Program Enrollments	Program Percent	DLC Enrollments	DLC Percent
Advanced Placement	140	0.3%	44	2.4%
Credit Recovery	4,571	9.0%	606	33.3%
Honors	491	1.0%	26	1.4%
Standard	41,832	82.2%	1106	60.8%
WASL Prep	45	0.1%	43	2.4%
Other	3,841	7.5%	4	0.2%

The overwhelming majority (over 80 percent) of courses taken in programs were at the "standard" level, as many of the students in these programs are participating in full-time programs. Students taking individual courses (DLC) were in Credit Recovery courses over 30 percent of the time, as compared to only 9 percent in programs. Again, this highlights the

differences in approach between programs and individual online courses, as programs focus more on standard-level courses while credit recovery is a much more prevalent option with individual courses.

Grade Level

Examining the grade levels of students and enrollments provides a better understanding of who is served by online school programs and courses. Grade levels for school programs are reported in both headcount and full-time equivalents (FTE), and enrollments represent the number of courses taken at each specific grade level.

Figure 3: Online School Program Headcount, FTE, and Enrollments by Grade Level

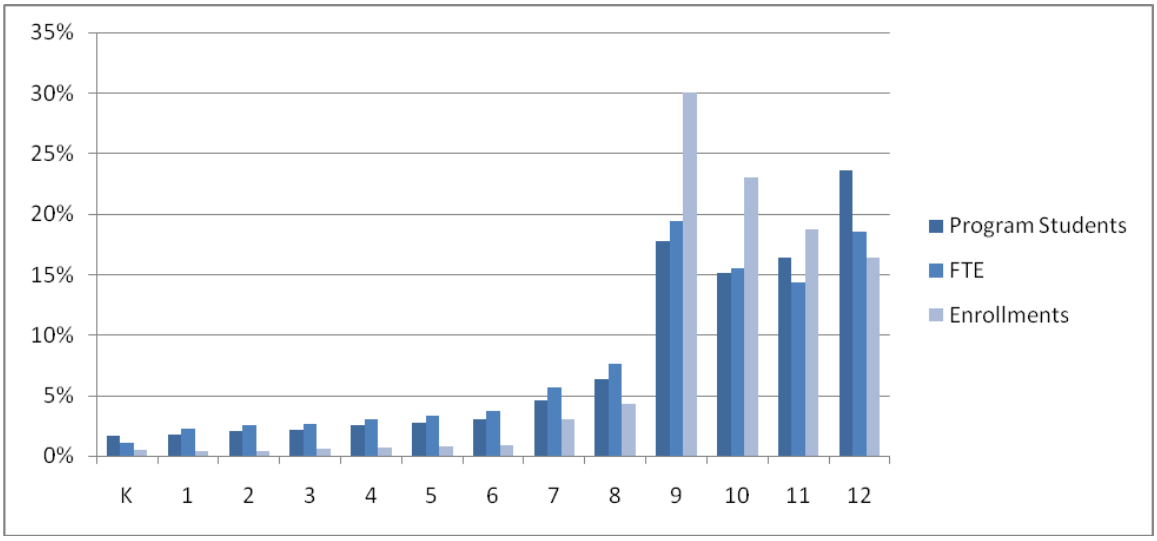


Table 8: Online School Program Headcount, FTE, and Enrollment by Grade

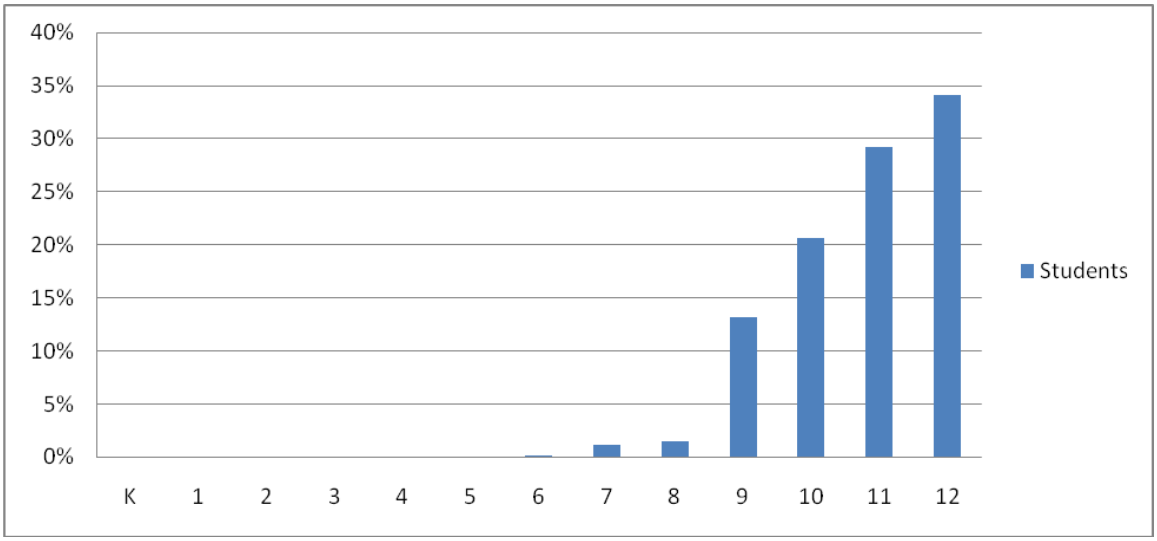
Grade	Headcount	FTE	Enrollments
K	223	108.6	246
1	234	214.8	208
2	268	245.6	232
3	285	252.3	311
4	334	292.4	357
5	361	320.4	414
6	399	357.9	484
7	611	538.5	1,533
8	833	729.0	2,216
9	2,329	1,848.8	15,301
10	1,990	1,480.4	11,696
11	2,150	1,363.7	9,511
12	3,102	1,762.5	8,354
Total	13,119	9,515.0	50,863

Table 9: Online School Program Headcount, FTE, and Enrollment by Grade Level

Grade Level	Headcount %	FTE %	Enrollment %
Elementary (K–5)	13%	15%	3%
Middle (6–8)	14%	17%	8%
High (9–12)	73%	68%	88%

Digital Learning Commons grade level statistics are reported by student headcount. Since most students in DLC courses don't take a full load, FTE amounts don't apply here.

Figure 4: DLC Course Students by Grade Level



As shown by both the online school program and DLC data, most online courses are taken at the high school level. (The DLC did not offer courses for grades K–5.)

In online school programs, most enrollments occurred at the ninth grade level. This contrasts with the DLC, where twelfth grade was the most prevalent level, presumably as students sought to make up credits necessary for graduation.

Some of the bias towards middle and high school courses is structural. Of the 33 programs, 26 serve only middle and high school students and 12 serve just high school. Only seven programs serve elementary students, and of those only WAVA (Steilacoom), Federal Way Internet Academy, and Achieve Online served significant populations of elementary students.

District policy also plays a role. Morgan (page 29) explored the question of how district policies impact who can take an online course for credit:

> The survey found that 13 percent of districts permit all students to take online course for credit, while 11 percent permit none. Nineteen percent of districts permit only middle and high school students to take online course for credit. Fifty-one percent of districts permit only high school students to take online courses for credit.

In short, half of districts allow only high school students to take online courses, and 68 percent of districts restrict courses to middle and high school students.

Student Demographics

Students in online school programs are not necessarily representative of the state's entire student population. There are significant differences in gender and ethnicity, among other demographic categories. When possible, demographic information for students in individual online courses will be included via Digital Learning Commons data.

Gender

Figure 5: Gender of Students in Online School Programs and DLC Courses

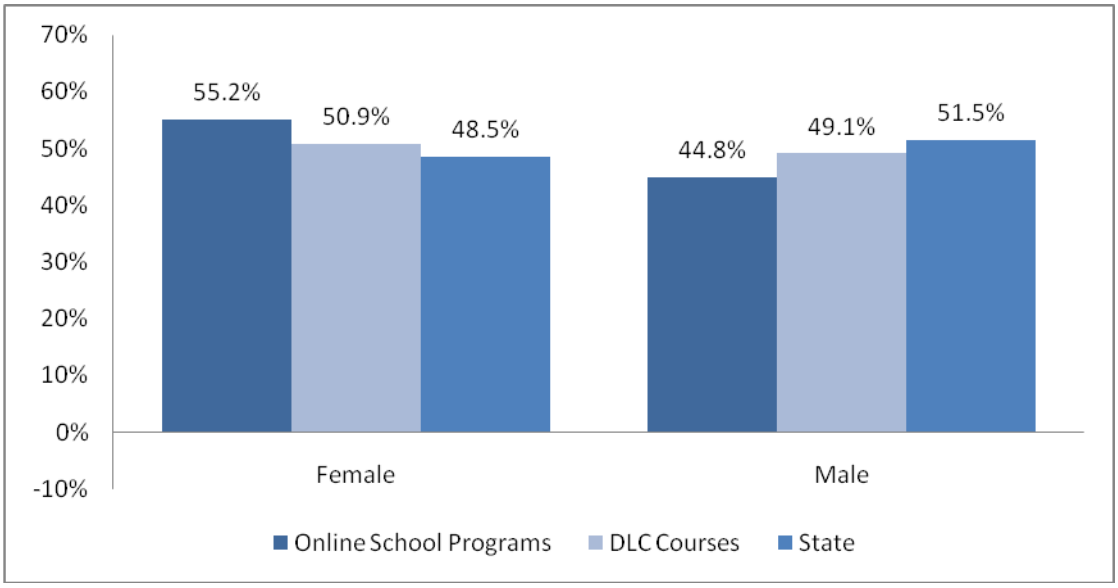


Table 10: Gender of Students in Online School Programs and DLC

	Program Students	Program Percentage	DLC Students	DLC Percentage	State Percentage
Female	7,225	55.2%	511	50.9%	48.5%
Male	5,875	44.8%	493	49.1%	51.5%
Total	13,100		1,004		1,038,620

Female students were significantly over-represented in online school programs, as compared to the state as a whole. The difference was less pronounced with students taking individual courses through the DLC.

Ethnicity

The most dramatic differences from the state averages can be found in the numbers for Hispanics and Whites. Hispanics were under-represented as 6 percent of the online school program population as compared to 15.3 percent of all students in the state. Whites were over-represented in online school programs with 77.3 percent of this population, as compared to 64.8 percent of all students in the state.

Figure 6: Ethnicity in Online School Programs

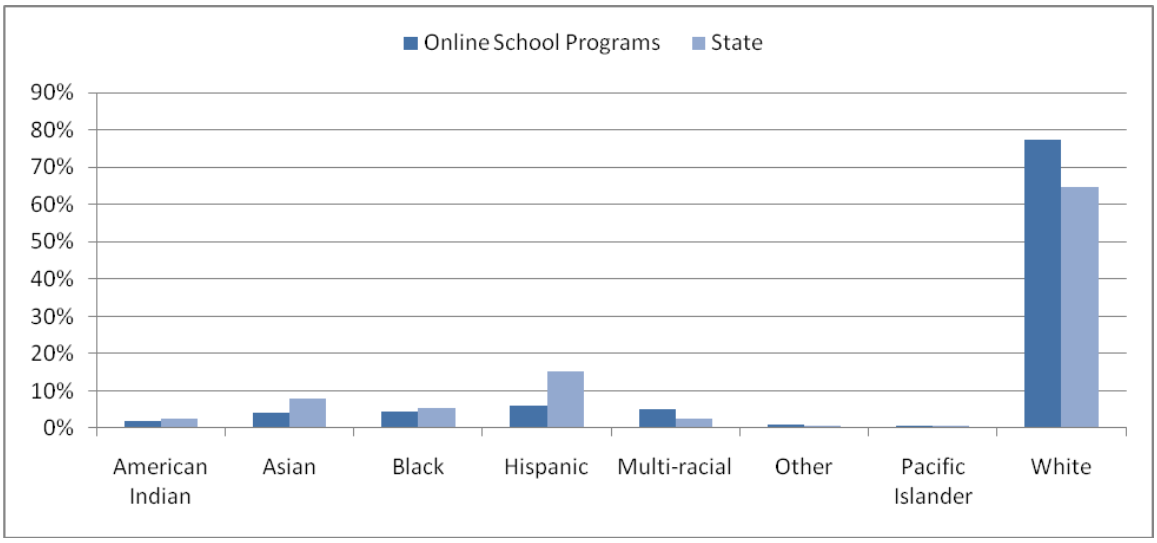


Table 11: Ethnicity in Online School Programs

	Online School Programs	State
American Indian	1.8%	2.6%
Asian	4.2%	7.9%
Black	4.3%	5.5%
Hispanic	6.0%	15.3%
Multi-racial	5.1%	2.6%
Other	0.8%	0.7%
Pacific Islander	0.6%	0.7%
White	77.3%	64.8%
Total students	12,786	1,038,620

Migrant

The migrant population in online school programs was smaller than the state average, with 0.3 percent in programs compared to 1.8 percent of all students in the state. (Online school programs reported data on this question for 10,190 students. State figures are based on a total student population of 1,040,750.)

Transitional bilingual

The transitional bilingual population in online school programs was smaller than the state average with 0.6 percent in programs compared to 8.0 percent of all students in the state. (Online school programs reported data on this question for 10,622 students. State figures are based on a total student population of 1,040,750.)

Free and Reduced-priced Meals

Free and Reduced-price Meal rates are often used as proxies for poverty. Unfortunately, this measurement cannot be applied to the online school programs. There are two issues:

- Some online school programs are co-located within other schools, such as alternative schools or homeschool resource centers. Even if the other school participates in the

USDA Child Nutrition program, students in the online program, often working from home or other non-school location, would be unable to access the program. USDA prohibits schools from collecting Free and Reduced-Price Meal applications from students who do not have access to the program.

- None of the online school programs with unique OSPI School IDs—that is, schools not tied to a brick-and-mortar school—participate in the USDA Child Nutrition program. USDA prohibits schools from collecting Free and Reduced-Price Meal applications from students who do not have access to the program.

While the online school programs did report Free and Reduced-price Meal status for some of their students, the overall percentages are unreliable because the online programs cannot enroll students in the Free and Reduced-price Meal program. Any data they might have on a particular student would have been a carryover from a student's enrollment in another school. Thus, the data supplied is likely out of date and unreliable.

Outside of Free and Reduced-price Meals, we do not have ready access to another measurement of poverty for students enrolled in either online school programs or individual online courses.

Special Education

Online school programs reported 3.7 percent of students were considered special education students, as compared to 12.7 percent of all students in the state. (Online school programs reported data on this question for 11,808 students. State figures are based on a total student population of 1,040,750.)

Student Motivations

Students look to online courses for a variety of reasons, and those reasons likely vary depending on the type of course. There is no data that speaks to student motivation for enrollment in online school programs, but the DLC has regularly gathered data about students enrolling in individual online courses. This data should be considered applicable to individual courses and not to programs.

Table 12: Reasons Why Students Enrolled in DLC Online Courses

Course not available at the school.	34%
Course helps students make up failed credits needed to graduate.	28%
Course helps students earn credits needed to graduate.	16%
Online learning environment perceived as better fit for meeting students' learning styles.	8%
Online course venue helps alleviate scheduling conflict.	7%
Other.	5%
Course is needed for WASL remediation or as an alternative to passing the WASL.	2%

Results are based on 1,819 enrollments.

Previous Enrollment

Only about one-third of students enrolled in an online school program in 2008–09 were in the same program in 2007–08.

Table 13: Enrollment Location for 2008–09 Online School Program Students During 2007–08

	Students	Percentage
Home district	5,854	66.6%
Same program	2,743	31.2%
Homeschooled	105	1.2%
Not in school	55	0.6%
Out of state	37	0.4%
Total	8,794	

In this case "home district" can include other schools in the same district as the program as well as other Washington State school districts or private schools.

In many cases, students who were previously homeschooled represent new expenditures for the state. Unless those students were served by a district homeschool resource center or parent partnership program (and the data doesn't specify), those students were previously not enrolled in the public school system. Given the relatively small percentage, this type of movement does not significantly impact the system as a whole.

Financial

Interdistrict Transfers

When a student lives outside the geographic boundaries of an online school program's district, the student may transfer into the program using the "choice" transfer provisions described in RCW 28A.225.220. As a result, some districts have gained enrollment and others have lost enrollment due to transfers into online school programs.

Note that inaccurate FTE data from some programs likely resulted in higher FTE counts than actually occurred. See the Process section of this report for more details.

Districts Gaining Students

Nineteen districts gained students, with a total of 7,122.0 FTE entering those districts to enroll in an online school program. Of those, only seven districts gained more than 100 FTE. Those seven districts combined for 6,891.1 FTE, or 97 percent of the total transfers.

Table 14: Districts Gaining More than 100 FTE in 2008–09

District	FTE
Steilacoom Historical	2,482.72
Quillayute Valley	2,407.37
Monroe	572.96
Evergreen (Clark)	530.61
Kittitas	402.45
Federal Way	262.00
Stevenson-Carson	233.00

(See Appendix A for the complete list of districts.)

Districts Losing Students—Total FTE

The vast majority of the transfer students came from other Washington State school districts. Of the 295 districts in the state, 248 lost students, for a total of 6,606.0 FTE. Seventeen districts lost more than 100 FTE. Note that total number of students lost is lower than the total number gained because some of the programs were unable to provide specific information on the district from which the students transferred.

Table 15: Districts Losing More than 100 FTE to Online School Programs in 2008–09

District	FTE
Tacoma	365.67
Seattle	215.55
Puyallup	190.24
Clover Park	158.03
Everett	139.84
Kent	137.55
Edmonds	131.80
Vancouver	124.00

District	FTE
Peninsula	118.69
North Thurston	118.51
Kennewick	118.05
Lake Washington	112.64
Pasco	110.20
South Kitsap	108.01
Spokane	107.47
Bellingham	104.74
Federal Way	103.75

(See Appendix A for the complete list of districts.)

Districts Losing Students—Percentage of Total Population

Many of the districts listed in Table 15 are fairly large. To gauge the impact to smaller districts, it is helpful to examine the percentage of 2007–08 students in a district who enrolled in an online school program in 2008–09. Ninety-eight districts had more than 1 percent of their 2007–08 student population enroll in an online school program in 2008–09. Of these, 26 districts had more than 2 percent, and 8 districts had more than 5 percent.

Table 16: Districts with More than Two Percent of 2007–08 Students (Headcount) Enrolling in an out-of-District Online School Program in 2008–09.

District	07–08 Total Enrollment	Transferred Out	% of 07–08 students
Wilson Creek	128	28	21.9%
Shaw Island	19	4	21.1%
Brinnon	45	5	11.1%
Odessa	230	19	8.3%
Onion Creek	36	2	5.6%
Highland	1,149	61	5.3%
Skykomish	57	3	5.3%
Creston	116	6	5.2%
White Pass	499	23	4.6%
LaCrosse	148	6	4.1%
Orient	52	2	3.8%
Quilcene	258	8	3.1%
Klickitat	131	4	3.1%
Great Northern	35	1	2.9%
Rosalia	248	7	2.8%
Cosmopolis	179	5	2.8%
Thorp	151	4	2.6%
Harrington	119	3	2.5%
Damman	40	1	2.5%
Toledo	964	24	2.5%

District	07–08 Total Enrollment	Transferred Out	% of 07–08 students
Green Mountain	128	3	2.3%
Mansfield	86	2	2.3%
Summit Valley	90	2	2.2%
Concrete	740	15	2.0%
Hood Canal	298	6	2.0%
Evaline	50	1	2.0%

(See Appendix B for the complete list of districts.)

Note that some of the students who transferred out of Wilson Creek and Odessa School Districts had been enrolled in private schools and not in the district. Therefore the impact to district is minimized.

Percentage of Total District Population in Online School Programs

Five districts had more than 5 percent of their total student headcount enrolled in an online school program.

Table 17: Districts with More than Five Percent of Total Student Population (October 2008 Headcount) in Online School Programs

District	% of Oct 2008 District Headcount in Online Program
Quillayute Valley	57.0%
Steilacoom Historical	49.3%
Kittitas	38.8%
Stevenson-Carson School	13.0%
Monroe	9.8%

(See Appendix B for the complete list of districts.)

Financial Impacts

Assessing the financial impacts of online learning entails an analysis of the revenue generated and the costs incurred by the online schools or programs operated by Washington school districts. Because districts do not report annual school or program level financial data to OSPI, it was necessary to gather these data directly from school districts using separate data collection methods.

This assessment of financial impacts focuses primarily on state basic education revenue and costs, and does not include federal, categorical (e.g., special education, vocational education, gifted), or local financial data. To simplify the data collection, only the ten largest online programs operating during the 2008–09 school year were asked to submit financial data. It is estimated that these ten programs account for nearly 90 percent of the total online FTE enrollment in the state during this school year.

The ten districts were provided a spreadsheet to complete that included a matrix of the standard basic education activities and objects of expenditure. The districts were asked to identify direct basic education costs specifically and only for their online program for school year

2008–09. In addition, a 30 minute interview was conducted with the business office manager of each district to clarify any questions or issues with the submitted data, and to discuss other financial issues such as staffing characteristics and ratios, nonemployee-related costs (NERC), and facility requirements.

A note about the data: while reviewing the financial spreadsheets submitted by the ten districts, discrepancies in student enrollment numbers for several of the districts were identified between these spreadsheets and the survey data submitted via earlier data collection efforts for this report (the online program survey). In some cases the discrepancies were substantial. As a result, these ten districts were asked to submit separate student enrollment data for their online programs, and it is these enrollment data that are used to determine basic education apportionment revenue and I-728 revenue generated by the online program.

Net Financial Impacts and Comparisons

Table 18: Estimated 2008–09 Financial Impacts for Ten Large Online Programs

Program	Total Costs	BEA Revenue	Net BEA Revenue	Estimated I-728 Revenue	Total Revenue (BEA plus I-728)	Net Total Revenue
Washington Virtual Academy (K–8)	$12,123,156	$ 11,617,884	$ (505,271)	$ 1,085,287	$ 12,703,172	$ 580,016
Insight School of Washington	$ 7,755,667	$ 7,680,800	$ (74,867)	$ 728,292	$ 8,409,093	$ 653,425
Washington Virtual Academy (9–12)	$ 3,466,782	$ 2,912,983	$ (553,799)	$ 267,997	$ 3,180,981	$ (285,802)
iQ Academy Washington	$ 2,700,392	$ 2,065,137	$ (635,255)	$ 140,952	$ 2,206,088	$ (494,304)
Federal Way Internet Academy	$ 1,413,363	$ 1,267,685	$ (145,678)	$ 60,258	$ 1,327,943	$ (85,420)
Achieve Online	$ 1,003,296	$ 792,665	$ (210,631)	$ 74,226	$ 866,891	$ (136,405)
Bethel Online Academy	$ 680,326	$ 1,100,262	$ 419,935	$ -	$ 1,100,262	$ 419,935
Kaplan Academy of Washington	$ 912,664	$ 675,009	$ (237,655)	$ 57,702	$ 732,711	$ (179,953)
Yakima Online!	$ 449,321	$ 528,942	$ 79,621	$ -	$ 528,942	$ 79,621
Spokane Virtual Learning	$ 712,165	$ 184,803	$ (527,362)	$ 85	$ 184,888	$ (527,278)

Table 18 estimates the net basic education financial impacts for each of the ten online programs. Total costs represent the direct basic education costs reported by the district operating the program, multiplied by the 2008–09 state recovery rate for the district. Since districts reported only direct basic education costs, the state recovery rate is used to capture an estimate of indirect and/or overhead costs associated with operation of the program. Revenue amounts are established using the district's nonenhanced basic education apportionment (BEA) rate multiplied by the Annual Average Full-time Equivalent (AAFTE) students enrolled in the online program for 2008–09, as reported by the district specifically for the purposes of this analysis. In addition, an interdistrict student transfer rate is estimated for each program (based on data provided in the original online program survey), which is applied to the total AAFTE. The resulting interdistrict enrollment is then multiplied by the 2008–09 I-728 rate. This captures an estimate of additional I-728 revenue generated by new, nonresident students enrolling in the program, since I-728 funding is based on total district AAFTE. Total revenue represents the sum of BEA revenue and I-728 revenue. Net BEA revenue equals BEA revenue minus total costs, and net total revenue equals total revenue minus total costs. A detailed spreadsheet of reported costs and revenues can be found in Appendix C.

The cost data for the Federal Way Internet Academy represents only the costs resulting from services to students claimed for state BEA, and does not include costs resulting from services to students (or school districts) that pay tuition for courses provided by the Internet Academy. Student FTE claimed for BEA represents approximately 73 percent of the total student FTE served by this program. Tuition students are excluded from this analysis because revenue generated by these students is not included in the Internet Academy's revenue totals.

The revenue data for Spokane Virtual learning is based on a claimed BEA AAFTE of 37.00. However, the district actually served a total student FTE of 224.2. These additional 187 student FTE are funded using local levy dollars. Many Spokane high school students enroll in online courses to supplement their existing educational program, to retrieve credits for previously failed courses, to accelerate credit earning, or for other reasons. Spokane considers five periods per day as full-time for state funding purposes, so does not claim any state BEA funding for students who are already enrolled in at least five periods per day.

Cost data for these ten programs should be viewed in context with the program model. Three of the programs—Insight, Achieve, and Kaplan—were staffed with teachers hired by the contractor, rather than by the district. The Bethel, Spokane, and Yakima programs, and to a lesser extent Federal Way Internet Academy, were designed to serve students already enrolled in the district (or to retrieve students who had dropped out of the district), rather than to recruit and enroll students from around the state. As noted earlier, the Spokane program did not claim state funding for any online student already enrolled in at least five courses in the district.

The cost data should also be viewed in context with the contract terms for those programs operated by a private party under contract with the district. Six of the ten programs operated under contract with a private online program provider. The terms of these contracts varied

significantly, but each included a provision that a certain percentage of program revenue (which itself was defined in several different ways in different contracts) would be retained by the school district. This "program administration fee" ranged from two percent at Monroe to 15 percent at Kittitas. To the extent discernable based on a review of each of these contracts, only the Kittitas contract included I-728 revenue as part of the revenue generated by the program and subject to the revenue sharing terms of the various contracts.

While Table 18 provides information that can be used to estimate a financial snapshot of each program, it does not provide any information on the financial impact of the program on the contracted provider.

As a reminder, public education finance and accounting in Washington State is an exceedingly complex enterprise. For the purposes of simplification, this financial analysis is based on a limited set of expense and revenue categories. That said, the data submitted by these ten programs paints a mixed financial picture, at best. Eight of the ten programs reported greater basic education costs than basic education revenue generated by the program. For the 2008–09 school year, these ten programs expended about $239,000 more than they claimed in BEA funding, on average. This average net excess cost over revenue represents about 1% of the total BEA revenue. Adding "new" I-728 revenue generated by programs enrolling large numbers of students from other districts improves the picture substantially (an average net excess revenue of about $3,000), but six programs still operated at a financial loss, based on the expense and revenue categories used for this report.

By way of comparison, overall for the 2008-09 school year, total excess BEA costs over BEA revenue for the state is about 10% of total BEA revenue.

Staffing Costs

Assessing the actual staffing costs for these ten programs proved difficult for several reasons. For instance, three of the programs operating under contract with private providers relied on these providers to staff the program, so distinct staffing costs for these programs are not available. Other programs, such as Bethel, Spokane, and Federal Way, used instructional staff that were allocated between more than one program, or that may be paid via a supplemental contract on top of their existing full-time teaching contract. This made it difficult to pin down the actual staffing cost for the online program.

During the interview portion of the data collection for this section of the report, the district business office managers were asked to verify a certificated instructional staffing (CIS) ratio for the program. In some cases this ratio varied from the staffing ratio identified later in this report. Based on what was reported by the business office manager, the staffing ratios of these ten programs average about 43.87 CIS per 1,000 students. This differs from the overall statewide actual CIS staffing ratio for the 2008–09 school year of 47.49 CIS per 1,000 students.

Non-Employee-Related Costs

District business office managers were also asked about nonemployee-related costs (NERC) associated with the operation of their online program. Typical NERCs include curriculum and other instructional material costs, other education supply costs, technology costs, utility costs, etc. For those districts operating a program under contract with a private provider, NERC is generally accounted for in the contract with the provider. For those districts operating their own programs, the costs for establishing a viable online curriculum, learning platform (the technological tools the student uses to interface with the curriculum), and technology backbone can be significant, and these costs don't match well to traditional district NERC expenditures. Districts operating their own online programs indicated they believe NERC for the online program may be greater than NERC for more traditional programs.

Some of the programs provide students with laptop computers and stipends for purchasing Internet service to facilitate access to the program. This represents significant additional costs not typically associated with a more traditional classroom-based learning environment.

Facility Requirements

Facility requirements for online programs vary depending upon the program model. Those programs that are fully online and are operated via a contract with a private provider have virtually no physical footprint with the district. Students in such programs—for example, Insight, WAVA, and Achieve—access the program from home or some other place with Internet access, and teachers typically also work from home. The contract itself hosts the technology infrastructure of the program.

For the most part, districts operating their own program, like Bethel, Yakima, and Federal Way, also reported minimal facility requirements for their online programs. These districts typically utilize vacant or otherwise available classroom space in existing district facilities to accommodate teacher workstations and student contacts.

Other Cost Considerations

Some other cost considerations that were mentioned during interviews are worth noting here. Some of the districts have found it necessary to establish formal auditing systems to ensure student contact and FTE reporting requirements are met. Several of the districts indicated that teacher professional development needs are greater than is typically seen with traditional classroom teachers. Because online schools or programs don't offer meal programs, students are not completing Free and Reduced-price Meal applications. Those districts that are seeing the online program significantly increase the district's overall enrollment will also see a significantly reduced poverty rate for the overall district. This will result in reduced allocations for programs that base the allocation on the district's poverty rate.

Alternative Learning Experiences

Most of the online school programs operate under the Alternative Learning Experiences (ALE) provisions for qualifying students for state basic education funding. Some district-run programs reported accepting students on a tuition basis primarily during summer school.

Table 19: Online School Program Students Funding via the ALE Provisions

	Students	Percent	FTE	Percent
ALE	11,687	93.6%	8,736.0	97.0%
Basic Ed	468	3.7%	268.9	3.0%
Tuition	331	2.7%	0.0	0.0%
Total	12,486		9,004.9	

Note that many students taking individual courses who are enrolled in traditional schools, not online school programs, are usually not funded using the ALE provisions.

Transfers

Students transferring into an online school program from other school districts can either transfer using the "choice" rules or the transfer can be arranged using an interdistrict agreement between the resident district and the serving district.

Table 20: Transfer Arrangements for Students who Transferred From Out of District

	Students	Percent	FTE	Percent
Agreement	80	1.0%	41.0	0.6%
Choice	7,699	99.0%	6,553.8	99.4%
Total	7,779		6,595	

Fiscal Impact on School District Levy Bases and Levy Equalization

In addition to state and federal education funding, Washington school districts have the authority to generate funding from voter-approved levies on property taxes. State law limits local levies to a maximum of 24 percent of the district's program year state and federal revenues (although about one-third of Washington school districts have a "grandfathered" levy maximum of between 24 percent and 34 percent). For example, a district with $10,000,000 in state and federal revenue for a particular program year, referred to as the levy base, has a maximum levy authority of $2,400,000. The state revenue is driven largely by student enrollment.

Districts levies are funded at a dollar amount per $1,000 of assessed property value, which is derived from the district's voter-approved levy amount and the local assessed property values.

Washington State also has a levy equalization program called Local Effort Assistance (LEA). This program ensures that local taxpayers do not pay more that the state average levy rate on the first 12 percent of an approved levy. For 2008–09, that rate was approximately $1 per $1,000 of assessed property value.

Because several online programs operated by Washington school districts in 2008–09 enrolled large numbers of students residing in other school districts, these programs could have a significant fiscal impact on levy bases. The districts operating the online program will see an increase in enrollment and resulting state revenue, which drives up the maximum levy authority for the district. The districts losing resident student enrollment to the online program will see a resulting decline in their levy base, which will drive down the levy lid.

LEA, too, is impacted because of changes in enrollment and resulting state revenue. Those districts seeing significant increases in nonresident student enrollment will see significant increases to their levy base, while their assessed property values remain unchanged. This makes the district appear much more property poor than is actually the case (as enrollment increases, the assessed property value per student decreases), and could increase the amount of LEA the state provides to the district. The opposite impact occurs for those districts seeing significant decreases in enrollment. These districts appear more property rich which could decrease the amount of LEA the state provides to the district.

Net Impacts on Levy Base and LEA—Districts with Increased Enrollment

Table 21 demonstrates impacts on Levy Base and LEA for several districts that saw significant increases in district student enrollment as a result of their online programs. This table should be interpreted with caution. These estimates are based on enrollment data submitted by districts via the online program survey, and are likely high given that some of the districts over-reported student enrollment, as discussed in the Financial Impacts section above. These data reflect increases in enrollment for the 2008–09 school year, but the resulting changes to district levy base and levy and LEA collections do not take effect until the subsequent calendar year, which is 2010.

Table 21: Net Impacts on Levy Base and LEA—Districts with Increased Enrollment

	Increase in Levy Collections	Increase in LEA Collections	Total
Steilacoom Historical	$ 1,542,659	$ 1,402,248	$ 2,944,907
Quillayute Valley	$	$ 1,560,715	$ 1,560,715
Monroe	$ 104,458	$ 375,520	$ 479,978
Kittitas	$ 99,032	$ 273,751	$ 372,783
Federal Way	$ 195,604	$ 172,919	$ 368,523
Evergreen (Clark)	$	$ 368,213	$ 368,213
Marysville	$	$ 59,048	$ 59,048
Onalaska	$	$ 37,166	$ 37,166
Olympia	$ 32,114	$ -	$ 32,114
Franklin Pierce	$ 11,331	$ 9,440	$ 20,771
Selah	$	$ 13,464	$ 13,464
Kennewick	$	$ 11,690	$ 11,690
Chehalis	$	$ 3,979	$ 3,979

	Increase in Levy Collections	Increase in LEA Collections	Total
Spokane	$ 2,219	$ 610	$ 2,829
Okanogan	$	$ 1,387	$ 1,387
San Juan Island	$ 529	$ -	$ 529

Notice that some districts did not see increases in levy collections even though they saw significant increases in new student enrollment. This is likely because the existing district voter-approved levy authority was less than the maximum levy capacity for that district at the time of levy approval, and so increases in the levy base cannot increase levy collections.

Net Impacts on Levy Base and LEA—Districts with Decreased Enrollment

Table 22 demonstrates the most significant impacts on Levy Base and LEA for districts that lost resident student enrollment to online programs operated by other school districts. Only the 30 most significantly impacted districts are listed. Again, this table should be interpreted with caution. These estimates are also based on enrollment data submitted by districts operating online programs via the online program survey, and are likely high given that some of the districts over-reported student enrollment, as discussed in the Financial Impacts section above. These data reflect decreases in enrollment for the 2008–09 school year, but the resulting changes to district levy base and levy and LEA collections do not take effect until the subsequent calendar year, which is 2010.

Table 22: Net Impacts on Levy Base and LEA—30 Districts with Decreased Enrollment

District	Decrease in Levy Collections	Decrease in LEA Collections	Total
Seattle	$ 420,422	$ -	$ 420,422
Puyallup	$ 151,145	$ 128,756	$ 279,901
Tacoma	$ -	$ 264,710	$ 264,710
North Thurston	$ 89,119	$ 80,910	$ 170,029
Spokane	$ 82,791	$ 73,619	$ 156,410
Federal Way	$ 72,416	$ 76,101	$ 148,517
Olympia	$ 129,079	$ -	$ 129,079
Sumner	$ 58,754	$ 56,048	$ 114,802
Clover Park	$ -	$ 110,670	$ 110,670
Auburn	$ 62,278	$ 46,001	$ 108,279
Bremerton	$ 53,279	$ 51,137	$ 104,416
Everett	$ -	$ 93,736	$ 93,736
Kent	$ -	$ 92,374	$ 92,374
Kennewick	$ -	$ 83,753	$ 83,753
Central Valley	$ 44,544	$ 38,369	$ 82,913
Vancouver	$ -	$ 81,707	$ 81,707
Longview	$ 38,821	$ 37,126	$ 75,947
Pasco	$ -	$ 75,936	$ 75,936

District	Decrease in Levy Collections	Decrease in LEA Collections	Total
Enumclaw	$ 40,968	$ 34,800	$ 75,768
South Kitsap	$ -	$ 74,713	$ 74,713
Lake Stevens	$ 33,140	$ 35,789	$ 68,929
Shoreline	$ 68,552	$ -	$ 68,552
Marysville	$ -	$ 65,980	$ 65,980
Mukilteo	$ 59,370	$ -	$ 59,370
Bethel	$ -	$ 58,532	$ 58,532
Yakima	$ -	$ 56,236	$ 56,236
Moses Lake	$ -	$ 54,938	$ 54,938
Highline	$ -	$ 52,782	$ 52,782
Tumwater	$ 25,057	$ 26,167	$ 51,224
Richland	$ -	$ 51,006	$ 51,006

Contract Terms

Twenty-one contracts were analyzed for this report. The contracts fell into three broad categories:

- **Online school programs** – These contracts covered the complete operation of an online school program featuring a comprehensive and sequential program of classes or grade-level coursework. Either the district or the program provider provides online teachers for the courses offered through the program.
- **Online content** – These contracts only covered the purchase of online content. No instruction was included in these contracts.
- **Individual online courses** – These contracts covered the purchase of individual teacher-led online courses. As compared to the programs, these courses were offered in an a la carte model, not as a sequential program. Online teachers are provided by the course provider for these courses.

Table 23: Districts with Contracts for *Content*, not Instruction

District	Provider
Franklin Pierce	Apex Learning
Kennewick	Apex Learning
Onalaska	Oddessy Ware
San Juan Island	K12, Inc.

Table 24: Districts with Contracts for *Individual Courses*, Including Instruction

District	Provider
Centralia and Chehalis	Advanced Academics
Evergreen (Clark)	Aventa Learning
Kennewick	Apex Learning
Kent	Advanced Academics
Lake Stevens	Advanced Academics
Marysville	Advanced Academics
Okanogan	Advanced Academics
Renton	Advanced Academics
Yakima	Advanced Academics

Table 25: Districts with Contracts for *Programs*, with or without Instruction

District	Provider
Evergreen (Clark)	KC Distance Learning
Kittitas	Achieve Online
Monroe	K12, Inc.
Quillayute Valley	Insight Schools
Steilacoom Historical	K12, Inc.
Stevenson-Carson	Kaplan Virtual Education

Contracts for content and/or individual online courses tended to have short durations. Of the twelve contracts that fell into this category, ten had one-year terms. Many of these contracts had automatic renewal clauses, typically for one or two additional years.

Six of the contracts covered the operation of an online school program. With the exception of Kittitas' one-year contract with Achieve Online, all of the contracts had initial terms of four to five years with one- or two-year renewal periods. Such long-term arrangements are to be expected when both parties are making significant investments in operating and advertising a school program.

None of the content or individual course contracts were exclusive. Many of the program contracts contained restrictions on the providers operating similar schools elsewhere in the state. KC Distance Learning agreed to not operate or manage "any other ALE-funded state-wide school serving the same grade levels then served by [iQ Academy] in the state of Washington" (page 14 of the contract). Insight agreed to not operate "any other virtual school or other distance learning program serving the same grade levels then served by the School for any other Washington public school district, Washington regional educational entity, or other Washington educational institution" (page 18 of the contract). In addition, the Quillayute Valley School District agreed to not operate any other virtual school for 18 months following the termination of their contract with Insight.

In the case of both Insight and KC Distance Learning, these arrangements would allow the providers to create agreements with other districts to offer a program serving grades other than those served by Evergreen or Quillayute Valley. Nor do they preclude a provider from operating a private school, as Insight has done with Olympus High School.

Steilacoom's contract with K12, Inc. restricts K12, Inc.'s ability to operate another statewide school in Washington. But, several district-specific programs are mentioned by name in the contract, and the contract has been amended several times to account for changes in the other districts purchasing K12, Inc. content. The K12, Inc.-Steilacoom contract also places a number of requirements and restrictions on these other districts, including the San Juan, Kennewick, and Walla Walla School Districts. These requirements cover maximum enrollment in the other districts, student-teacher interaction, and costs.

Course Funding

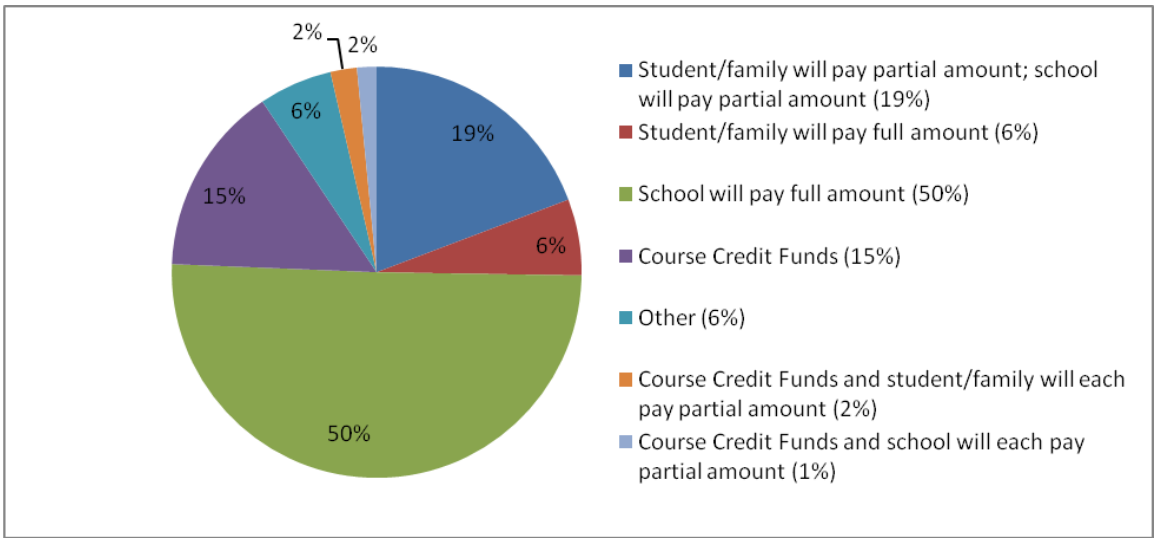
Students enrolled in online school programs are funded by state basic education student apportionment.

Individual courses, on the other hand, generally require payment. At the time of course registration, the DLC asked registrars to identify the funding source for every registration. Half of enrollments were paid for entirely by the school. The student's family only paid entirely for six percent of registrations, although in over 20 percent of the cases the family paid for part of the enrollment fees. The DLC also offered "Course Credit Funds," essentially a pool of scholarship money given to member schools to cover some course costs. These Course Credit Funds accounted for 15 percent of registrations.

Table 26: Funding Sources for DLC Course Enrollments

Payment source	Students	Percent
School	916	50.4%
Split between student/family and school	350	19.3%
DLC Course Credit Funds	272	15.0%
Student/family	109	6.0%
Other	105	5.8%
Split between DLC Course Credit Funds and student/family	38	2.1%
Split between DLC Course Credit Funds and school	28	1.5%
Totals	1,818	

Figure 7: Funding Sources for DLC Course Enrollments



The responses from districts completing the district survey should be considered less reliable given the small sample size and the fact that the respondents were answering in the abstract rather than being faced with a specific case. Even so, half of the respondents, seventeen districts, reported that the district paid for the course fee. Eight of the 34 districts indicated that the student/family paid, and seven said it was a combination of the school and the district. Two districts cited other funding sources.

In her survey of districts, Torrey Morgan (page 38) asked about district policies with regard to funding in different circumstances. Her findings are, in most cases, similar to the DLC and district survey data, with over half of the courses being funded by the school. The notable exception to this is courses beyond 1.0 FTE—that is, courses likely to be taken outside of the school day and for which there was no state funding available. In those instances, the student was responsible for the cost of the course in 71 percent of the cases. It is also important to note that the "other" responses were either that the courses were grant funded or that the funding source was variable and depended on other factors, such as if the student completed the course or not.

Table 27: Funding Source for Online Courses in Different Circumstances

Circumstances	School/District	Student	Other	Responses
Advanced Placement Courses	54%	39%	7%	121
Courses for College Credit	57%	36%	7%	107
Core Courses Required for Graduation	58%	33%	9%	137
Elective Courses	53%	41%	6%	123
Credit Recovery	53%	39%	9%	140
Courses Beyond 1.0 FTE	29%	71%	0%	93

Oversight

Program Administration

Of the 22 programs that contracted with a third-party provider (for-profit or nonprofit), in 14 cases the program's principal/director was employed by the district. The remaining eight principals were employed by the third-party provider.

Content Creation

Of the 30 programs that responded to the program survey, just over half, or 16 programs, outsourced content creation to a third-party provider. Nine providers indicated that the content was created in-district and five providers used a mix of district-created and purchased content.

Of the 34 districts offering online courses that responded to the district survey, 28 indicated that they purchased course content from a third-party, while an additional four districts said they used a mix of in-house and third-party content. One district created all the content in house, and another one relied on another Washington school district for content.

Washington Certificated Teachers

SSB 5410 requires that online course and program teachers be "certificated in accordance with Washington State law." Because online teachers are in a different location from the student, they are often located quite some distance from the student, including in other states. Many teachers, especially those working for providers with a national presence, live and work in other states. In order to teach the courses, all online teachers have been certificated in at least one state.

WASL Administration

Students in online school programs seem to have taken the WASL at lower rates than students in traditional schools. Across the six programs for which we have data, tests were completed 64.4 percent of the time, compared to 97.9 percent across the entire state.

The participation rates are derived from the number of students who were enrolled compared to the number of students with no score. The reasons for a student to have no score include unexcused absence, refusal to take the test, not having a text booklet, returning an incomplete test, and having the test invalidated, among others. Students who have "opted out" of taking the WASL are included in the "no score" category.

There was a significant gap between the state's average for the number of students tested and the average for the six online school programs (see Table 29) for which data was available. The largest difference was found in the rates for 10th grade students where the program rate was half that of the state.

Figure 8: 2009 WASL Tests with Scores, by Grade

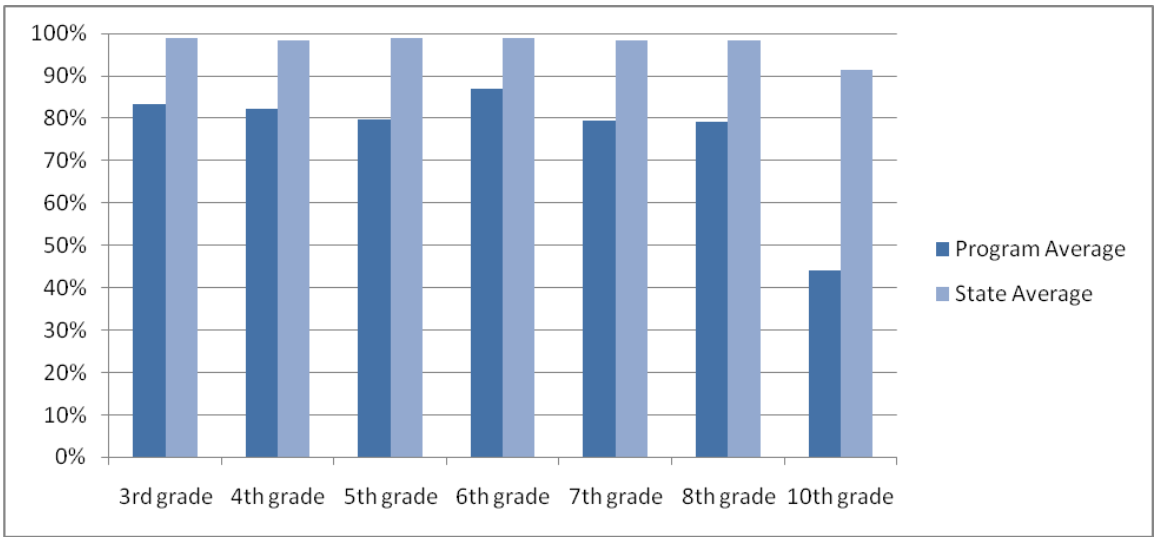


Table 28: 2009 WASL Tests with Scores, by Grade

Grade	Possible Tests in Programs	Tested in Programs	Program Average	Possible Tests in State	Tested in State	State Average
3rd grade	270	225	83.3%	153,025	151,491	99.0%
4th grade	428	352	82.2%	229,433	225,826	98.4%
5th grade	513	409	79.7%	229,100	226,840	99.0%
6th grade	524	456	87.0%	151,612	149,963	98.9%
7th grade	1,094	868	79.3%	226,150	222,592	98.4%
8th grade	1,579	1,249	79.1%	230,602	226,912	98.4%
10th grade	3,563	1,575	44.2%	310,333	284,080	91.5%

Table 28 includes data from all subjects given at a particular grade level. For example, 10th grade students were tested in Reading, Writing, Math, and Science. So, the "possible tests in program" and "possible tests in state" columns would count a single student eligible to take the test in all four subject areas as four "possible tests." If that student completed and was scored in all four subject areas, they would count as a four in the "tested" columns.

Figure 9: Percent of Possible 2009 WASL Tests with Scores, by Program

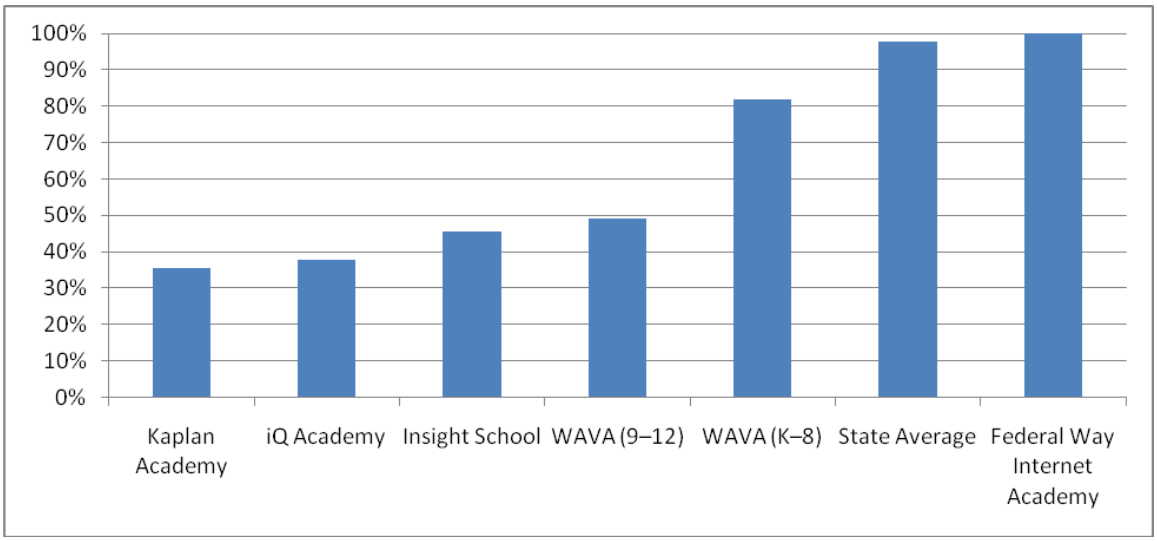


Table 29: 2009 WASL Tests with Scores, by Program

Program	Possible Tests	Tests with Scores	Average
Kaplan Academy	341	121	35.5%
iQ Academy	775	292	37.7%
Insight School	2,088	949	45.5%
WAVA (9–12)	756	371	49.1%
WAVA (K–8)	3,385	2,775	82.0%
State Average	1,454,458	1,423,483	97.9%
Federal Way Internet Academy	626	626	100.0%

Table 29 also includes data from all subjects given at a particular grade level. For example, 10th grade students were tested in Reading, Writing, Math, and Science. So, the "possible tests" column would count a single student eligible to take the test in all four subject areas as four "possible tests." If that student completed and was scored in all four subject areas, they would count as a four in the "tests with scores" column.

Figure 10: Percent of Students with Scores on the 2009 WASL, by Subject

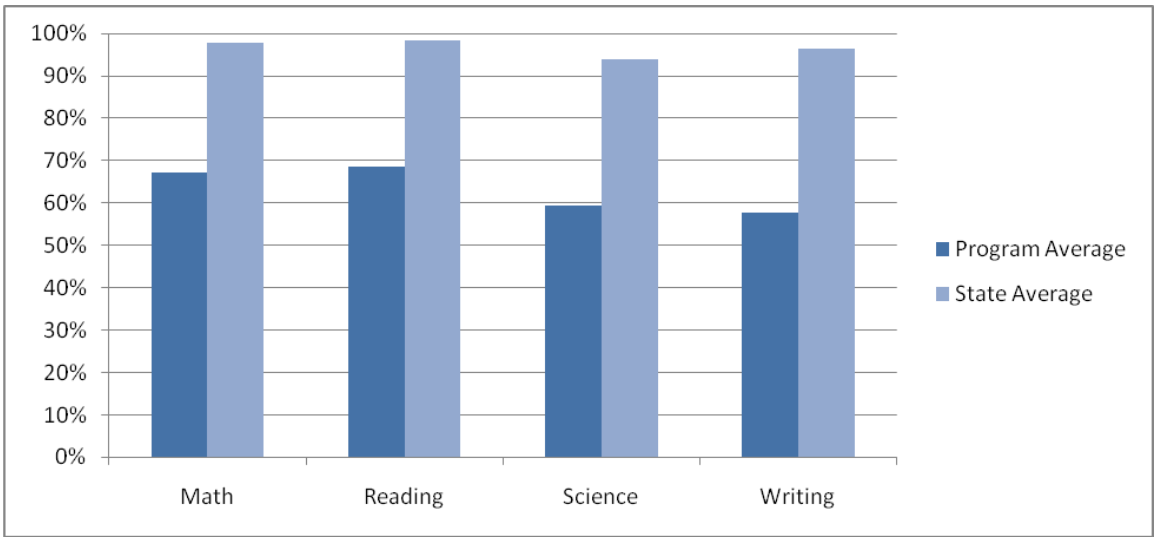


Table 30: 2009 WASL Tests with Scores, by Subject

Subject	Possible Tests in Programs	Tested in Programs	Program Average	Possible Tests in State	Tested in State	State Average
Math	2,555	1,719	67.3%	535,392	523,589	97.8%
Reading	2,397	1,645	68.6%	535,792	526,308	98.2%
Science	1,726	1,024	59.3%	228,991	215,257	94.0%
Writing	1,293	746	57.7%	229,973	221,763	96.4%

Table 30 includes data from all grade levels that were administered the WASL for a particular subject area. For example, Science was administered to 5th, 8th, and 10th grade students.

Program-level "no score" data

Within programs the rates of students with no score on the WASL varied depending on the subject and grade.

At Steilacoom's Washington Virtual Academy, between 16–20 percent of students did not take the WASL.

Table 31: WAVA (Steilacoom) Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
3	Reading	135	23	17.0%
3	Math	135	22	16.3%
4	Reading	143	23	16.1%
4	Math	143	24	16.8%
4	Writing	142	29	20.4%
5	Reading	171	36	21.1%

Grade	Content	Enrollment	No Score	Percent
5	Math	171	34	19.9%
5	Writing	171	34	19.9%
6	Reading	200	34	17.0%
6	Math	200	34	17.0%
7	Reading	256	47	18.4%
7	Math	257	47	18.3%
7	Writing	258	52	20.2%
8	Reading	334	58	17.4%
8	Math	335	59	17.6%
8	Science	334	54	16.2%

WAVA's high school program, located in the Monroe School District, reported scores for approximately half of the students enrolled in the tenth grade.

Table 32: Washington Virtual High School (Monroe) Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
10	Reading	176	88	50.0%
10	Math	190	101	53.2%
10	Writing	185	90	48.6%
10	Science	205	106	51.7%

Fewer than half of students at Quillayute Valley's Insight School had reported scores on the WASL.

Table 33: Insight Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
10	Reading	464	257	55.4%
10	Math	571	316	55.3%
10	Writing	443	244	55.1%
10	Science	610	322	52.8%

Kaplan Academy of Washington, in the Stevenson-Carson School District, had "no score" rates of nearly 80 percent in some areas.

Table 34: Kaplan Academy of Washington Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
8	Reading	27	11	40.7%
8	Math	28	11	39.3%
8	Science	27	11	40.7%
10	Reading	59	47	79.7%

Grade	Content	Enrollment	No Score	Percent
10	Math	68	42	61.8%
10	Writing	63	48	76.2%
10	Science	69	50	72.5%

All of the 6th, 7th, 8th, and 10th graders at Federal Way's Internet Academy had reported scores for the WASL.

Table 35: Federal Way Internet Academy Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
6	Reading	62	0	0.0%
6	Math	62	0	0.0%
7	Reading	64	0	0.0%
7	Math	64	0	0.0%
7	Writing	64	0	0.0%
8	Reading	91	0	0.0%
8	Math	91	0	0.0%
8	Science	91	0	0.0%
10	Math	11	0	0.0%
10	Science	26	0	0.0%

Evergreen School District's iQ Academy reported no scores for between 56 and 70 percent of students.

Table 36: iQ Academy Students with no Score on the Spring 2009 WASL

Grade	Content	Enrollment	No Score	Percent
7	Reading	43	26	60.5%
7	Math	44	26	59.1%
7	Writing	44	28	63.6%
8	Reading	73	42	57.5%
8	Math	73	42	57.5%
8	Science	75	42	56.0%
10	Reading	99	60	60.6%
10	Math	112	78	69.6%
10	Writing	94	56	59.6%
10	Science	118	83	70.3%

Test administration

Of the 4,773 students in online school programs who were scheduled to take the assessment, programs reported that 54.8 percent took the test in their home district or school, with the remaining 45.2 percent taking the test via the online school program. In some cases, the home school could be a school in the same district as that of the online school program. Note that the programs were unable to provide an answer for an additional 3,608 students.

Considering just those students who transferred into an online school program from out of district, and where the program knew who administered the WASL (total: 2,369 students), 77.7 percent took the WASL through the serving program, and 22.3 percent were tested in their home district.

Teacher Employment

Local districts employed the online school program teachers in 16 of the 30 programs that responded to the survey. In five cases some staff were employed by the district while some were employed by a third-party provider. And, in nine programs, all of the instructional staff were employed by the third-party provider.

Looking at teachers of individual courses, on the school district survey, 19 of the 34 districts used third-party teachers, and an additional four districts used a mix of district and third-party teachers. Nine districts used only district teachers, and two used teachers from other Washington school districts.

Course Completion Rate

Across all online school programs, 84 percent of course enrollments were completed. A completed enrollment is a single semester-long course where the student received a final grade and did not withdraw or drop the course.

Table 37: Completion Rate Across all Online School Programs

Status	Enrollments	Percent
Completed	42,719	84%
Dropped	8,167	16%
Total	50,886	

Removing drops that occurred within ten days of the course start—to account for schedule changes or other reasons that aren't directly related to the quality of a course—raises the completion rate to 89 percent.

Individual course completion rates, as shown in Table 38, were calculated based on each program's self-reported records of enrollment status and grades.

Table 38: Course Completion Rates for Online School Programs

Online School Program	Completion Rate	Total Enrollments
Okanogan Regional Learning Academy	100.0%	8
Insight	99.4%	18,773
Union Liberal Arts Academy	98.0%	302
Yakima Online	96.4%	871
Everett OnlineHS	96.0%	1,164
Kent Phoenix Academy/Kent Virtual High School	90.1%	395
WAVA K–8	87.5%	3,126
Selah Online	86.7%	338
WAVA 9–12	86.1%	7,621
Twin Cities Virtual Academy	85.7%	238
Griffin Bay	85.3%	109
Spokane Virtual Learning	84.4%	1,000
No Thunder Left Behind	78.0%	373
Lake Stevens Virtual High School	77.3%	225
Off Campus Learning Program	74.4%	586
Renton Virtual High School	73.9%	345
MOVE UP	68.6%	1,693
Vancouver Virtual Learning Academy	68.6%	35
Internet Academy	66.7%	3,077
Kaplan Academy of Washington	66.0%	2,797

Online School Program	Completion Rate	Total Enrollments
TWOLF Academy (Heritage High School)	62.0%	497
iQ Academy Washington	59.2%	5,974
Olympia Regional Learning Academy (iConnect)	58.5%	253
Evergreen Ignite	55.9%	254
Edmonds eLearning	46.6%	298
Onalaska Virtual School	41.9%	155
I-School@FP	36.1%	379
Total		**50,886**

Six programs did not submit enough data to calculate completion rates.

Across all of the individual online courses offered through the Digital Learning Commons, students had 78 percent completion rate in DLC courses for 2008–09.

Pass Rate

By defining "passing" as the number of completed enrollments where the student earned an A, B, C, or P in the course, online school programs reported a 50.3 percent pass rate. If the "D" grade is added to the passing category, the pass rate rises to 60.7 percent. If a student dropped out of the course prior to completion, that course is not included in the calculation of a program's pass rate. Course pass rates for each individual program were calculated using the completion and grade reports supplied by each program.

According to grade reports for the online courses, DLC courses had a 75 percent passing rate for 2008–09 using the "A, B, C, or P" definition of passing. Including the "D" grade, DLC courses had an 82 percent passing rate.

Figure 11: Grades Earned in Online School Program Enrollments

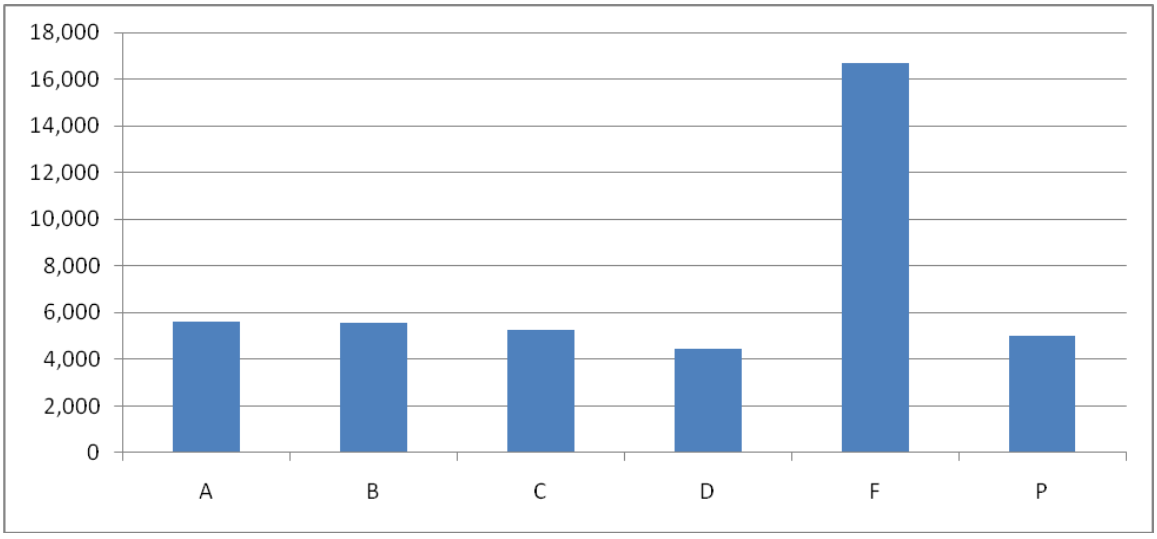


Table 39: Pass Rates for Online School Programs

Online School Program	Pass Rate (A, B, C, P)	Pass Rate (A, B, C, D,P)	Completed Enrollments
Griffin Bay	100.0%	100.0%	63
WAVA K–8	100.0%	100.0%	2,734
Olympia Regional Learning Academy (iConnect)	100.0%	100.0%	147
I-School@FP	97.1%	97.1%	137
Onalaska Virtual School	80.0%	95.4%	65
Union Liberal Arts Academy	72.0%	97.3%	296
Yakima Online	71.3%	76.2%	840
MOVE UP	70.6%	85.2%	1,161
Spokane Virtual Learning	70.4%	84.1%	805
Edmonds eLearning	68.4%	100.0%	136
Mountain View High School/No Thunder Left Behind	67.0%	96.9%	291
Internet Academy	66.5%	68.4%	2,029
TWOLF Academy (Heritage High School)	65.3%	92.5%	308
Evergreen Ignite	62.0%	88.0%	142
Everett OnlineHS	61.3%	78.2%	1,111
Renton Virtual High School	59.7%	75.0%	248
Off Campus Learning Program	58.5%	72.5%	436
Vancouver Virtual Learning Academy	58.3%	75.0%	24
Selah Online	58.2%	73.3%	292
Twin Cities Virtual Academy	56.9%	77.7%	202
Kent Phoenix Academy/Kent Virtual High School	53.7%	71.3%	356
WAVA 9–12	50.7%	64.2%	6,559
Lake Stevens Virtual High School	48.8%	61.6%	164
iQ Academy Washington	44.9%	56.0%	3,473
Kaplan Academy of Washington	41.6%	53.7%	1,844
Okanogan Regional Learning Academy	37.5%	50.0%	8
Insight	36.6%	46.1%	18,661
Total			**42,532**

Six programs did not submit enough data to calculate passing rates.

Program Completion and Retention

It is difficult to draw firm conclusions about program completion and student retention due to the available data and the variation in program models. The online school programs discussed in this report fall on a continuum between comprehensive and sequential year-long schools and more targeted programs that serve students taking individual courses. Because of this variation, it becomes difficult to determine what constitutes a successful program completion when some students may be successful without staying a full school year. Furthermore, the data doesn't

lend itself to program-to-program comparisons, as each program has a different model or combination of models.

Each program supplied information on the date each student started the program, the date the student left the program (if applicable), and reason for leaving (if applicable). Based on this data, 48.8 percent (4,990) of students successfully completed the year's course of study in the program, and 51.2 percent (5,231) left the program. A successful completion includes finishing the year in the program (note that a student may have started mid-year) or graduating from the program. Reasons for leaving the program, and thus not successfully completing the program, include dropping out of school or returning to the student's home school or district. In addition, 116 students left for reasons outside the control of the program, such as medical issues forcing withdrawal, moving out of state, entering a rehabilitation program, or incarceration. Programs were unable to provide data for an additional 2,793 students.

There remains some ambiguity in the data. Take the example of a program that provided individual credit recovery courses. A student could transfer to the program to take one or more courses; then, the student could transfer back to the home school or district. Under the model used to calculate the program completion rate, this would count as an unsuccessful completion when in reality the program was successful in meeting the intended goal.

Another issue is highlighted by the 2,793 (out of 13,130) students for which we have no data. Programs do not necessarily track where a student goes after leaving the program, or why a student left. While individual staff members may know this, the information is often not entered into a student information system in a systematic way. So, there is some uncertainty around the accuracy of the data supplied.

Student program entry and exit dates provide another view on the question of program completion. **Figure 12** shows students grouped by duration in the program, shown in calendar days. The first column, for example, shows that 516 students left a program after less than 30 days. There are clear spikes at the semester (120–159 days or 5 months) and year (270+ days or 10+ months) marks. Those two periods combine for 64 percent of the total student population, leaving 36 percent of students who leave a program part way through the year. Students who completed a half-year of study before leaving the program may have entered the program mid-year and gone on to complete, they may have left mid-year, or the program may have been designed to only last half a year, as may be the case with some remediation or credit recovery programs. We can generally assume that students who stayed in a program for more than 270 calendar days successfully completed the school year in the program.

Given this, it appears that between half and two-thirds of students who enter an online school program successfully complete their course of study, be it a full year or a partial year program.

Figure 12: Histogram of Student Duration in Online School Programs, in Calendar Days

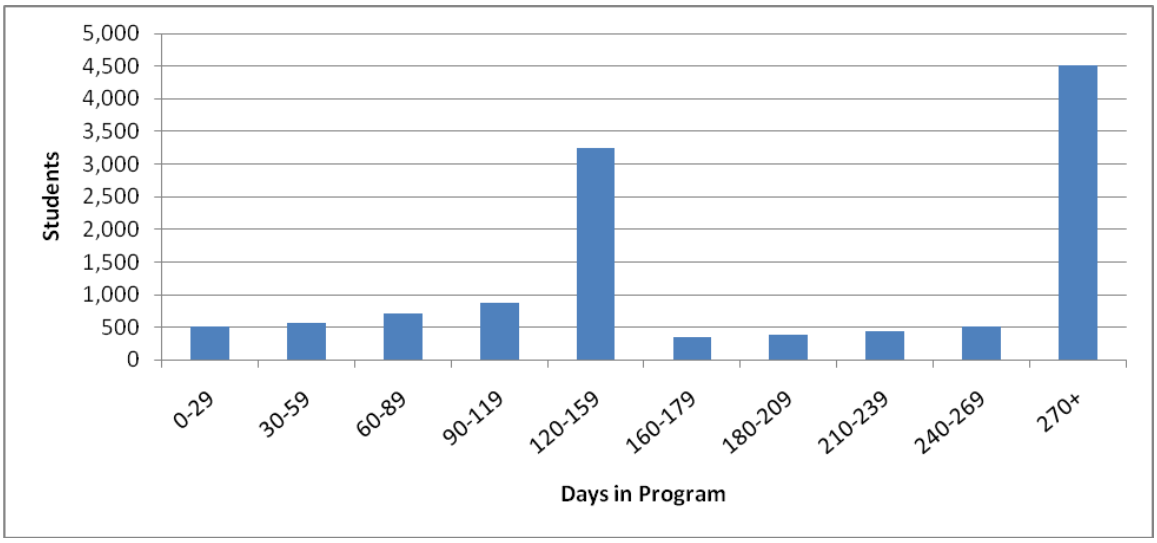


Table 40: Student Duration in Online School Program, in Calendar days

Days in Program	Students	Percent
0–29	516	4.3%
30–59	558	4.6%
60–89	717	5.9%
90–119	882	7.3%
120–159	3,249	26.8%
160–179	353	2.9%
180–209	384	3.2%
210–239	433	3.6%
240–269	516	4.3%
270+	4,506	37.2%

WASL Results

For the purposes of this study, WASL results by program were only obtained for those online school programs that have unique school IDs in OSPI's systems. Many programs share school IDs with other programs in their district—for example, an alternative school and an online school program may use the same ID—making it impossible to separate students in the online program from those in other programs.

Furthermore, privacy requirements mean that scores can be reported only if the school has more than 10 students taking the exam. Given the relatively small size of many programs, a number of programs did not meet this threshold, and thus this data isn't available for analysis.

Finally, note that the small sample sizes for many of the schools. In most cases, a given school tested fewer than 100 students in a subject, and in many cases the total number of students tested only just surpassed the minimum requirement for reporting. The small sample sizes mean that the results should be treated with some caution.

Across all grades and subjects tested, none of the online school programs reporting scores met the state average for students meeting standard. Most programs had passing rates that were significantly below the state average.

10th grade:

Figure 13: 10th Grade WASL Pass Rates

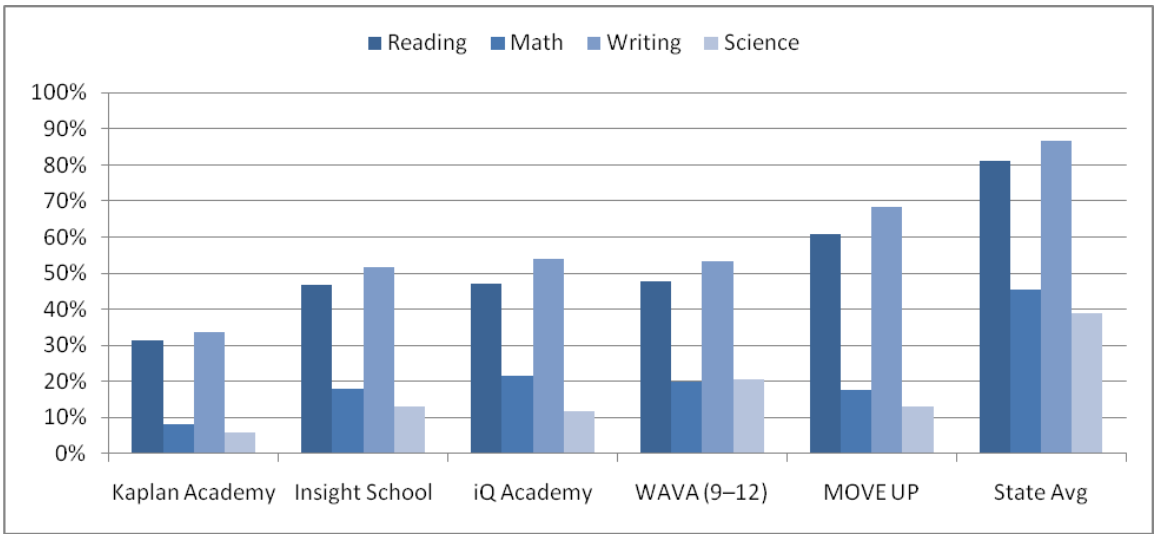


Table 41: 10th Grade Reading WASL

School	Students Tested	Met Standard
Kaplan Academy	12	31.5%
Insight School	149	46.9%
iQ Academy	39	47.1%
WAVA (9–12)	88	47.6%
MOVE UP	45	60.9%
State Average	55,096	81.2%

Table 42: 10th Grade Mathematics WASL

School	Students Tested	Met Standard
Kaplan Academy	26	8.3%
MOVE UP	35	17.5%
Insight School	216	17.9%
WAVA (9–12)	89	19.8%
iQ Academy	34	21.7%
State Average	61,232	45.4%

Table 43: 10th Grade Writing WASL

School	Students Tested	Met Standard
Kaplan Academy	15	33.8%
Insight School	140	51.6%
WAVA (9–12)	95	53.3%
iQ Academy	38	54.0%
MOVE UP	39	68.2%
State Average	53,146	86.7%

Table 44: 10th Grade Science WASL

School	Students Tested	Met Standard
Kaplan Academy	19	5.8%
iQ Academy	35	11.8%
MOVE UP	24	13.0%
Insight School	183	13.1%
WAVA (9–12)	99	20.5%
State Average	64,008	38.8%

8th Grade

Figure 14: 8th Grade WASL Pass Rates

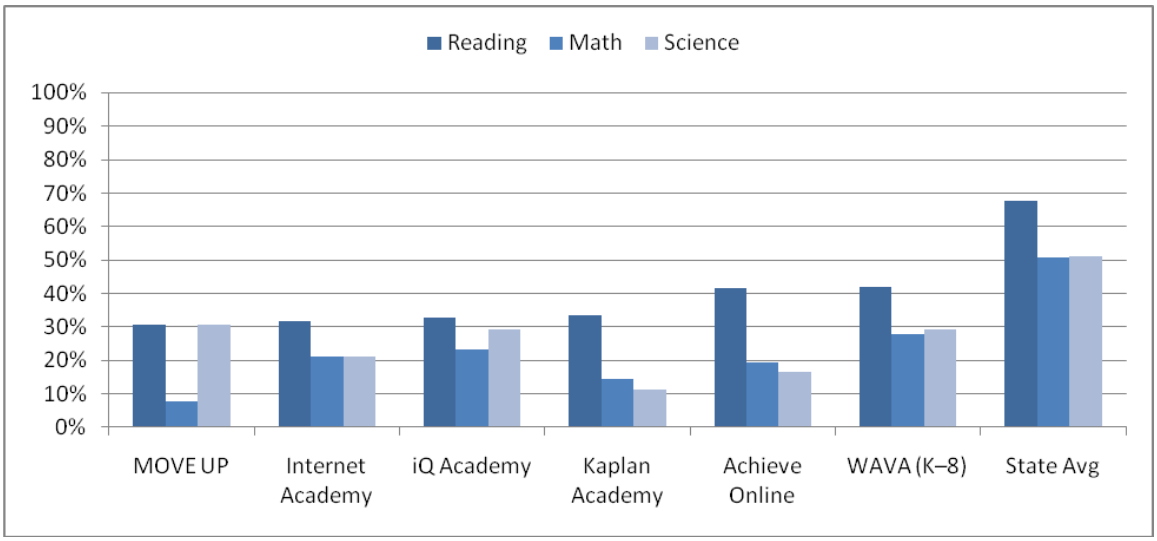


Table 45: 8th Grade Reading WASL

School	Students Tested	Met Standard
MOVE UP	12	30.8%
Internet Academy	11	31.6%
iQ Academy	31	32.9%
Kaplan Academy	16	33.3%
Achieve Online	26	41.7%
WAVA (K–8)	276	41.9%
State Average	75,654	67.5%

Table 46: 8th Grade Mathematics WASL

School	Students Tested	Met Standard
MOVE UP	12	7.7%
Kaplan Academy	17	14.3%
Achieve Online	25	19.4%
Internet Academy	11	21.1%
iQ Academy	31	23.3%
WAVA (K–8)	276	27.8%
State Average	75,669	50.8%

Table 47: 8th Grade Science WASL

School	Students Tested	Met Standard
Kaplan Academy	16	11.1%
Achieve Online	26	16.7%
Internet Academy	11	21.1%
iQ Academy	33	29.3%
WAVA (K–8)	280	29.3%
MOVE UP	12	30.8%
State Average	75,489	51.1%

4th Grade

Figure 15: 4th Grade WASL Pass Rates

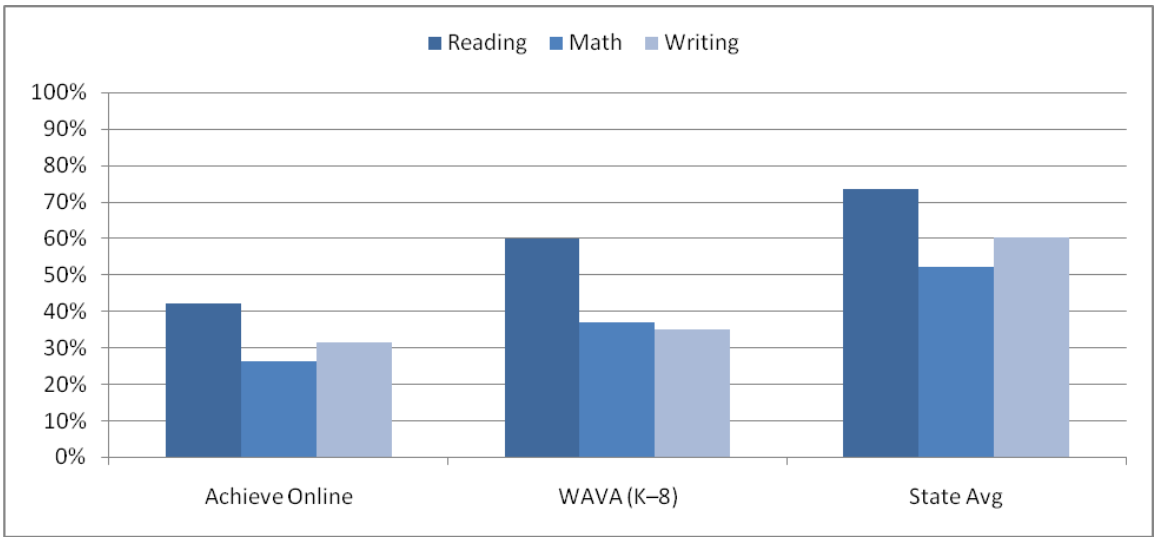


Table 48: 4th Grade Reading WASL

School	Students Tested	Met Standard
Achieve Online	14	42.1%
WAVA (K–8)	119	60.1%
State Average	75,742	73.6%

Table 49: 4th Grade Mathematics WASL

School	Students Tested	Met Standard
Achieve Online	14	26.3%
WAVA (K–8)	118	37.1%
State Average	75,803	52.3%

Table 50: 4th Grade Writing WASL

School	Students Tested	Met Standard
Achieve Online	10	31.6%
WAVA (K–8)	112	35.2%
State Average	74,281	60.4%

Student Support

Enrollment

The process of enrolling varies considerably depending on the type of program. In most cases, students enrolling in online school programs will transfer from their existing schools to the online school program. When the student lives outside the geographic boundaries of the program's district, the student will transfer into the program using either a "choice" transfer or an interdistrict agreement. An interdistrict agreement is between two or more districts, and it specifies how services and funding for the student will be shared. A "choice" transfer occurs when a student switches districts using the provisions described in RCW 28A.225.220. Nearly all of the transfers into online school programs were completed using the "choice" provisions.

Students who are already being served by their local school district may transfer into an online program offered by the local district, subject to the district's intradistrict transfer policies and procedures.

The procedures for students enrolling in individual online courses vary depending on the local district's policies and procedures. Not all districts allow students to enroll in individual online courses. As cited earlier, Morgan (page 29) found that 11 percent of districts in her survey did not permit any students to take online courses for credit and only 13 percent had no restrictions on the grade levels allowed to take online courses. Twenty-two of the 34 districts responding to the district survey indicated that students went through an application process prior to enrollment in courses. Nine districts did not have an application process, and three districts automatically enrolled students (without an application process) in online courses based on credit or scheduling needs.

In a separate analysis conducted by the DLC, course Teacher/Mentors in DLC schools were surveyed about enrollment practices in spring 2009. Teacher/Mentors are the local in-person support staff, employed the local school, for students enrolled in DLC individual online courses. The results are displayed in Table 51 and Table 52. Over half of DLC Teacher/Mentors indicated that students did not need to apply in order to take an online course. And, three-quarters of Teacher/Mentors responded that parents were included in the enrollment process prior to enrollment.

Table 51: Enrollment Process for DLC Courses

Which option best resembles the enrollment process for your students who participate in DLC online courses?	Number	Percent
Students are automatically enrolled in an online course because of their credit or scheduling needs.	8	9.2%
Students are given the opportunity to choose to take an online course without an application process.	46	52.9%
Students must go through an application process to participate.	33	37.9%

Table 52: Parental Involvement in DLC Courses

	Number	Percent
Parents are not specifically communicated with regarding their student's enrollment in an online course.	12	13.8%
Parents are notified or conferred with after their student enrolls in an online course.	10	11.5%
Parents are notified, conferred with, or asked for consent, prior to their student enrolling in an online course.	65	74.7%

In her survey of districts, Morgan (pages 30–31) examined district policies with regard to the number of online courses a student could take at a time.

> The majority of districts, 64 percent, responded that there is no restriction on the number of online courses that a student can take for credit at a given time. For the 42 districts that responded that there is a restriction, the survey asked for the maximum number of online courses a student can take at a given time. The respondents gave at least 15 distinct responses to this question.
>
> - The most common responses were one course, two courses, three courses and six courses, in that order.
>
> - Interestingly, two districts responded that the maximum number of courses is dependent on funds. Both of these respondents are small rural districts.
>
> While 42 districts responded that there is a restriction on the number of online courses a student can take for credit at a given time, only 17 districts responded that there is a restriction on the overall number of online courses taken for credit during one's high school career. Of the 17 districts with restrictions, there were a variety of responses, ranging from a restriction of one course to 15 courses. The two most common restrictions among the 17 districts were two courses and four courses, each cited by four districts.

Computing Resources

Online courses naturally require computing resources in order for students to access course content and instruction. Some schools offer students access to a specific computer (say, in a computer lab or library), while others have resources available, but not specifically designated for the student to work on online coursework. In other cases, the student must provide his or her own computer, either at home or at a public location such as a library or community center.

In surveys of both DLC Teacher/Mentors (conducted by DLC) and school districts (conducted by OSPI) offering individual online courses, respondents were asked to best describe the computing resources available to students taking online courses. In both cases, schools provided access for students approximately three-quarters of the time.

Table 53: Computing Resources for Students in Individual Online Courses

	DLC Responses	District Responses
Students are given access to devoted computing resources at school.	36%	47%
Students have access to common or undesignated computing areas at school.	43%	24%
Students must have their own access to computing resources outside of school.	22%	29%

(DLC responses: 87; District responses: 34.)

DLC Teacher/Mentors were also asked about who provided technical assistance with computer hardware, software, or internet connectivity, should it be needed. Schools, either through the student's Teacher/Mentor or through district or building technology support personnel, provided support in 86 percent of the cases.

Online school programs face a different situation, given that many students are not physically near the school. Programs indicated that students provided their own technology in 40 percent of the cases. The program provided computers for students to use at home in three cases—10 percent of respondents. Programs provided technology in a physical location in the remaining cases.

The three schools that provided computers for student use at home, iQ Academy, Insight School of Washington, and Kaplan Academy of Washington, combined for 30.6 percent of the headcount enrollment and 40 percent of the FTE enrollment of all online school programs. As advertised on their respective Web sites, these programs provide full-time students with use of a laptop computer while enrolled in the program.

Table 54: Computing Resources for Students in Online School Programs

	Programs	Percent
Student provides own technology.	12	40%
Program provides computers at a program facility and students provide own technology.	10	33%
Program provides computers at a program facility for student use.	5	17%
Program provides a computer to all students for use at home.	3	10%

Scheduling

Students in online school programs are generally able to work on coursework on their own time. Schools may, on the other hand, schedule students in individual online courses to work on courses during specific times. Many, although not all, students enrolled in individual online courses are funded through "seat time" model of student funding, not the Alternative Learning Experience rules that provide additional flexibility around when and where a student completes the coursework.

Both DLC Teacher/Mentors and districts were asked to describe how students are scheduled into online courses. Responses were similar for both groups, with just over half of respondents indicating that students are given a scheduled period during the school day, while nearly half of students accessed courses on their own time.

Table 55: Student Scheduling in Individual Online Courses

	DLC	District
Students access their online coursework at school before or after the school day.	6%	6%
Students are given a scheduled time period during which they have access to their online coursework.	54%	50%
Students must access their online coursework on their own time.	40%	44%

(DLC responses: 87; District responses: 34.)

In-person Support

Students in individual online courses often have in-person support. Such support does not take the place of the teacher of the course—that is, in most cases, the local support personnel are not subject-matter experts, nor are they actually instructing students. But, local support can help encourage students to stay on track with coursework and can help facilitate resolution of any issues the student may encounter in the mechanics of taking an online course.

Twenty-six of the 34 districts responding to the survey indicated that they did provide in-person support. DLC required in-person support for schools taking DLC online courses.

In a 2009 survey, the DLC asked about what form that support takes. DLC Teacher/Mentors responded that in 77 percent of the time, students connected with the local support as needed. Seventeen percent indicated that students were given more than one scheduled time period per week in which to work with the local support personnel. In six percent of cases, students were given a weekly time period to connect with the local support.

Full-time or Part-time Programs

Nearly all online school programs offer both part-time and full-time options. Only three of the 33 programs offered only full-time programs. None of the programs indicated that they were solely part-time.

Special Education

Local school districts are required to provide special education services for students enrolled in individual online courses, as they would with any other student. Once a student transfers into a district using the “choice” provisions, special education services become the responsibility of the serving districts.

The question becomes more complicated when considering students enrolled in online school programs. Because the student is often not physically located near the program, special education services are sometimes provided by the student’s resident district. Presumably, the

serving district would need to contract, using an interdistrict agreement, with the resident district for the provision of special education services. It is unclear if such agreements are in place.

Programs were asked to describe how they served special education students that transferred from their resident district into the program. Only 30 percent of programs indicated that they provided special education services.

Table 56: Special Education Services in Online School Programs

	Programs	Percent
Program provided Special Education services.	9	30%
The student's resident district provided Special Education services.	7	23%
No special education students are served in program.	8	27%
Not sure.	6	20%

There have been complaints about programs denying transfers to special education students brought to the Department of Education's Region X Office of Civil Rights. In some cases, these complaints have led to agreements with districts to ensure that programs are properly serving special education students.

Student-to-Teacher Ratios

Table 57 provides three measurements that speak to the number of students served by each teacher in an online school program. Each provides a slightly different lens on these questions:

- How many students does a teacher deal with at once?
- What is the program's model?
- Are the staffing levels appropriate?

Student-to-Teacher Ratio

The student-to-teacher ratio is the number of students per instructional staff member for a given school year. It is calculated using full-time equivalency measures for both students and staff.

The student-to-teacher ratio can be roughly equated to a school's average class size.

In some cases, the ratio included below is the program provider's national rate, as the local program did not know how many teachers were used to teach their students. For example, Advanced Academics' national student-to-teacher ratio is 1:16.0. Each program using Advanced Academics purchases individual courses, which could be taught by any number of teachers and so the local program doesn't necessarily know exactly how many teachers are being used, or the teacher FTE rate. Therefore, the provider's national data has been substituted for program-supplied data when this situation occurred.

Teachers per 1,000 Students (FTE)

For programs that were able to provide complete student and teacher FTE counts, the ratio was calculated based on this submitted data. The ratio has also been provided as a count of teachers per 1,000 students (FTE), as this figure is often used in school finance. Specifically, school districts may be subject to penalties if they fail to maintain a minimum ratio of 46 basic education certificated instructional staff per 1,000 FTE students (K–12). Note, however, that the figures provided here are for specific programs and not for the entire district. Also, the minimum ratio includes all certificated instructional staff, a category that includes librarians, counselors, social workers, and other certificated nonclassroom teachers. The data supplied by the programs excludes these nonclassroom teachers. The differences in the two measurements are minimized due to the fact that most programs do not employ a large number of staff in these nonclassroom categories.

Enrollments per Teacher

The third measure that helps to speak to student-teacher contact is enrollments per teacher. Given that an enrollment is a single student enrolled in a single course for a single term, enrollments per teacher measures a program's total number of enrollments per year, divided by the program's staff FTE.

By way of comparison, an elementary teacher in a brick and mortar school who has 30 students in his classroom would have 30 enrollments per teacher. A secondary school teacher who taught five sections with 30 students in each section would have 150 enrollments per teacher per semester, or 300 enrollments per year.

Because the student-to-teacher ratio is a mix of provider-supplied data and program-supplied data, the number of teachers used in the enrollments per teacher measure was calculated based on the estimated teacher FTE.

Table 57: Student-to-Teacher Ratios in Online School Programs, Order by Student/Teacher Ratio

Program	Grades Served	Student/ Teacher Ratio	Teachers per 1,000 Students (FTE)	Enrollments per Teacher
Achieve Online	K–12	11.4	88.1	No data
iSchool@FP	9–12	14.1	70.9	172.3
MOVE UP	7–12	16.0	62.5	219.9
Renton Virtual High School	9–12	16.0	62.5	85.1
Twin Cities Virtual Academy	7–12	16.0	62.5	56.8
Lake Stevens Virtual High School	9–12	16.0	62.5	270.2
Selah Online	7–12	16.0	62.5	58.5
Okanagan Regional Learning Academy	9–12	16.0	62.5	24.7
Kent Virtual High School	9–12	16.0	62.5	40.5
Vancouver Virtual Learning Academy	6–12	16.0	62.5	40.6
Yakima Online!	7–12	16.0	62.5	64.8
Onalaska Virtual School	6–12	17.6	57.0	38.8

Program	Grades Served	Student/ Teacher Ratio	Teachers per 1,000 Students (FTE)	Enrollments per Teacher
Washington Virtual Academy (9–12)	9–12	18.9	52.9	245.8
OnlineHS	8–12	19.4	51.4	323.3
Spokane Virtual Learning	7–12	21.2	47.3	94.3
Griffin Bay Virtual Academy	K–12	24.1	41.5	205.0
Evergreen Ignite	9–12	28.0	35.7	526.2
No Thunder Left Behind	9–12	28.0	35.7	221.6
TWOLF Academy	9–12	28.0	35.7	183.3
Union Liberal Arts Academy	10–12	28.0	35.7	175.8
Edmonds eLearning Program	8–12	30.5	32.8	331.1
Olympia Regional Learning Academy (iConnect)	6–12	32.0	31.2	103.6
Federal Way Internet Academy	K–12	37.0	27.1	267.6
Insight School of Washington	9–12	37.2	26.9	288.5
Washington Virtual Academy (K–8)	K–8	39.3	25.4	48.8
Kaplan Academy of Washington	7–12	39.7	25.2	447.5
iQ Academy Washington	7–12	45.6	21.9	373.4
Off-Campus Learning	9–12	46.3	21.6	195.3
Bethel Online Academy	7–12	61.2	16.3	No data
Washington Web Academy	3–12	No data	No data	No data
White River Online Learning	8–12	No data	No data	No data
East Valley Virtual Academy	K–12	No data	No data	No data
EV Online Learning (Achieve)	K–12	No data	No data	No data

Extracurricular Activities

Many online school programs run clubs and other online activities for students. Students are also eligible to play sports in their resident school district.

Conclusion

This report provides the Washington State Legislature with a comprehensive baseline of data around online courses and online school programs. The report also raised a number of issues.

Student Achievement

Some programs have not yet designed the curriculum, instruction, and support necessary to positively impact students' academic achievement, as demonstrated by the course completion rates, course pass rates, program completion rates, and WASL scores. A significant number of students are not passing their online courses and not completing their online school programs. While some programs are undoubtedly serving challenging student populations, such as students who have dropped out or are about to drop-out, this issue still looms large.

Through the new Multi-district Online Provider approval process, as mandated by SSB 5410, OSPI will begin reviewing providers in early 2010. By holding all providers to a common set of criteria, OSPI can ensure that all providers meet a baseline of quality. The model district policy and procedures regarding online learning, currently being developed by the Washington State School Directors' Association, will also help ensure that districts have prepared thoughtful and adequate support for students enrolling in online courses and programs.

Definitions

As explained in the Process section, a variety of definitions have been used for "online course" and "online program." This variation can lead to confusion around what types of programs do or do not qualify for OSPI review, as well as challenges as schools code courses in student information systems.

SSB 5410's definitions of "course" and "program" will be the reference point for future definitions. OSPI will use the standards in the 5410 definition to ensure that courses are properly coded in district data systems, and those definitions will also be the gatekeeper for the review process.

But, there is room for further clarity. In particular, the notion of a "sequential program" in the online school program definition needs clarification to ensure that programs can clearly understand if they do or do not meet the definition. As outlined in the Process section of this report, there are a wide variety of online learning programs currently operating. Some programs clearly meet the definition of an "online school program," while in many other cases, it is unclear.

CEDARS

The data in this report was compiled from multiple sources, some more error prone than others.

OSPI's Comprehensive Education Data and Research System (CEDARS) will help ensure that future data about students in online courses will come from a single standardized system. With this infrastructure in place, future data will be more accurate and require less effort on the part of schools and districts.

Financial Impacts

This report provides information on the financial impacts resulting for the ten largest online programs operating in Washington during the 2008–09 school year. An assessment of the impacts on levy bases and the state levy equalization program is also provided. Both of these sections of the report should be interpreted with significant caution because of concerns about the source data.

Proviso language in the 2009–10 budget passed by the Washington State Legislature requires OSPI to collect as part of the monthly report of school district enrollment, accurate monthly headcount and FTE enrollments for students in Internet alternative learning experience (ALE) programs as well as information about resident and serving districts. This should dramatically improve data to better understand the financial impacts of online learning.

Appendix A — District Transfers

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
14005	Aberdeen School District			36	30.58
21226	Adna School District			10	9.46
22017	Almira School District			1	
29103	Anacortes School District			19	16.68
31016	Arlington School District			42	33.40
2420	Asotin-Anatone School District			4	3.49
17408	Auburn School District			92	74.94
18303	Bainbridge Island School District			11	9.58
6119	Battle Ground School District			61	52.12
17405	Bellevue School District			109	92.09
37501	Bellingham School District			126	104.74
1122	Benge School District				
27403	Bethel School District			97	87.11
20203	Bickleton School District				
37503	Blaine School District			24	21.41
21234	Boistfort School District			1	0.96
18100	Bremerton School District			83	73.28
24111	Brewster School District			9	8.80
9075	Bridgeport School District			1	0.50
16046	Brinnon School District			5	3.92
29100	Burlington-Edison School District			20	17.73
6117	Camas School District			19	17.79
5401	Cape Flattery School District			5	4.50
27019	Carbonado School District				
4228	Cascade School District			17	13.02
4222	Cashmere School District			7	6.69
8401	Castle Rock School District			11	10.48
20215	Centerville School District				
18401	Central Kitsap School District			42	38.43
32356	Central Valley School District			64	58.90
21401	Centralia School District			45	39.46
21302	Chehalis School District	8	5.60	30	26.68
32360	Cheney School District			22	19.87
33036	Chewelah School District				
16049	Chimacum School District			22	19.81
2250	Clarkston School District			10	7.20
19404	Cle Elum-Roslyn School District			15	12.31

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
27400	Clover Park School District			190	158.03
38300	Colfax School District			3	2.78
36250	College Place School District			3	3.00
38306	Colton School District				
33206	Columbia (Stevens) School District			1	1.00
36400	Columbia (Walla Walla) School District			7	6.01
33115	Colville School District			18	17.33
29011	Concrete School District			15	14.14
29317	Conway School District				
14099	Cosmopolis School District			5	3.13
13151	Coulee-Hartline School District			3	2.88
15204	Coupeville School District			5	4.13
5313	Crescent School District			3	1.66
22073	Creston School District			6	5.88
10050	Curlew School District				
26059	Cusick School District			1	0.78
19007	Damman School District			1	1.00
31330	Darrington School District			2	0.53
22207	Davenport School District			5	4.53
7002	Dayton School District			5	3.80
32414	Deer Park School District			12	10.19
27343	Dieringer School District			4	3.67
36101	Dixie School District				
32361	East Valley School District (Spokane)			27	23.11
39090	East Valley School District (Yakima)			36	31.29
9206	Eastmont School District			19	15.81
19028	Easton School District			2	1.20
27404	Eatonville School District			40	32.03
31015	Edmonds School District	1	1.00	160	131.80
19401	Ellensburg School District			30	22.48
14068	Elma School District			16	14.84
38308	Endicott School District			1	1.00
4127	Entiat School District			4	4.00
17216	Enumclaw School District			60	50.25
13165	Ephrata School District			6	5.04
21036	Evaline School District			1	1.00
31002	Everett School District			165	139.84
6114	Evergreen School District (Clark)	591	530.61	66	57.78
33205	Evergreen School District (Stevens)				

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
17210	Federal Way School District	286	262.00	122	103.75
37502	Ferndale School District			30	25.65
27417	Fife School District			32	28.11
3053	Finley School District			5	3.62
27402	Franklin Pierce School District	50	14.80	34	30.60
32358	Freeman School District			1	1.00
38302	Garfield School District				
20401	Glenwood School District				
20404	Goldendale School District			13	12.25
13301	Grand Coulee Dam School District			12	8.94
39200	Grandview School District			26	16.04
39204	Granger School District			3	3.00
31332	Granite Falls School District			22	18.67
23054	Grapeview School District				
32312	Great Northern School District			1	0.04
6103	Green Mountain School District			3	2.21
34324	Griffin School District			3	3.00
22204	Harrington School District			3	3.00
39203	Highland School District			61	50.97
17401	Highline School District			83	66.79
6098	Hockinson School District			14	12.74
23404	Hood Canal School District			6	4.54
14028	Hoquiam School District			17	13.25
10070	Inchelium School District			1	1.00
31063	Index School District				
17411	Issaquah School District			75	64.39
11056	Kahlotus School District				
8402	Kalama School District			8	7.69
10003	Keller School District				
8458	Kelso School District			39	33.90
3017	Kennewick School District	19	16.40	143	118.05
17415	Kent School District			161	137.55
33212	Kettle Falls School District			6	5.96
3052	Kiona-Benton City School District			19	15.29
19403	Kittitas School District	483	402.45	5	3.67
20402	Klickitat School District			4	2.92
6101	La Center School District			10	9.10
29311	La Conner School District				
38126	LaCrosse School District			6	3.62

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
4129	Lake Chelan School District			7	5.79
14097	Lake Quinault School District			2	1.92
31004	Lake Stevens School District			61	49.14
17414	Lake Washington School District			129	112.64
31306	Lakewood School District			18	12.57
38264	Lamont School District				
32362	Liberty School District				
1158	Lind School District				
8122	Longview School District			60	53.45
33183	Loon Lake School District				
28144	Lopez School District			1	0.20
20406	Lyle School District			3	2.00
37504	Lynden School District			11	9.72
39120	Mabton School District			3	0.77
9207	Mansfield School District			2	1.69
4019	Manson School District			7	5.83
23311	Mary M Knight School District				
33207	Mary Walker School District			4	3.01
31025	Marysville School District	217	87.50	103	90.97
14065	McCleary School District			3	2.42
32354	Mead School District			39	33.13
32326	Medical Lake School District			8	6.96
17400	Mercer Island School District			12	9.43
37505	Meridian School District			4	3.50
24350	Methow Valley School District			3	0.96
30031	Mill A School District				
31103	Monroe School District	661	572.96	33	26.66
14066	Montesano School District			16	14.80
21214	Morton School District			3	2.50
13161	Moses Lake School District			88	76.76
21206	Mossyrock School District			7	6.04
39209	Mount Adams School District			4	2.36
37507	Mount Baker School District			12	11.40
30029	Mount Pleasant School District				
29320	Mount Vernon School District			41	32.23
31006	Mukilteo School District			49	42.04
39003	Naches Valley School District			9	7.03
21014	Napavine School District			10	9.55
25155	Naselle-Grays River Valley School District			2	1.13

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
24014	Nespelem School District			1	1.00
26056	Newport School District			4	3.50
32325	Nine Mile Falls School District			21	19.23
37506	Nooksack School District			16	15.38
14064	North Beach School District			8	7.19
11051	North Franklin School District			5	4.07
18400	North Kitsap School District			68	57.90
23403	North Mason School District			13	10.16
25200	North River School District				
34003	North Thurston Public Schools			132	118.51
33211	Northport School District				
17417	Northshore School District			113	91.04
15201	Oak Harbor School District			65	54.75
38324	Oakesdale School District				
14400	Oakville School District			4	3.61
25101	Ocean Beach School District			10	8.82
14172	Ocosta School District			8	5.58
22105	Odessa School District			19	18.96
24105	Okanogan School District	2	2.00	13	11.98
34111	Olympia School District	23	22.36	106	88.92
24019	Omak School District			6	4.80
21300	Onalaska School District	62	59.25	2	0.43
33030	Onion Creek School District			2	1.92
28137	Orcas Island School District			1	0.20
32123	Orchard Prairie School District				
10065	Orient School District			2	2.00
9013	Orondo School District			1	0.67
24410	Oroville School District			8	6.55
27344	Orting School District			33	27.76
1147	Othello School District			11	8.62
9102	Palisades School District				
38301	Palouse School District			3	2.46
11001	Pasco School District			129	110.20
24122	Pateros School District			2	1.92
3050	Paterson School District			1	1.00
21301	Pe Ell School District			3	3.00
27401	Peninsula School District			139	118.69
23402	Pioneer School District			12	11.20
12110	Pomeroy School District			5	5.00

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
5121	Port Angeles School District			65	58.46
16050	Port Townsend School District			11	8.81
36402	Prescott School District				
3116	Prosser School District			16	14.66
38267	Pullman School District			11	9.33
27003	Puyallup School District			233	190.24
16020	Queets-Clearwater School District				
16048	Quilcene School District			8	4.02
5402	Quillayute Valley School District	2838	2407.37	9	8.00
13144	Quincy School District			14	12.44
34307	Rainier School District			13	11.43
25116	Raymond School District			3	3.00
22009	Reardan-Edwall School District			1	1.00
17403	Renton School District	1	0.40	111	95.89
10309	Republic School District			2	2.00
3400	Richland School District			87	71.63
6122	Ridgefield School District			22	20.30
1160	Ritzville School District			5	4.33
32416	Riverside School District			13	9.38
17407	Riverview School District			30	24.08
34401	Rochester School District			31	27.12
20403	Roosevelt School District				
38320	Rosalia School District			7	6.09
13160	Royal School District			8	7.19
28149	San Juan Island School District	3	0.60	11	7.81
14104	Satsop School District				
17001	Seattle Public Schools			257	215.55
29101	Sedro-Woolley School District			26	24.84
39119	Selah School District	38	19.00	29	25.40
26070	Selkirk School District			1	1.00
5323	Sequim School District			33	27.86
28010	Shaw Island School District			4	1.96
23309	Shelton School District			72	58.35
17412	Shoreline School District			48	41.67
30002	Skamania School District			1	1.00
17404	Skykomish School District			3	2.50
31201	Snohomish School District			42	35.26
17410	Snoqualmie Valley School District			56	48.03
13156	Soap Lake School District			4	2.75

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
25118	South Bend School District			3	2.60
18402	South Kitsap School District			127	108.01
15206	South Whidbey School District			13	9.63
23042	Southside School District			3	2.96
32081	Spokane School District	4	2.00	119	107.47
22008	Sprague School District				
38322	St. John School District			1	0.89
31401	Stanwood-Camano School District			35	30.32
11054	Star School District				
7035	Starbuck School District				
4069	Stehekin School District				
27001	Steilacoom Hist. School District	2846	2482.72	15	11.69
38304	Steptoe School District				
30303	Stevenson-Carson School District	233	233.00	4	3.85
31311	Sultan School District			25	22.88
33202	Summit Valley School District			2	1.69
27320	Sumner School District			95	79.69
39201	Sunnyside School District			15	12.23
27010	Tacoma School District			445	365.67
14077	Taholah School District				
17409	Tahoma School District			85	67.95
38265	Tekoa School District				
34402	Tenino School District			20	16.47
19400	Thorp School District			4	2.85
21237	Toledo School District			24	22.51
24404	Tonasket School District			2	2.00
39202	Toppenish School District			3	2.06
36300	Touchet School District			2	2.00
8130	Toutle Lake School District			1	1.00
20400	Trout Lake School District				
17406	Tukwila School District			32	26.55
34033	Tumwater School District			40	35.32
39002	Union Gap School District			3	1.98
27083	University Place School District			50	41.61
33070	Valley School District				
6037	Vancouver School District			143	124.00
17402	Vashon Island School District			7	6.74
35200	Wahkiakum School District			8	6.84
13073	Wahluke School District			8	7.66

County District Number	District	Transferred into District (Headcount)	Transferred into District (FTE)	Transferred out of District (Headcount)	Transferred out of District (FTE)
36401	Waitsburg School District			1	1.00
36140	Walla Walla Public Schools			26	21.57
39207	Wapato School District			14	11.99
13146	Warden School District			6	5.36
6112	Washougal School District			31	27.15
1109	Washtucna School District			1	1.00
9209	Waterville School District			6	5.57
33049	Wellpinit School District				
4246	Wenatchee School District			58	49.72
32363	West Valley School District (Spokane)			9	5.86
39208	West Valley School District (Yakima)			80	65.70
21303	White Pass School District			23	20.15
27416	White River School District			27	23.10
20405	White Salmon Valley School District			7	5.63
22200	Wilbur School District				
25160	Willapa Valley School District			1	1.00
13167	Wilson Creek School District			28	28.00
21232	Winlock School District			7	6.44
14117	Wishkah Valley School District				
20094	Wishram School District				
8404	Woodland School District			13	12.07
39007	Yakima School District			100	79.93
34002	Yelm School District			55	48.64
39205	Zillah School District			8	6.82
Totals		**8,366**	**7,122.0**	**7,792**	**6,606.0**

Appendix B — District Enrollment

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
14005	Aberdeen School District	3599	3459	1.00%	
21226	Adna School District	590	606	1.69%	
22017	Almira School District	100	99	1.00%	
29103	Anacortes School District	2977	2852	0.64%	
31016	Arlington School District	5537	5569	0.76%	
2420	Asotin-Anatone School District	587	602	0.68%	
17408	Auburn School District	14716	14937	0.63%	
18303	Bainbridge Island School District	4093	4016	0.27%	
6119	Battle Ground School District	13295	13268	0.46%	
17405	Bellevue School District	16772	17249	0.65%	
37501	Bellingham School District	10805	10652	1.17%	
1122	Benge School District	6	6	0.00%	
27403	Bethel School District	18006	18032	0.54%	
20203	Bickleton School District	106	103	0.00%	
37503	Blaine School District	2245	2204	1.07%	
21234	Boistfort School District	75	74	1.33%	
18100	Bremerton School District	5152	5061	1.61%	
24111	Brewster School District	887	878	1.01%	
9075	Bridgeport School District	711	775	0.14%	
16046	Brinnon School District	45	31	11.11%	
29100	Burlington-Edison School District	3995	4031	0.50%	
6117	Camas School District	5699	5734	0.33%	
5401	Cape Flattery School District	467	454	1.07%	
27019	Carbonado School District	182	174	0.00%	
4228	Cascade School District	1345	1247	1.26%	
4222	Cashmere School District	1499	1504	0.47%	
8401	Castle Rock School District	1392	1378	0.79%	
20215	Centerville School District	92	81	0.00%	
18401	Central Kitsap School District	12128	11886	0.35%	
32356	Central Valley School District	12398	12484	0.52%	
21401	Centralia School District	3491	3486	1.29%	
21302	Chehalis School District	2967	2935	1.01%	
32360	Cheney School District	3758	3877	0.59%	
33036	Chewelah School District	1083	1034	0.00%	
16049	Chimacum School District	1170	1129	1.88%	
2250	Clarkston School District	2724	2699	0.37%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
19404	Cle Elum-Roslyn School District	978	948	1.53%	
27400	Clover Park School District	12122	12242	1.57%	
38300	Colfax School District	687	676	0.44%	
36250	College Place School District	821	745	0.37%	
38306	Colton School District	192	190	0.00%	
33206	Columbia (Stevens) School District	201	195	0.50%	
36400	Columbia (Walla Walla) School District	971	925	0.72%	
33115	Colville School District	2124	2035	0.85%	
29011	Concrete School District	740	739	2.03%	
29317	Conway School District	449	443	0.00%	
14099	Cosmopolis School District	179	177	2.79%	
13151	Coulee-Hartline School District	152	142	1.97%	
15204	Coupeville School District	1175	1112	0.43%	
5313	Crescent School District	254	238	1.18%	
22073	Creston School District	116	117	5.17%	
10050	Curlew School District	229	233	0.00%	
26059	Cusick School District	278	296	0.36%	
19007	Damman School District	40	31	2.50%	
31330	Darrington School District	544	481	0.37%	
22207	Davenport School District	595	574	0.84%	
7002	Dayton School District	530	514	0.94%	
32414	Deer Park School District	2485	2541	0.48%	
27343	Dieringer School District	1239	1278	0.32%	
36101	Dixie School District	22	22	0.00%	
32361	East Valley School District (Spokane)	4250	4182	0.64%	
39090	East Valley School District (Yakima)	2784	2784	1.29%	
9206	Eastmont School District	5450	5482	0.35%	
19028	Easton School District	112	89	1.79%	
27404	Eatonville School District	2108	2043	1.90%	
31015	Edmonds School District	20905	20743	0.77%	
19401	Ellensburg School District	2976	3104	1.01%	
14068	Elma School District	1796	1779	0.89%	
38308	Endicott School District	82	72	1.22%	
4127	Entiat School District	389	365	1.03%	
17216	Enumclaw School District	4655	4536	1.29%	
13165	Ephrata School District	2288	2295	0.26%	
21036	Evaline School District	50	42	2.00%	
31002	Everett School District	18935	19083	0.87%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
6114	Evergreen School District (Clark)	25396	26191	0.26%	1.4%
33205	Evergreen School District (Stevens)	9	6	0.00%	
17210	Federal Way School District	22398	22318	0.54%	1.0%
37502	Ferndale School District	5300	5361	0.57%	
27417	Fife School District	3496	3554	0.92%	
3053	Finley School District	987	984	0.51%	
27402	Franklin Pierce School District	7653	8072	0.44%	
32358	Freeman School District	973	976	0.10%	
38302	Garfield School District	109	98	0.00%	
20401	Glenwood School District	62	59	0.00%	
20404	Goldendale School District	1097	1069	1.19%	
13301	Grand Coulee Dam School District	748	698	1.60%	
39200	Grandview School District	3379	3467	0.77%	
39204	Granger School District	1501	1482	0.20%	
31332	Granite Falls School District	2353	2295	0.93%	
23054	Grapeview School District	202	198	0.00%	
32312	Great Northern School District	35	49	2.86%	
6103	Green Mountain School District	128	121	2.34%	
34324	Griffin School District	656	637	0.46%	
22204	Harrington School District	119	126	2.52%	
39203	Highland School District	1149	1141	5.31%	
17401	Highline School District	17331	17548	0.48%	
6098	Hockinson School District	2064	2039	0.68%	
23404	Hood Canal School District	298	303	2.01%	
14028	Hoquiam School District	2037	1983	0.83%	
10070	Inchelium School District	207	209	0.48%	
31063	Index School District	19	23	0.00%	
17411	Issaquah School District	16642	16696	0.45%	
11056	Kahlotus School District	64	63	0.00%	
8402	Kalama School District	1010	1009	0.79%	
10003	Keller School District	35	35	0.00%	
8458	Kelso School District	5242	5185	0.74%	
3017	Kennewick School District	15087	15415	0.95%	
17415	Kent School District	27462	27443	0.59%	
33212	Kettle Falls School District	824	803	0.73%	
3052	Kiona-Benton City School District	1603	1528	1.19%	
19403	Kittitas School District	781	1044	0.64%	38.8%
20402	Klickitat School District	131	120	3.05%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
6101	La Center School District	1549	1550	0.65%	
29311	La Conner School District	668	644	0.00%	
38126	LaCrosse School District	148	123	4.05%	
4129	Lake Chelan School District	1356	1400	0.52%	
14097	Lake Quinault School District	251	225	0.80%	
31004	Lake Stevens School District	7708	7744	0.79%	
17414	Lake Washington School District	23722	23937	0.54%	
31306	Lakewood School District	2559	2553	0.70%	
38264	Lamont School District	32	32	0.00%	
32362	Liberty School District	507	469	0.00%	
1158	Lind School District	233	212	0.00%	
8122	Longview School District	7372	7271	0.81%	
33183	Loon Lake School District	255	277	0.00%	
28144	Lopez School District	244	223	0.41%	
20406	Lyle School District	338	335	0.89%	
37504	Lynden School District	2838	2846	0.39%	
39120	Mabton School District	922	933	0.33%	
9207	Mansfield School District	86	80	2.33%	
4019	Manson School District	609	606	1.15%	
23311	Mary M Knight School District	186	180	0.00%	
33207	Mary Walker School District	585	569	0.68%	
31025	Marysville School District	12038	11923	0.86%	2.5%
14065	McCleary School District	269	268	1.12%	
32354	Mead School District	9276	9295	0.42%	
32326	Medical Lake School District	2188	2151	0.37%	
17400	Mercer Island School District	4020	4117	0.30%	
37505	Meridian School District	1667	1871	0.24%	
24350	Methow Valley School District	568	554	0.53%	
30031	Mill A School District	69	57	0.00%	
31103	Monroe School District	7130	8143	0.46%	9.8%
14066	Montesano School District	1312	1316	1.22%	
21214	Morton School District	403	363	0.74%	
13161	Moses Lake School District	7446	7652	1.18%	
21206	Mossyrock School District	640	635	1.09%	
39209	Mount Adams School District	982	951	0.41%	
37507	Mount Baker School District	2220	2185	0.54%	
30029	Mount Pleasant School District	56	39	0.00%	
29320	Mount Vernon School District	6018	6166	0.68%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
31006	Mukilteo School District	14423	14454	0.34%	
39003	Naches Valley School District	1510	1509	0.60%	
21014	Napavine School District	764	776	1.31%	
25155	Naselle-Grays River Valley School District	450	418	0.44%	
24014	Nespelem School District	156	148	0.64%	
26056	Newport School District	1154	1159	0.35%	
32325	Nine Mile Falls School District	1733	1723	1.21%	
37506	Nooksack School District	1680	1664	0.95%	
14064	North Beach School District	687	672	1.16%	
11051	North Franklin School District	1842	1924	0.27%	
18400	North Kitsap School District	6778	6762	1.00%	
23403	North Mason School District	2316	2294	0.56%	
25200	North River School District	57	57	0.00%	
34003	North Thurston Public Schools	13843	14025	0.95%	
33211	Northport School District	208	279	0.00%	
17417	Northshore School District	20018	19818	0.56%	
15201	Oak Harbor School District	5638	5690	1.15%	
38324	Oakesdale School District	119	116	0.00%	
14400	Oakville School District	274	297	1.46%	
25101	Ocean Beach School District	1006	942	0.99%	
14172	Ocosta School District	653	669	1.23%	
22105	Odessa School District	230	221	8.26%	
24105	Okanogan School District	1018	1084	1.28%	
34111	Olympia School District	9331	9435	1.14%	3.4%
24019	Omak School District	1805	1754	0.33%	
21300	Onalaska School District	891	878	0.22%	1.6%
33030	Onion Creek School District	36	27	5.56%	
28137	Orcas Island School District	483	476	0.21%	
32123	Orchard Prairie School District	61	79	0.00%	
10065	Orient School District	52	174	3.85%	
9013	Orondo School District	189	202	0.53%	
24410	Oroville School District	670	630	1.19%	
27344	Orting School District	2170	2268	1.52%	
1147	Othello School District	3378	3525	0.33%	
9102	Palisades School District	35	27	0.00%	
38301	Palouse School District	203	204	1.48%	
11001	Pasco School District	13236	13871	0.97%	
24122	Pateros School District	283	283	0.71%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
3050	Paterson School District	98	95	1.02%	
21301	Pe Ell School District	331	309	0.91%	
27401	Peninsula School District	9516	9456	1.46%	
23402	Pioneer School District	746	765	1.61%	
12110	Pomeroy School District	364	331	1.37%	
5121	Port Angeles School District	4389	4211	1.48%	
16050	Port Townsend School District	1508	1504	0.73%	
36402	Prescott School District	229	241	0.00%	
3116	Prosser School District	2937	2879	0.54%	
38267	Pullman School District	2290	2372	0.48%	
27003	Puyallup School District	21938	21676	1.06%	
16020	Queets-Clearwater School District	26	30	0.00%	
16048	Quilcene School District	258	237	3.10%	
5402	Quillayute Valley School District	2394	2796	0.38%	57.0%
13144	Quincy School District	2434	2476	0.58%	
34307	Rainier School District	952	1175	1.37%	
25116	Raymond School District	536	548	0.56%	
22009	Reardan-Edwall School District	698	685	0.14%	
17403	Renton School District	13751	14024	0.81%	
10309	Republic School District	424	400	0.47%	
3400	Richland School District	10281	10599	0.85%	
6122	Ridgefield School District	2140	2149	1.03%	
1160	Ritzville School District	364	355	1.37%	
32416	Riverside School District	1765	1671	0.74%	
17407	Riverview School District	3120	3199	0.96%	
34401	Rochester School District	2285	2300	1.36%	
20403	Roosevelt School District	30	23	0.00%	
38320	Rosalia School District	248	225	2.82%	
13160	Royal School District	1429	1406	0.56%	
28149	San Juan Island School District	929	919	1.18%	
14104	Satsop School District	58	52	0.00%	
17001	Seattle Public Schools	45581	45968	0.56%	
29101	Sedro-Woolley School District	4560	4422	0.57%	
39119	Selah School District	3430	3367	0.85%	
26070	Selkirk School District	329	318	0.30%	
5323	Sequim School District	2970	2982	1.11%	
28010	Shaw Island School District	19	17	21.05%	
23309	Shelton School District	4350	4261	1.66%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
17412	Shoreline School District	9327	9168	0.51%	
30002	Skamania School District	68	71	1.47%	
17404	Skykomish School District	57	66	5.26%	
31201	Snohomish School District	9572	9770	0.44%	
17410	Snoqualmie Valley School District	5783	5911	0.97%	
13156	Soap Lake School District	484	507	0.83%	
25118	South Bend School District	582	554	0.52%	
18402	South Kitsap School District	10479	10315	1.21%	
15206	South Whidbey School District	1951	1909	0.67%	
23042	Southside School District	229	233	1.31%	
32081	Spokane School District	29454	29692	0.40%	
22008	Sprague School District	97	84	0.00%	
38322	St. John School District	205	191	0.49%	
31401	Stanwood-Camano School District	5420	5362	0.65%	
11054	Star School District	14	10	0.00%	
7035	Starbuck School District	31	27	0.00%	
4069	Stehekin School District	14	18	0.00%	
27001	Steilacoom Hist. School District	4807	5435	0.31%	49.3%
38304	Steptoe School District	40	37	0.00%	
30303	Stevenson-Carson School District	1020	1124	0.39%	13.0%
31311	Sultan School District	2148	2135	1.16%	
33202	Summit Valley School District	90	82	2.22%	
27320	Sumner School District	8321	8297	1.14%	
39201	Sunnyside School District	5773	5948	0.26%	
27010	Tacoma School District	29677	29477	1.50%	
14077	Taholah School District	201	201	0.00%	
17409	Tahoma School District	7277	7377	1.17%	
38265	Tekoa School District	207	212	0.00%	
34402	Tenino School District	1377	1309	1.45%	
19400	Thorp School District	151	162	2.65%	
21237	Toledo School District	964	959	2.49%	
24404	Tonasket School District	1070	1078	0.19%	
39202	Toppenish School District	3277	3447	0.09%	
36300	Touchet School District	310	321	0.65%	
8130	Toutle Lake School District	653	625	0.15%	
20400	Trout Lake School District	153	169	0.00%	
17406	Tukwila School District	2856	2822	1.12%	
34033	Tumwater School District	6339	6274	0.63%	

County District Number	District	2007–08 Total Enrollment	2008–09 Total Enrollment	Percentage of 2007–08 Students Leaving District	Percentage of 2008–09 Oct 2008 Headcount in Program
39002	Union Gap School District	612	613	0.49%	
27083	University Place School District	5472	5439	0.91%	
33070	Valley School District	570	912	0.00%	
6037	Vancouver School District	22655	22617	0.63%	
17402	Vashon Island School District	1590	1553	0.44%	
35200	Wahkiakum School District	484	472	1.65%	
13073	Wahluke School District	1896	1992	0.42%	
36401	Waitsburg School District	347	344	0.29%	
36140	Walla Walla Public Schools	6143	6186	0.42%	
39207	Wapato School District	3435	3373	0.41%	
13146	Warden School District	978	974	0.61%	
6112	Washougal School District	3054	3034	1.02%	
1109	Washtucna School District	57	63	1.75%	
9209	Waterville School District	303	299	1.98%	
33049	Wellpinit School District	556	641	0.00%	
4246	Wenatchee School District	7671	7728	0.76%	
32363	West Valley School District (Spokane)	3799	3823	0.24%	
39208	West Valley School District (Yakima)	4923	4940	1.63%	
21303	White Pass School District	499	438	4.61%	
27416	White River School District	4469	4329	0.60%	
20405	White Salmon Valley School District	1181	1229	0.59%	
22200	Wilbur School District	252	245	0.00%	
25160	Willapa Valley School District	361	324	0.28%	
13167	Wilson Creek School District	128	126	21.88%	
21232	Winlock School District	847	739	0.83%	
14117	Wishkah Valley School District	164	146	0.00%	
20094	Wishram School District	64	70	0.00%	
8404	Woodland School District	2261	2247	0.57%	
39007	Yakima School District	14431	14570	0.69%	0.6%
34002	Yelm School District	5452	5559	1.01%	
39205	Zillah School District	1302	1346	0.61%	
	Totals	**1,031,175**	**1,037,069**	**0.76%**	

Appendix C — Cost and Revenue Data for the Ten Largest Online Programs Operating in Washington State Funding During School Year 2008–09

Costs

District	Program	Direct Costs	State Recovery Rate	Total Costs
Steilacoom Historical School District	Washington Virtual Academy (K–8)	$ 10,439,297	16.13%	$ 12,123,156
Quillayute Valley School District	Insight School of Washington	$ 6,659,512	16.46%	$ 7,755,667
Monroe Public Schools	Washington Virtual Academy (9–12)	$ 3,010,928	15.14%	$ 3,466,782
Evergreen School District (Clark)	iQ Academy Washington	$ 2,371,261	13.88%	$ 2,700,392
Federal Way School District	Federal Way Internet Academy	$ 1,241,644	13.83%	$ 1,413,363
Kittitas School District	Achieve Online	$ 813,637	23.31%	$ 1,003,296
Bethel School District	Bethel Online Academy	$ 593,912	14.55%	$ 680,326
Stevenson-Carson School District	Kaplan Academy of Washington	$ 758,783	20.28%	$ 912,664
Yakima School District	Yakima Online!	$ 395,668	13.56%	$ 449,321
Spokane School District	Spokane Virtual Learning	$ 618,360	15.17%	$ 712,165
	TOTALS	$ 26,903,002		$ 31,217,133

BEA Revenue

District	Program	AAFTE	District BEA Rate	BEA Revenue	Net Revenue (BEA Revenue minus Total Costs)
Steilacoom Historical School District	Washington Virtual Academy (K–8)	2400.31	$ 4,840.16	$ 11,617,884	$ (505,271)
Quillayute Valley School District	Insight School of Washington	1597.80	$ 4,807.11	$ 7,680,800	$ (74,867)
Monroe Public Schools	Washington Virtual Academy (9–12)	600.02	$ 4,854.81	$ 2,912,983	$ (553,799)
Evergreen School District (Clark)	iQ Academy Washington	421.49	$ 4,899.61	$ 2,065,137	$ (635,255)
Federal Way School District	Federal Way Internet Academy	265.20	$ 4,780.11	$ 1,267,685	$ (145,678)
Kittitas School District	Achieve Online	165.00	$ 4,804.03	$ 792,665	$ (210,631)
Bethel School District	Bethel Online Academy	225.33	$ 4,882.89	$ 1,100,262	$ 419,935
Stevenson-Carson School District	Kaplan Academy of Washington	134.00	$ 5,037.38	$ 675,009	$ (237,655)
Yakima School District	Yakima Online!	107.00	$ 4,943.38	$ 528,942	$ 79,621
Spokane School District	Spokane Virtual Learning	37.00	$ 4,994.67	$ 184,803	$ (527,362)
	TOTALS	5953.15		$ 28,826,170	$ (239,096)

I-728 Revenue and Net Results

District	Program	Estimated Transfer Rate	Estimated Transfer FTE	Estimated I-728 Revenue	Total Revenue (BEA plus I-728)	Net Total Revenue	Net Revenue as a Percent of Total Revenue
Steilacoom Historical School District	Washington Virtual Academy (K–8)	98.7%	2369.1	$ 1,085,287	$ 12,703,172	$580,016	4.57%
Quillayute Valley School District	Insight School of Washington	99.5%	1589.8	$ 728,292	$ 8,409,093	$653,425	7.77%
Monroe Public Schools	Washington Virtual Academy (9–12)	97.5%	585.0	$ 267,997	$ 3,180,981	$(285,802)	-8.98%
Evergreen School District (Clark)	iQ Academy Washington	73.0%	307.7	$ 140,952	$ 2,206,088	$(494,304)	-22.41%
Federal Way School District	Federal Way Internet Academy	49.6%	131.5	$ 60,258	$ 1,327,943	$ (85,420)	-6.43%
Kittitas School District	Achieve Online	98.2%	162.0	$ 74,226	$ 866,891	$(136,405)	-15.73%
Bethel School District	Bethel Online Academy	0.0%	0.0	$ -	$ 1,100,262	$ 419,935	38.17%
Stevenson-Carson School District	Kaplan Academy of Washington	94.0%	126.0	$ 57,702	$ 732,711	$(179,953)	-24.56%
Yakima School District	Yakima Online!	0.0%	0.0	$ -	$ 528,942	$ 79,621	15.05%
Spokane School District	Spokane Virtual Learning	0.5%	0.2	$ 85	$ 184,888	$(527,278)	-285.19%
	TOTALS			$ 2,414,800	$ 31,240,970	$ 2,384	0.01%

Office of Superintendent of Public Instruction
Old Capitol Building
P.O. Box 47200
Olympia, WA 98504-7200

For more information about the contents
of this document, please contact:
Karl Nelson, OSPI
E-mail: Karl.Nelson@k12.wa.us
Phone: (206) 616-9940

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