

**Summary Report of the Operations and
Activities of Online Programs in Colorado
February 1, 2009**



Acknowledgments

The Unit of Online Learning would like to acknowledge all of the Colorado Online Programs that provided programmatic information to the Department of Education for this report. The Unit would also like to acknowledge the Colorado Department of Education's Public School Finance and Data Collections Units for their assistance.

Colorado Department of Education
Unit of Online Learning
201 East Colfax Ave
Room 302
Denver, CO 80203-1799
(303) 866-6897
www.cde.state.co.us/onlinelearning

Table of Contents

i.	Executive Summary.....	1
I.	Introduction.....	4
II.	Alignment to the Quality Standards.....	6
III.	Demographics and Accountability Data.....	20
IV.	Curriculum.....	32
V.	Student Support and Initiatives.....	40
VI.	Budgets for Online Programs.....	43
VII.	National Trends.....	45
Appendix A	CSAP Performance.....	48
Appendix B	Course Completion Rate.....	72
Appendix C	Curriculum Changes.....	77
Appendix D	Annual Budget.....	80

Executive Summary

Pursuant to section 22.30.7-109(1)(a) and (d) C.R.S., Online Programs are required to submit an annual report to the Unit of Online Learning within the Colorado Department of Education (CDE). As per the *CDE Rules for the Administration, Certification and Oversight of Colorado's Online Programs*, individual program reports were submitted on December 1, 2008 and are herein summarized.

Pursuant to CRS 22-30.7-103(3)(f) and (h) the Unit of Online Learning shall evaluate reports submitted by Online Programs pursuant to section 22-30.7-109, as such evaluation is described in section 22-30.7-110; and to compile the reports submitted by authorizers and school districts pursuant to section 22-30.7-109 and prepare a summary report to be submitted on or before February 1, 2009, and on or before February 1 each year thereafter, to the State Board and the Education Committees of the House of Representatives and the Senate.

This review provides information on the activities and structure of single district and multi-district Online Programs for the 2007-2008 school year and also includes 2008 October count data. It addresses not only the reporting requirements outlined in the *CDE Rules for the Administration, Certification and Oversight of Colorado's Online Programs*, but also gives insight into other areas of program delivery about which the public has inquired.

Alignment to the Quality Standards

Fifteen Quality Standards serve as the cornerstone of accountability for Colorado's Online Programs. Reporting programs were required to provide evidence, in narrative form, of how they met each Quality Standard. If, after a review of the submissions, there are programs that are found to not fully meet certain Quality standards, the Unit of Online Learning will issue a corrective action finding. The Authorizer will have thirty days to submit a plan for correction and the Colorado Department of Education will provide technical assistance in order to help the Online Program meet the Standard.

In this report, each Quality Standard is addressed with a detailed summary of how the standard is met, as well as which programs may not be completely meeting the standard. The majority of Colorado's Online Programs are meeting most, if not all, of the Quality Standards.

Demographics and Accountability Data

Increasing numbers of students in Colorado are choosing Online Programs as the means of attaining an education and a high school diploma. Very few districts in the state have no students enrolled in a course of study online. The online student enrollment as reported by the Online Programs increased 26% over the 2007 CDE October Count. This figure does not include the increase in students taking supplemental online courses.

There are currently 14 Online Programs that have received multi-district certification with three additional applications pending evaluation. The next submission date for the application for certification is April 1, 2009. Nine single district Online Programs submitted Annual Reports which are included in this summary document.

SB 07-215 repealed the requirement that students, in the preceding school year, not be enrolled in a private school, or participate in a non public home-based educational program. The repeal of this requirement allowed an additional 2,031 students to enroll in Colorado's Online Programs for the 2008-2009 school year.

Although there are students who are performing at the Proficient or Advanced level on the Colorado Student Assessment Program (CSAP), the average scores for Online Programs are below the state wide average. Specific data for each Online Program can be found in the Appendices of this document.

Curriculum

Online Programs offer a diverse curriculum for elementary and secondary students, with consistency in the offering of core subjects. The curriculum is developed "in house" for several programs, with the majority of programs using curriculum from third party providers.

Teacher to student ratios in Colorado's Online Programs range from a low of 1:4 to a high of 1:172. Ratios for non-teacher staff to students range from 1:3 to 1: 44.

One of the strengths of online learning is that the curriculum can be continuously updated and the courses can be kept current. Online Programs seem to be clearly aware of the significance and importance of continuous review of courses as well as consistent and timely updates. Upon review of the individual annual reports, this process is a priority in Colorado's programs.

Student Support and Initiatives

Student support is a critical component of any educational program. One of the reporting categories required Online Programs to document how they are supporting and encouraging student achievement. Support is not viewed as simply monitoring students, but as a process for providing interventions, tutoring, differentiated instruction, study tools, and guidance to increase learning. Colorado's Online Programs document various support strategies to help students stay on track to complete their online courses successfully.

As annual reports are reviewed, and support initiatives are detailed, it is important to also look at the student populations being served in order to determine if the support services that are in place are appropriate. Some Online Programs serve what they determine to be "at risk" populations. In order to provide consistency for reporting, they were asked to report their "at risk" student numbers based on the National School Lunch Act definition. The reported percentages of "at risk" students range from a low of six percent to a high of thirty-three percent.

Plans for future initiatives ranged from basic to complex. Several respondents indicated RtI (Response to Intervention) as a new and future program that would impact student learning. Many reported intent to focus on best teaching practices for the staff and a plan to pursue professional development opportunities targeting the practices of online teachers. This quest for professional development confirms the need in Colorado for a continuation of the best practices workshops (OLTEACH!) first held in August 2008 and currently scheduled for August 2009.

Budgets for Online Programs

For the 2008 Annual Report, the Online Program were asked to submit their Annual Budget “which accounts for all state funding received by the Online Program in accordance with existing budgetary requirements consistent with the Program's authorizer or school district.” Total annual budgets for multi-district Online Programs ranged from a low of \$72,440 to a high of \$19,601,649. Single district program budgets were not clearly defined because many of the programs’ budgets were included in the overall district budget. The percentages spent on specific budget categories varied considerably between programs. For example, the category of “professional services” (not including salaries), ranged from a high of sixty-nine percent to a low of one percent. Budget information for each program can be found in the appendices, with detailed comments from the programs on how expenditures were categorized.

National Trends

According to the 2008 *Keeping Pace with K-12 Online Learning* report from Evergreen Consulting, a total of 44 states offer some type of online learning option for K-12 students. There are currently 26 state-led programs and eight state-led initiatives across the nation. Full-time online schools are the second most common online learning option, with 21 states that have these types of programs. Most often these are charter schools. Of those 21 states, only six states, including Colorado, have no state-led program directly under the Department of Education, but have numerous multi-district full-time online schools.

In the 15 western states, including Colorado, only one state has no Online Programs. Four states have state-led supplemental programs, and five states have state-led initiatives. Five states have no Online Programs administered by the state-level Department of Education. Three of those states have multiple Online Programs, including charters and district-led programs. An interesting initiative in Montana is the Montana Schools e-Learning Consortium. This is a group of districts and professional associations working together to provide online learning using licensed educators through a self-funded, member-governed, statewide program. Beginning in the fall of 2008, this program began offering 13 courses to member districts.

Conclusion

More and more Colorado families are choosing online learning as either the primary means of educating their children or as a supplement to a brick and mortar education. As Online Programs continue to grow, it becomes even more important to ensure a level of accountability in order to deliver a quality educational program. Alignment to the Quality Standards is critical and a continued emphasis on increased student achievement for all students is vital.

It is evident from the submitted annual reports that Colorado’s Online Programs are demonstrating a sincere commitment to student learning and a consistent effort to increase student achievement. It is also evident, however, that some programs are falling short of the mark. It is therefore imperative that the Colorado Department of Education continue to provide support and guidance to help Online Programs close achievement gaps and ensure that the educational needs of all students are met.

Summary Annual Report of the Operations of Multi-District and Single District Online Programs in Colorado

I. Introduction

Pursuant to section 22.30.7-109(1)(a) and (d) C.R.S., Online Programs are required to submit an annual report to the Unit of Online Learning within the Colorado Department of Education (CDE). As per the *CDE Rules for the Administration, Certification and Oversight of Colorado's Online Programs*, individual program reports were submitted on December 1, 2008 and are herein summarized.

Pursuant to CRS 22-30.7-103(3)(f) and (h) the Unit of Online Learning shall evaluate reports submitted by Online Programs pursuant to section 22-30.7-109, as such evaluation is described in section 22-30.7-110; and to compile the reports submitted by authorizers and school districts pursuant to section 22-30.7-109 and prepare a summary report to be submitted on or before February 1, 2009, and on or before February 1 each year thereafter, to the State Board and the Education Committees of the House of Representatives and the Senate.

This review provides information on the activities and structure of single district and multi-district Online Programs for the 2007-2008 school year and also includes 2008 October count data. It addresses not only the reporting requirements outlined in the *CDE Rules for the Administration, Certification and Oversight of Colorado's Online Programs*, but also gives insight into other areas of program delivery about which the public has inquired. The CDE Rule requirements are itemized below.

1. How the Online Program has satisfied the Quality Standards established by these Rules, pursuant to section 22-30.7-105;
2. The ratio of adults (not to be construed to mean only a licensed Teacher) to students in the Online Program;
3. The number of online teachers employed by the Online Program who satisfy the requirements specified for a highly qualified Teacher as such requirements are described in the federal "No Child Left Behind Act of 2001", 20 U.S.C. § 6301 *et seq.*, and which can be retrieved by the Online Division;
4. The annual budget of the Online Program, which budget shall account for all state funding received by the Online Program, in accordance with existing budgetary reporting requirements consistent with its Authorizer or school district;
5. Current Student Accountability Report data for the Online Program as reported by the Department, and which can be retrieved by the Online Division;
6. Current CSAP data for the Online Program as reported by the Department, and which can be retrieved by the Online Division.

The intended audiences for this report include the Colorado State Board of Education, the education committees of the Colorado Senate and the House of Representatives, students and

parents interested in the quality of online learning, and the community of stakeholders in online learning programs.

The following Single and Multi-District Online Programs reported school data to the CDE for the 2008 Annual Report. Twenty-three schools in total submitted information per statutory requirement. Please note that not all Online Programs have an assigned school code – this is particularly true of Single District Programs.

Submitted Schools

Academy District 20 Online Program
ACHIEVE k12-D11
0948 - Branson School Online
1887 - Colorado Connections Academy
0656 - Colorado Distance and Electronic Learning Academy
1752 - Colorado Virtual Academy
1967 - Crowley County Online Academy
6509 - DPS Online High School
5405 - eDCSD
2504 - Edison Academy
3475 - Guided Online Academic Learning Academy
Heartlight Academy Online
3995 - Hope Online Learning Academy CO-OP
4369 - Insight School of Colorado
JeffcoNet Academy
3325 - Kaplan Academy of Colorado
4504 - Karval Online Education
Littleton Public Schools
5451 - Mesa Verde Academy
6520 - Monte Vista Online Academy
Poudre Online School
Ridge Academy
9085 - Vilas Online

II. Alignment to the Quality Standards

The Quality Standards, as written in the *Rules for the Administration, Certification and Oversight of Colorado Online Programs*, with summarized responses beneath are found below. The Quality Standards, used as a standard not only for quality but also accountability, are the cornerstone of both the Application for Certification of multi-district programs and for the Annual Report of Online Programs. All Online Programs, both single and multi-district, described in narrative form how they meet each of the Quality Standards. This section of the Annual Report Summary addresses each standard individually, documenting the shared responses as well as individual responses which are unique to specific Online Programs.

If, after a review of the Annual Reports submissions, there are programs that are found to not fully meet certain Quality Standards, the Unit of Online Learning will issue a corrective action finding. The Authorizer will have thirty days to submit a plan for correction and the Colorado Department of Education will provide technical assistance in order to help the Online Program meet the Standard. If there is no response from the Online Program to the corrective action finding, the Colorado Department of Education will notify the State Board and will include a recommendation for action the State Board may take.

3.02.1 The Online Program involves representatives of the Online Program’s community, as well as staff, in a collaborative process to develop and communicate the Online Program’s vision, mission, goals and results, in a manner appropriate to the online model for that program. The Online Program provides leadership, governance, and structure to support this vision and these supports are used by all staff to guide the decision-making.

This standard addresses an Online Program’s governance, vision and organization. Authorizing districts differ on their approach to stakeholder and community input into the goals and mission of the Online Program. For example, **Academy 20 Online**, in Colorado Springs, is aligned with the district policy of having the principal determine goals and then communicate them to the school community. Additionally, the district relies on the School Advisory Accountability Committee for input. **Kaplan Academy of Colorado** gives the principal and the program manager complete responsibility for decision making and communication with parents and stakeholders.

Most programs carefully detail their structure for providing parent and student input into program delivery, curriculum and policy. **Colorado Virtual Academy (COVA)** states that it provides many avenues for parent feedback and values their input. However, the COVA Board of Directors has full control and responsibility for the affairs and operation of the non-profit corporation, while the COVA leadership team supports the instructional staff and implements the Board’s mission and vision.

The majority of programs, **DPS Online High School (Denver)** among them, have established advisory committees with representation from parents, community, faculty, administrators, and classified staff. DPS Online indicates that “the purpose of the collaborative school committee is to enhance student achievement and school climate by engaging the school community in collaborative efforts supporting the school and district’s goals.” **Hope Online** reports that it has created a Community Liaison Team in order to “tap into the expertise of strong community members with an interest in k-12 education in Colorado.” However, the Team does not meet as a group. Hope Online indicates that they consult with team members individually on an “as needed” basis.

Poudre Online School reports a structure that includes their student population for collaboration on newly developed courses. “Students are rewarded for their feedback with extra credit points and a sense of accomplishment...”

Ridge Academy (Pueblo City District 60) reports the support of “Community advocates, social services, the Office of Student Support Services, parole officers, and the judicial system...to keep students in school and progressing in their classes.”

Heartlight Academy Online (North Conejos District Re 1-J) describes a collaboration with “community, public agencies, private agencies, and workforce centers to work individually with each student to meet their goals and student needs for core credit, elective credit and to keep on track.” A performance contract, signed by parent and student, establishes responsibilities and rights as well as leadership governance and structure. There is no evidence that staff or community have input into the mission or vision of the program as a whole.

From the narratives submitted, it can be concluded that Colorado’s online learning programs support the collaborative process in developing and communicating the program’s vision and mission

3.02.2 The adopted curriculum of the Online Program is aligned with the Colorado Model Content Standards, assessment frameworks, and is consistent with grade level expectations. Assessment results are used by staff to obtain information on student learning, monitor student progress, support other academic plans, identify achievement and curricular gaps, and to refine instruction.

This standard addresses standards-based curricula and data driven instructional practices. Most Online Programs report that they themselves align curriculum to the Colorado Model Content Standards. In some cases, such as **Hope Online**, the curriculum alignment is completed by non-teaching staff through the development of a scope and sequence for each course. In other instances, such as the **Colorado Distance and Electronic Learning Academy (CDELA)**, this alignment is completed by teachers. Notably, **ACHIEVE k12** (District 11, Colorado Springs) indicates that they also align the entire program with the “knowledge, skills, and learner attributes promoted as necessary for success by the Partnership for 21st Century Skills.” **COVA** does not specify who aligns the curriculum to Colorado standards, but states simply that “the curriculum is based largely on the Core Knowledge sequence... (and) has been aligned with Colorado State Standards.” **eDCSD (Douglas County School District)** supplements curriculum with teacher created material when it is determined that there is a gap in meeting District and Colorado State Standards. **Poudre Online** and **RIDGE Academy** both report that the standards alignment is done by the course providers at a national level. **Heartlight** indicates that the alignment process is completed by their program’s web-based provider, Educational Options, Inc., through a process of determining learning outcomes and setting objectives utilizing Wiggins and McTighe’s “Understanding by Design” methodology.

Online Programs report that they meet data driven instructional practices through a variety of ways. There is almost universal concurrence that the digital online format provides optimal opportunities for differentiating instruction as a result of the identification of knowledge and/or skill gaps. This is most evident in Online Programs where there is more direct interaction between teacher and student and less total reliance on the digital curriculum itself. **ACHIEVEk12** uses a model based on The Daggett Taxonomy, using a “Rigor and Relevance

Framework.” **Branson Online** notes, commendably, that they provide specific professional development to both the teaching and administrative staff that focuses on using data to drive instruction. The program further elaborates with this description: “The idea is having instructional plans that will advance the student based on where the individual student is at, rather than the medium of the class, is the goal that this staff strives toward.” **Guided Online Academic Learning Academy (GOAL)** also reports specific professional development for staff and teachers on analyzing data and implementing data driven instruction using the Alpine Achievement software as required by the Charter School Institute.

CDELA, JeffcoNet Academy, and Connections Academy describe the use of benchmarking assessments to keep track of student growth and identify academic progress. Connections Academy then refers students to their Student Support Team which offers suggestions to the teachers for specific intervention strategies. Several programs report the use of the MAPS assessments (Measures of Academic Progress) instead of district benchmark assessments which did not meet the needs of the Online Programs.

Hope Online indicates that it has “made a commitment to implementing RtI (Response to Intervention) to help students reach their full potential.” **Vilas Online** also indicates the use of RtI when indicated as a result of individual student data analysis by the “Vilas Online Leadership Team.” Vilas Online also relies heavily on assessment tools such as Acuity, AIMSweb, DIBELS, MyReadingCoach and Math-U-See.

3.02.3 The Online Program has, or has a plan and timeline in place to accomplish, the technological infrastructure capable of meeting the needs of students and staff, and of supporting teaching and learning. The Online Program uses a variety of technology tools and has a user-friendly interface. The Online Program meets industry accepted accessibility standards for interoperability and appropriate access for learners with special needs. Technological support structures and programs are in place to reduce barriers to learning for all students.

This standard addresses technological capacity and support. The individual annual reports from Colorado’s Online Programs demonstrate a wide spectrum of technological support for students and staff. For ease of reporting, the responses will be categorized in three general areas, citing specific data when appropriate.

Non-comprehensive, non-detailed plan:

Academy 20 Online, Heartlight, Kaplan Academy, Littleton Public Schools (LPS Online), Mesa Verde Academy, Poudre Online, and RIDGE Academy all submitted alignment narrative that did not fully describe the technology support for their programs. **Kaplan Academy** cited “cutting edge technology tools” and an “autodialer phone system” as a major piece of their technology support, relying on the vendor to provide the bulk of technology support. **LPS Online and Mesa Verde Academy** did not give details of their systems, but cited a heavy reliance on the district technology services. **RIDGE Academy** likewise gave no specific detail or plan, but cited the “vision and professionalism” of the district. **Heartlight** mentions a recommended internet connection of a dial-up with 28.8 Kbps. Heartlight also adds that the district will provide a dial up connection with filtering software provided by the program’s dial-up provider.

Support Adequate, but description lacks detail:

Branson Online, CDELA, COVA, Crowley Online, DPS, eDCSD, GOAL, JeffcoNet, Karval Online and Monte Vista Online demonstrated alignment with the Quality Standard for Technology Infrastructure and Tools, but had evidence that there are gaps in certain areas. **Crowley Online** noted that the program provides a wireless air card for internet access anywhere which is notable for the commitment to student access to the Online Program. **eDCSD** reports that it provides computers for “economically disadvantaged students for equitable access.” This policy is somewhat different than the majority of Online Programs who supply computers to all students. **GOAL** did not provide adequate details of the specifics of the technology structures, but gave good detail about the assistive technologies available for their student population. **Karval Online**, like many smaller programs, shares technology structure and support with the authorizing district. One area of concern that they are currently addressing is an investigation of complaints filed in regard to possible discriminatory practices in the area of ADA compliance. It should be noted that the Board of Education of the District has appointed Compliance Officers to coordinate the compliance efforts and complete the investigation of complaints.

Evidence of clear alignment to the Quality Standard for technology support:

ACHIEVEk12, Colorado Connections Academy, Hope Online, Insight School of Colorado, and Vilas Online provided specific detail and evidence to support alignment to this standard. **ACHIEVE k12** has an exemplary technology structure in place designed for optimum ease, reliability and support for student achievement. **Connections Academy** is to be commended on their process for backing up all data on a daily basis in addition to the fault tolerance and redundancy built into every level. There is also clear evidence of a disaster recovery and backup plan in place. **Hope Online** describes a support system for technology that includes six full time Technology Coordinators as well as additional staff for the help desk. The Online Program completed a needs assessment for Information Technology goals and has a well defined plan for implementation. An area of weakness in their overall technology structure is a strong dependence on outside vendors for the technology systems and dependence upon the infrastructure of the Learning Centers themselves. **Vilas Online** provided a very detailed specific document providing clear examples of IT capacity and technology support.

3.02.4 The Online Program has, and implements, a technology plan that includes (but is not limited to) documentation that all students and Parents know and understand acceptable use of the internet in accordance with all federal and state statutes. When providing direct services (for example, ISP, computer equipment or “at location”) to students, the Online Program will use filtering software to prevent access to inappropriate materials.

This standard addresses internet safety, a key issue for every educational institution in Colorado but doubly important for programs whose students interact online on a daily basis. All Online Programs, both single and multi-district, report that they comply with federal requirements regarding internet usage as dictated in the Child Internet Protection Act (CIPA). All programs document variations of Acceptable Use Policies and very detailed guidelines which are made available to both parents and students. **Academy 20 Online**, however, does include what could be construed as a disclaimer, “Despite controls placed on the District 20 network, it is impossible to monitor all materials that could be considered controversial in nature. Use of any information obtained via the Internet is at the member’s own risk.”

All programs, likewise, reported the use of some internet filtering, citing such products as Cybersitter and Websense. **Connections Academy** indicated the existence of a support services team which monitors all software settings remotely. Nothing may be installed on student computers, either hardware or software, without going through Connection Academy's support services team. **Kaplan Academy** describes installation and availability of a filtering software on student lab computers in the brick and mortar lab if students choose to go to a physical location to complete coursework. **CDELA** documents that "The installation of technology protection measures at the time of computer installation is mandatory and the Internet Filter will be set at a level determined by the parent. Thereafter, it will be the Parent/Educator's responsibility to monitor computer usage for compliance with CDELA's policies and the Children's Internet Protection Act....Additionally, it shall be the responsibility of all members of CDELA staff to supervise and monitor usage of the online computer network..."

Heartlight reports that the "program's web-based product secures all information through the most rigorous technology practices available." Heartlight's reporting did not include evidence of an AUP policy and did not provide filtering other than that supplied by the program's dial-up provider and via "on-site destinations which all have secure filtering software to prevent access to inappropriate materials."

3.02.5 Online Programs must comply with all statutory requirements, including the existing budgetary reporting procedures under state law, as well as being consistent with the format required by the authorizing entity. Budgets and accounting records must be transparent, open to the public, and demonstrate support of student academic achievement.

This standard addresses sound financial and accounting practices and resources. In their reporting of alignment with this Quality Standard, almost all Online Programs indicated that they met the standard by meeting the requirements of the Colorado State Board of Education as set forth in the *Financial Policies and Procedures Handbook* for Colorado public school districts. In documentation, respondents quoted verbatim from the Handbook and pointed out that the processes they have established along with the required yearly audit by an independent auditor clearly indicate compliance with all statutory requirements. **RIDGE Academy**, in order to address compliance, wrote the entire narrative using the statement from the independent auditors which included language such as "In our opinion, the financial statements referred to above present fairly...the respective financial position" The narrative did not give details of the transparency of accounting records nor did it address how the budget demonstrates support of individual student academic achievement.

The Online Programs that cited the *Financial Policies and Procedures Handbook* also mentioned that they have a budget development calendar as required, and that the programs are audited annually by an independent auditor that follows Generally Accepted Accounting Principles (GAAP) in its daily accounting activities.

Much of the documentation of this Quality Standard did not include the specificity in detail that would clearly demonstrate compliance. One program, in order to meet minimum word requirements for the narrative, repeated the same paragraph three consecutive times. This lack of specificity and detail in reporting will be addressed by the Colorado Department of Education (CDE) through a corrective action finding issued to the authorizing district.

Online Programs documented transparency of accounting records in a variety of ways. Online Programs that are considered to be a school within the district indicated that the budget is presented to the district Board of Education and community at least sixty days prior to adoption of the budget as per CDE guidelines and is also reported to the Board on a quarterly basis. **LPS Online** in describing the accounting practices for their pilot online initiative, states “To improve the transparency and accountability of the program, and to provide for yearly program analysis, a unique cost center has been created for this program. There are line items for salaries, benefits, purchased services, supplies and other.” **Vilas Online** indicates that “the Vilas Online budget is available for public viewing at the Vilas School District RE-5 Business Office.”

Connections Academy gives details of how their budget is submitted to their Board for feedback and adoption. The program notes that “Colorado Connections Academy benefits from the strong financial position of Connections Academy as the company has sufficient cash resources to provide all necessary services and support as required by their contractual agreement with Denver Public Schools.” **COVA** indicates a similar dependence upon K12, their management company, to provide full and complete administrative services independent of the district. **Hope Online** states that “The Hope Online Finance Office will submit annual budget documents as well as quarterly financial statements to the DCSC (Douglas County School District) Business Services Department in a format established by DCSD for review and approval.”

All Online Programs submitted individual budget information which can be reviewed in Appendix D.

3.02.6 Individual student academic growth, mastery of content standards, and progress toward grade-level performance expectations satisfy state standards for district accreditation and the federal "Elementary and Secondary Education Act of 1965", 20 U.S.C. sec. 6301 et seq., as amended.

This standard addresses student academic performance and improvement through four important areas: individual student academic growth, mastery of content standards, individual growth toward performance expectations and instructional strategies informed by analysis of assessment results. The Online Program responses varied from a lack of specificity in addressing the standard to a detailed, thorough review of the program and how it meets the standard. Most of the programs indicated the use of individualized learning plans, some developed with the use of the course software, others by the teachers and staff working directly with the students.

The strongest narratives addressed in clear detail the instructional strategies for the individual student. **LPS Online** provided a clear outline of the plan development, and the interaction that the instructor utilizes for assessment of mastery of learning units. Ongoing assessment was also addressed with an explanation of the “running log” that is kept on each student and how that log becomes “a critical component to facilitating communication.” **Connections Academy** described the process of developing the “personalized learning plan” for each student and the use of various assessment tools, such as “LEAP to measure adequate progress for student in grades K-8.” Also, to their credit, Connections Academy described how the Learning Management System keeps “comprehensive and up-to-date information” on every student’s attendance, grades, etc. which is then used to “keep the student on target.” **CDELA** provided a list of the multiple systems and resources that are being used or planned for use in progress

monitoring. **ACHIEVE k12** provided specifics on assessment measures for math and literacy to set grade level proficiency and described how tutorials are assigned based on those proficiencies. The results of the assessments are then used to develop the individualized learning plans for students. **Vilas Online** uses Alpine Achievement for their assessment database to “identify student strengths and weaknesses... to establish placement in classes and for interventions.” Other assessment tools and intervention tools were described in detail. **DPS Online** described the process of utilizing assessment data to drive instruction, including “two hour professional development sessions...with the entire staff looking for trends in gaps in student learning and determining the next steps in dealing with the gaps.”

Several programs indicated that they use assessments and strategies but needed to elaborate with specifics. **Monte Vista Online** stated that they provide an “individualized instructional program” and that “the strategies and learning programs are based on mastery of the Colorado Model Content standards to promote the growth of each student at the appropriate grade level”, but how this is accomplished was not provided. **Karval Online** provided a list of assessments that are utilized but did not elaborate on how they individualize the data for student progress. **GOAL** emphasized the software and its role in individualizing instruction, including “checking for student understanding and readjusting information taught...assuring that students receive ongoing growth and improvement.”

Several programs either did not address the standard or provided extraneous information. **JeffCoNet** provided a list of instructional goals, but no elaboration on specifics for the Quality Standard. **Academy 20 Online** provided information from their district policy manual and student handbook, but there was no tie in to the standard. **Heartlight** provided information from the web-based provider’s sales manual. **Crowley Online** indicated the value of the curriculum used by their program. **Insight** noted their “model leverages research-based, 21st century pedagogical strategies” and provided a list of areas for which they provided professional development to their staff, however there was no correlation between this information and the quality standard.

3.02.7 The Online Program’s Teachers use ongoing, research based formative and summative assessments to measure student academic performance. Students have varied opportunities to demonstrate mastery of skills, show academic progress, and receive meaningful feedback on their learning.

This standard addresses monitoring and assessment of student academic performance and improvement. Online Programs are subject to the same statutory requirements as brick and mortar institutions, so all reporting programs describe the use of state mandated assessments such as the Colorado Student Assessment Program (CSAP), Diagnostic Reading Assessment, and ACT. Additionally, most report the use of the Northwest Evaluation Association (NWEA) Measure of Academic Progress (MAP) assessment, which is a state-aligned computerized adaptive test that, according to the NWEA, “reflects the instructional level of each student and measures growth over time.”

Online Programs cite the use of research-based practices, based on assessment and student-centered instructional practices by well-known researchers such as Dr. Grant Wiggins and Dr. Rick Stiggins. **ACHIEVE k12** documented a well developed process for providing continuous student feedback as well as a variety of opportunities to demonstrate mastery of skills through a process wherein teachers identify resources and learning strategies that “lead to mastery of clearly articulated expectation.” **Karval Online** reports the extensive use of the CEDAR

(Colorado Department of Education Data Analysis and Reporting System) to “create customizable reports to measure and present the progress of students over time so that student needs can be quickly addressed.”

Response to Intervention (RtI) processes are reported as another step in providing not only student feedback, but also a way of providing a plan of action to set the student on the correct learning pathway. **GOAL** fully utilizes RtI and also notes the use of ongoing tutoring and mentoring by highly qualified teachers, mentors and a counselor. **Hope Online** also indicates the use of the RtI framework with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) as a progress monitoring tool. Hope further describes the reliance on “embedded assessments” in the online curricula to differentiate learning. There is no documentation of a variety of assessments or of having both formative and summative assessments.

Heartlight did not report the variety of assessments one would expect to reflect “varied opportunities to demonstrate mastery of skills...” However, Heartlight indicates that “teachers meet one-on-one to address feedback on submissions, exams and notebooks.” **Mesa Verde Academy**, detailing a similar dependence on web-based online programs, describes a system where “students are e-mailed or called to discuss their progress and if need be, they are provided time with a tutor to strengthen their skills in a particular area of difficulty.”

Online Programs are uniquely able to immediately identify student strengths and weaknesses using the technology tools available to them. Because students are working through a Content or Learning Management System, all student work and progress is tracked and documented. This provides educators with the opportunity to examine student strengths and weaknesses and thus create individual pathways of instruction. **Kaplan Academy** acknowledges this exceptional opportunity by reporting “Over time, in the hands of skilled teachers, this ability to tailor instruction to changing student needs becomes a driver of improved outcomes.” In addition to the tools available through the Content Management System, **Vilas Online** also uses the Acuity diagnostic tool to establish baseline data as well as mid-year and end-of-the year student progress. In tandem with the Acuity diagnostic tool, Vilas uses the AIMSweb program to “evaluate student progress, efficacy of the intervention and transition back into the general education setting.”

As reported above, Online Programs have a plethora of online tools to evaluate students and thus monitor student progress, provide feedback and differentiate instruction. Reports from individual programs show that some programs are using the available tools to the fullest, providing many opportunities for success. There are, however, other programs that, because of the lack of specificity and detail in reporting, could not be verified as meeting this important Quality Standard. The Unit of Online Learning will follow up with these programs to acquire the needed detail and to provide assistance to meet the Quality Standard if needed.

3.02.8 An Online Program has a policy regarding course completion.

With input from stakeholders and the appointed Online Advisory Board, the *Rules for the Administration, Certification and Oversight of Colorado Online Programs*, in section 2.0 (Definitions), provides a standardized definition of course completion and provides a method of calculating course completions. All Online Programs were required to use this method of calculation in order to provide a consistent measure of accountability that would allow a reliable comparison of a program’s course completion data. All but one Online Program verified course completion data submitted to the Unit of Online Learning.

The creation of this Quality Standard of documenting course completions provided an avenue for Online Programs to create or refine policy which mirrors the description found in Colorado Department of Education (CDE) Rules. Most programs reporting indicate that they have established a plan regarding course completion, but there is as much diversity in policy as in the programs themselves. This diversity of policy, however, compliments, and aligns to, the vision statement or mission statement of the Online Program. Just as Colorado embraces “local control” for public school districts, its Online Programs embrace individuality and local decision making regarding policy and mission.

Only a few programs implemented a policy that allows students to drop a course within the first few weeks without penalty, and with specific guidelines if the drop occurs after the initial grace period. Some criteria include a grade of WF (withdrawn failing) or WP (withdrawn passing) recorded on the cumulative record, depending on whether the student is passing or failing the course at the time of drop. In no program is credit granted unless the student receives a “D” or higher. Several Online Programs report that high school students do not receive credit in a course in which they received a grade of C-. In some cases, the student is not permitted to progress in a web-based curriculum until curriculum is mastered at 80% or higher. **DPS Online** cites one of the lower scales, with an expectation of meeting academic and testing requirements at 60%.

Branson Online includes a Performance Contract that must be signed by parent and student in order that all might have an understanding of progress expectations. **Connections Academy** describes a policy wherein students in K-8 must demonstrate adequate progress in their courses of study and proficiency on state tests. All third graders must demonstrate reading proficiency. **Edison Academy** grants partial credit for courses which are “substantially completed” if a student is about to transfer or graduate and also allows a student to continue with coursework the following school year if needed. **Monte Vista Online** has a similar policy which allows students to carry over coursework until the next school year without penalty on a case-by-case basis. Monte Vista Online states, “Our policy recognizes that students need to learn the material, that students learn at different rates and some students need more time to master skills and concepts than they might otherwise be allotted”. **Hope Online** however, does not grant credit if the high school student doesn’t complete the course within the school year the student registered for the course. The student is required to repeat the uncompleted course the following term.

Heartlight has two different ways in which a student progresses through coursework. They can either take the full course with a final exam or choose a mode called “adaptive assessment.” Heartlight describes this mode in the following way: “Students take an initial assessment exam and then receive a prescribed course of study. Items students have mastered are marked as ‘complete,’ while non-mastered topics are marked as ‘new.’ Students work through the new concepts and take a follow up assessment, which covers all of the new topics as well as the concepts previously identified as ‘complete’ to ensure the student truly understands everything.”

JeffcoNet counsels students out of the online learning environment, if a student is continually unsuccessful, and recommends that the student return to a more traditional classroom environment.

3.02.9 An Online Program follows policies for tracking attendance, participation, and truancy. The policy includes documentation of Teacher / student interaction.

This standard specifically addresses the existence of a defined policy that covers the three critical areas of attendance, participation and truancy. Online Programs should also have addressed how teacher/student interaction is documented within their programs.

The majority of Online Programs reported the adoption of their authorizing district's attendance policy. In some cases there was no evidence of a truancy policy specific to the Online Program. The Unit of Online Learning will make recommendations to these programs that they adopt a policy specific to the Online Program due to the structure of a technology based program.

Both **Edison Academy** and **Crowley Online** report that they have employed staff to monitor student work in progress and report on online student attendance. **Connections Academy** and **CDELA** both document detailed systems of responsibility and documentation to verify attendance and participation. **COVA, Connections** and **Insight** assign responsibility to Learning Coaches for entering attendance and participation data, or in the case of **Insight**, an "iMentor." **Insight** reported the most complete and specific policy regarding all of the targeted areas, whereas **Karval Online** had no evidence of a specific policy for the Online Program, but refers heavily to the data collection abilities of technology to provide attendance and participation information. Being a school within the Karval district, the Online Program would also be covered by the district's attendance policy.

3.02.10 The Online Program has a policy, and the infrastructure to store, retrieve, analyze and report, required student, Teacher, financial, and other required data collections.

This standard addresses data analysis, management and reporting. Online Programs need to demonstrate the capacity to support and store all critical student, program and staff data for expedient retrieval and analysis. The two key components of this standard are the existence of policy and evidence of a strong infrastructure to support the data requirements. Some Online Programs are relying on existing district policy regarding the storage and reporting of significant data, but a significant number of others did not report having any policy at all regarding data collection. **Connections Academy** addresses policy with statements that ensure that parents are fully informed of their rights under FERPA in the School Handbook and on the Learning Management System log-in page. There was no reporting of a separate data policy for the Online Programs themselves.

Programs report a variety of data management systems in use. Commonly used systems were *Infinite Campus, Alpine Achievement System, Power School, and People Soft*. **Hope Online** mentions that they are able to use their authorizer's (Douglas County School District) data warehouses that are password protected, draw their information from the district's transactional systems, and are maintained by district staff. However, **Hope Online** also notes in their annual report, "Hope Online data will be transferred into these data warehouses as appropriate." There is no indication of the data infrastructure in current use at this mid-year point.

DPS Online documents a strong infrastructure in place through the authorizing district's student management system and notably relates that, "the DPS Online High School data team, composed of the school principal, counselor, and lead teacher, jointly hold staff workshops to

aid faculty in the implementation of data driven instruction and individual student progress.” **Heartlight** described a weak system which depends on the web-based program provider for all storage and retrieval of student, teacher, and achievement data.

3.02.11 The Online Program has a policy providing guidance counseling services as appropriate to grade level and student need.

The key component of this standard, like the data standard, is the existence of a policy regarding the provision of guidance counseling. A common narrative for this standard is comparable to that of **Mesa Verde Academy** and **ACHIEVEk12**, which cites the adherence to the policy of its authorizer, D-11 and notes that guidance counseling is available to students as appropriate based on student need. **Branson Online** details a noteworthy structure wherein two full time guidance counselors are employed to not only provide specific guidance to students but also to track graduates, conduct workshops for students and parents, and help in the implementation of RtI training for all staff. **JeffcoNet** also described an exemplary structure wherein three full-time guidance counselors work with students and are considered to be “a valuable part of the JeffcoNet students’ success.”

Additionally, there are programs which assign guidance duties as part of a “package” of duties and do not have staff who solely serve in the role of guidance counselor. One such program is **CDELA**, which assigns guidance to the Academic Advisors who are responsible for “course placement, academic scheduling, checking on academic progress, discussing progress with parents, giving advice on ways to support the students’ time on task and attendance, “and also “provide guidance to students to support the development of the whole student...Career exploration, college decision making, personal growth and health issues, and other life goal issues.” **Vilas Online** also assigns the guidance counseling task to the Student Advisor, but states in their handbook that “Vilas Online School will provide an academic counselor to serve students when deemed necessary.”

Another structure used by several Online Programs, including **GOAL**, **COVA** and **Connections Academy**, provides professional guidance counselors, and also provides the services of a student support team to implement appropriate interventions.

Hope Online does not employ guidance counselors, indicating that basic counseling services are provided by the teachers, who are trained in RtI, basic crisis management and issues related to academic counseling. They do, however, acknowledge “the need for enhanced counseling services to meet the needs of students and indicate that “**Hope Online** and **Douglas County School District** will develop an action plan to address guidance counseling services administered directly by the Online Program.” Given Hope’s declaration that they serve primarily “at risk” students, and the very high student to teacher ratio, the Unit of Online Learning strongly recommends that Hope Online escalate the timeline to employ full-time guidance counselors as part of their program staff.

3.02.12 The Online Program has a policy guiding school/home communication about student and program progress, program governance, and program accountability that is relevant, regular, and available in native language where reasonable.

This standard addresses the engagement of parents and communities in Online Programs. A substantial number of Online Programs rely heavily on e-mail communication in order to inform parents about everything from student progress and attendance to upcoming field trips.

Almost all programs have a parent and/or student handbook which also serves as a major tool for the communication process. Many programs provide weekly progress reports, among them **Branson Online**. Branson also is one of the Online Programs providing regular phone conferences with parents in order to discuss progress and achievement. **Connections Academy** cited parent communication as a key component in parent satisfaction with their program. They write, "In the most recent Parent Satisfaction Survey, 50% of Colorado Connections Academy parents indicated that they communicated with their teachers at least once a week while another 37% reported contacts twice or three times per month."

Online Programs also name their own program website as a fluid, constantly updated source of information for parents and students. **eDCSC** indicates that their principal maintains blogs on the website and on the course management system to communicate upcoming events and deadlines. Online Programs point out, too, that they provide staff and teacher contact information to parents in order to maintain open communication at all times. Programs also provide parents real-time access to student grades and progress, as reported on the Content Management System or through a software program such as *Power School*.

A few programs, such as **Heartlight** and **Hope Online** indicate that regular newsletters go out to parents with information regarding program events, deadlines, and general program information. **Hope Online** further identifies a parent/student support program, Hope for Kids, which identifies and prioritizes issues facing Hope Online parents and students.

DPS Online meets the interactive, two-way communication, piece of the standard quite well by providing many opportunities for parent feedback and involvement in the Online Program. DPS Online consistently seeks parent input through such organized activities as parent-teacher-student conferences, open houses, individual meetings and even meetings in the student's own home.

Few of the programs report communication to parents in any language other than English. **GOAL** provides information in multiple languages "if appropriate based on the families' annual home language survey."

3.02.13 Instructional strategies, practices, and content address various learning needs and styles of students. The Online Program uses a body of evidence to identify advanced, under-performing, economically disadvantaged, or other special needs students. The Online Program will work with its Authorizer to ensure that support structures and programs, including but not limited to, Title I, ESL, Special Ed., and Gifted and Talented, are integrated into the school's instructional program to promote and support student learning.

This standard addresses provisions for students with special needs, including gifted and talented students and English language learners. Online Programs that are schools within a district, and programs with close district ties, are relying on the authorizing district to provide services for Title 1, ELL, and Special Education students. Some programs have a commendable structure in place to provide the needed support and individualized curriculum. **eDCSD** writes that "The Douglas County School District maintains an online division of the Instructional Support Services (ISS) department to provide special services to students with identified needs. Online learning is not appropriate for all students and the ISS pre-screens students with Individual Education Plans to ensure that this format will properly service the goals of their plans."

All programs also emphasize that their technology based curriculum provides a highly engaging learning environment that speaks to diverse learning styles. Most programs refer to Response to Intervention (RtI) processes that are on-going within the Online Program itself and assert that their teachers have all been trained in RtI strategies.

Branson Online has engaged a specialist from the Colorado Department of Education to support teachers and administrators in how to drive performance improvement using Data Driven Instruction. Other Online Programs such as **Insight, GOAL** and **Connections Academy** gave very robust descriptions of support provided to special student populations. **Connections Academy** provided a specific detailed analysis of each provision within their Online Program which addresses the support of students with any special need, including ELL students and the gifted and talented. **Connections Academy** also employs two full-time special education teachers.

Karval Online addresses the needs of English Language Learners through the provision of a Spanish version of Language Arts and Mathematics titles in their curriculum. **Monte Vista Online** places students in an English as a Second Language (ESL) course taught by a certified ESL instructor, “to advance their English skills in the most appropriate and effective manner.”

DPS Online recognizes a lack of resources to serve ELL students and states that it refers them to another school in DPS “where their needs can be addressed.” **Heartlight** again demonstrates a strong reliance on “the Program’s web-based product” to “fit a variety of student needs”, but also states that “support structures...are addressed and provided on an as needed individual basis.” The Unit of Online Learning recommends that Heartlight provide stronger support for students within the resources of the district. A “web-based” program cannot totally give the structure and intervention needed to provide a complete educational experience for each student.

Hope Online also relies heavily on the flexibility of the curriculum, and the ability of students to proceed at their own pace, in order to serve the needs of diverse learners. Hope cites the use of a variety of assessment means to identify student strengths and areas for improvement, as well as Individual Learning Plans (ILP) for struggling and/or advanced students. The Online Program further explains, “By virtue of Hope Online’s model including small learning environments, ILPs, data driven differentiated instruction, specialized lessons within the curriculum, and one-on-one support from Hope Online teachers and Learning Center mentors, the diverse need of all learners including special education, ESL and Gifted and Talented students are satisfied.”

3.02.14 The Online Program evaluates the degree to which it achieves the goals and objectives for student learning. There is a systematic process for collecting, disaggregating, managing, and analyzing data that enables the Online Program’s leadership, Teachers, Parents, students, community members and other stakeholders to determine areas of strength and challenge. The data collected are analyzed using a systems approach, and the analysis includes the use of the Student Accountability Report (SAR) and other state accountability reports.

This standard addresses program evaluation and improvement. All Online Programs reported the use of data driven instruction, using such software as Alpine Achievement. **Branson Online** gave a detailed description of their process, which became a focus of the program during the 2007-2008 school year. During this time, they relied on training provided by a

data/assessment expert from the Colorado Department of Education and trained the entire staff on how to use the data to increase student achievement.

Forty percent of reporting Online Programs indicated that they follow their authorizing district's policies and process for analyzing and managing data in order to individualize instruction, improve student achievement, and strengthen the program. **Hope Online** indicates that it will use Douglas County School District's SCORE Data warehouse to report annual progress. They will also use the C-SNAP database to build individualized learning plans for students. **Edison Academy** recognizes that the analysis of data is difficult because many of their "at risk" students do not take CSAP. Edison, however, describes the school accountability committee it will add to the program in order to focus on achievement and accountability, viewing this as a positive change this year.

ACHIEVEk12 gave a detailed description of a robust policy, showing evidence of a systematic process in place. Other programs also gave detailed descriptions of their process, but did not reveal a formal policy for the Online Program. **Connections Academy** utilizes a Monthly School Report, produced by their Learning Management System, to compile overall school data and provide data for analysis. **Connections** states, "By reviewing this data monthly, and in comparison to previous years and previous months, the board and other stakeholders can proactively address any issues that arise, and can better plan for future improvements."

Only three Online Programs provided descriptions of data analysis that were not comprehensive. These three programs did indicate that they do data analysis for ongoing program improvement, but the programs did not provide sufficient detail to clearly understand their systems. The Unit of Online Learning will follow-up with these programs in order to more fully comprehend their data analysis structures.

3.02.15 The Online Program shall ensure that background checks in accordance with law are performed on all volunteers and paid staff, including but not limited to Mentors, Teachers, Administrators, or any other persons in unsupervised contact with the student, except Parents supervising their children's educational program.

This standard addresses the requirement for completing background checks on any adult who is in unsupervised contact with children, whether in a physical environment or an online environment. All Online Programs reported compliance with Colorado statute which requires background checks of all employees. The majority of programs also indicated that the Online Program is also in compliance with the district policies regarding background checks. Other Online Programs provided a copy of their own policies that they have in place in order to meet statute.

Some programs indicated that, being Online Programs, they did not make use of volunteers and thus had no need of a policy covering volunteers. Most programs that use volunteers have a policy to cover background checks. However, at least two programs indicated that the only parent volunteers that interacted with students were "well known" to the staff and administrators of the program and therefore background checks were not done.

III. Demographics and Accountability Data

Increasing numbers of students in Colorado are choosing Online Programs as the means of attaining an education and a high school diploma. Very few districts in the state have zero students enrolled in a course of study online. In some cases, the student is enrolled in a multi-district Online Program authorized by a district other than his district of residence. In other instances, the student enrolls in a single district Online Program provided by his own district or a supplemental Online Program which provides course work to augment his brick and mortar curriculum.

Table 1.1 below shows student enrollment for all Online Programs as well as the total number of students from outside of the authorizing districts. Additional data is available on school district of attendance prior to enrollment in an Online Program as well as school district of residence. This data can be accessed on the Unit of Online Learning’s website at <http://www.cde.state.co.us/onlinelearning/index.htm>.

Table 1.1 Online Program Students

Program	Online Student Enrollment		District Representation
	2007-2008 ¹	2008-2009 ²	2008-2009 Students outside of Authorizing District ²
All Online Programs	9,222	11,641	8,978

¹Online Student enrollment includes students enrolled in multi and single district programs, GED, credit recovery, and other Online Programs

²Self-reported by Online Programs

Multi-District Online Programs

A multi-district Online Program is an online program that serves a student population drawn from two or more school districts. When an Online Program serves over ten students from outside of the authorizing district, the program must receive certification from the Colorado Department of Education.

There are currently 14 Online Programs that have received multi-district certification. Three additional online programs submitted their applications on January 2, 2009, and are currently under evaluation. There is a second submission date, April 1, 2009, available for the current year. The application, rubrics, and guidelines are posted on the CDE website on the Unit of Online Learning web pages: <http://www.cde.state.co.us/onlinelearning/application.htm>. Once the Online Program is certified, the program is required to be evaluated and re-certified after two years.

Table 1.2 Multi-District Programs¹

Program	Student Enrollment			District Representation	
	Student Enrollment CDE 2007 October Count	2007-2008 End of Year Count	2008-2009 Enrollment	2008-2009 Students from Other Districts	School Districts represented among 2008-2009 Students
1752 - Colorado Virtual Academy	3,341	3,349	4,333	2,470	130
0948 - Branson School Online	570	570	465	465	80
0656 - Colorado Distance and Electronic Learning Academy	317	186	513	513	66
3475 - Guided Online Academic Learning Academy ²	-	-	273	273	6
1967 - Crowley County Online Academy ²	-	-	14	2	3
1887 - Colorado Connections Academy	370	345	668	632	78
5405 - eDCSD ²	-	-	134	35	13
2504 - Edison Academy	41	45	85	83	11
3325 - Kaplan Academy of Colorado	18	23	175	145	46
4504 - Karval Online Education	157	144	201	200	62
6520 - Monte Vista Online Academy	92	114	81	49	27
3995 - Hope Online Learning Academy CO-OP	3,270	2,967	3,152	3,139	43
9085 - Vilas Online	406	509	407	406	87
4369 - Insight School of Colorado ²	-	-	528	526	76
Total	8,582	8,252	11,029	8,938	

¹Program was not a certified multi-district program at start of school year 2007-2008

Single District Online Programs

Single district Online Programs serve students who reside within the district boundaries. This type of Online Program may serve ten students from outside of the district without being certified. If they enroll more than ten out-of-district students, and do not have certification, they will not receive funding for those students which are over and above the allowable ten-student limit. The Unit of Online Learning advises districts to either self-cap at ten out-of-district students or, if they anticipate enrolling a higher number, apply for multi-district certification.

Table 1.3 Single District Programs¹

Program	Student Enrollment		District Representation	
	2007-2008 End of year Count	2008-2009 Enrollment	2008-2009 Count of students from other Districts	School Districts represented in 2008-2009 student population
6509 - DPS Online High School	68	122	17	5
JeffcoNet Academy	83	110	9	1
Academy District 20 Online Program ²	-	74	-	1
Poudre Online School ²	-	17	-	1
5451 - Mesa Verde Academy	11	32	7	3
ACHIEVE k12-D11 ²	-	43	1	1
Ridge Academy	275	203	-	1
LPS Online ²	-	3	-	1
Heartlight Academy Online ²	-	8	6	4
Total	437	612	40	

¹ CDE 2007 October Count not available for Single District Online Programs due to aggregation of this student population in respective School Districts

² New Online Program 2008-2009

The Unit of Online Learning receives multiple requests during the course of a month to provide assistance and advice to districts who wish to start their own single district Online Program. We are witnessing the desire of local districts to win back students who may have enrolled in another district's online program instead of attending the local brick and mortar school, as well as the fundamental wish to find ways of reaching all students. It is the recommendation of the Unit of Online Learning that smaller districts share resources and collaborate in order to provide these services. A stronger and more cost effective program can be established with this partnership.

The Unit of Online Learning also reviews the statutory definition of "Online Program" with the start-up district's staff, emphasizing the importance of the role of the teacher in student learning. There are documents provided to the district which describe the differences between an online course and digital content. It is important to disseminate this information in order to assure quality in the program and ensure that districts do not lose funding because the program does not meet the definition.

Student Diversity

Due to their virtual nature, Online Programs can be accessed by students throughout the state. As indicated in Table 1.4, online students represent various races and ethnic groups. Relative to the state-wide representation, students in Online Programs vary in their ethnic representation, with some schools representing a higher percentage of students from respective ethnic groups, while others show a lower percentage.

Table 1.4 2007-2008 Online Program Students by Race/Ethnicity

Program	District	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK (NOT HISPANIC)	HISPANIC	WHITE (NOT HISPANIC)
1752 - Colorado Virtual Academy	0020 - Adams 12 Five Star Schools	1%	2%	3%	10%	84%
4091 - Hope Online Learning Academy CO-OP	0260 - Vilas Re-5	1%	2%	24%	33%	40%
9085 - Vilas Online School	0260 - Vilas Re-5	3%	1%	1%	27%	68%
1887 - Connections Academy	0880 - Denver County 1	1%	0%	3%	6%	90%
2504 - Edison Academy	1120 - Edison 54 JT	5%	0%	2%	27%	66%
3325 - Kaplan Academy of Colorado	1195 - Garfield Re-2	0%	0%	0%	11%	89%
0979 - Branson School Online Ged Prep	1750 - Branson Reorganized 82	3%	0%	0%	7%	90%
4504 - Karval Online Education	1810 - Karval Re-23	3%	1%	2%	10%	85%
6520 - Monte Vista On-Line Academy	2740 - Monte Vista C-8	2%	1%	2%	16%	78%
0656 - Colorado Distance & Electronic Learning Academy	8001 - Charter School Institute	2%	4%	14%	22%	58%
	State-wide Average	1%	3%	6%	28%	61%

Impact on Funding

Beginning with the 2008-2009 school year, SB 07-215 repealed the requirement that students, in the preceding school year, not be enrolled in a private school, or participate in a nonpublic home-based education program. The repeal of this condition allowed Online Programs to enroll students that had previously been in private schools or been home-schooled. Table 2.1 shows the number of Online Program students eligible for funding in the current fiscal year that would not have been eligible for funding in previous fiscal years, and the associated total program funding.

Specific data on the school district of attendance prior to enrollment in an Online Program is available on the Unit of Online Learning's website at:
<http://www.cde.state.co.us/onlinelearning/index.htm>.

Table 2.1 Fiscal Impact of SB 07-215 for Online Program Funding¹

Online Program	School District	2008-2009 Total Online Program FTE¹	Online Pupils Not in Public School in Prior Year - New Open Enrollment FTE	Increased Program Funding in FY2008-09 for New Students due to Open Enrollment
1752 - Colorado Virtual Academy	0020 - Adams 12 Five Star Schools	4,327	1,046	\$6,647,330
0948 - Branson School Online	1750 - Branson School	472	23	\$146,165
0656 - Colorado Distance and Electronic Learning Academy	8001 - Charter School Institute			
3475 - Guided Online Academic Learning Academy				
Total Charter School Institute		698.5	161	\$1,023,155
1967 - Crowley County Online Academy	0770 - Crowley County	14	5	\$31,775
1887 - Colorado Connections Academy	0880 - Denver Public Schools			
6509 - DPS Online High School				
Total DPS		788	138	\$886,650
5405 - eDCSD	0900 - Douglas County School District			
3995 - Hope Online Learning Academy CO-OP				
Total Douglas County		3,102.5	354	\$2,249,670
2504 - Edison Academy	1120 - Edison School District 54JT	22.5	11	\$69,905
3325 - Kaplan Academy of Colorado	1195 - Garfield School District No.RE-2	171.5		
4504 - Karval Online Education	1810 - Karval School District Re-23	200	23	\$146,165
6520 - Monte Vista Online Academy	2740 - Monte Vista School District C-8	81	8	\$50,840
9085 - Vilas Online	0260 - Vilas RE-5 School District	403	67	\$425,785
4369 - Insight School of Colorado	2862 - Julesberg School District RE-1	526.5	136	\$864,280
Heartlight Academy Online	0550 - North Conejos RE-1J	8	-	-
LPS Online	0140 - Littleton 6	3	1	\$6,665
Poudre Online School	1550 - Poudre RE-1	8.5	3	\$19,663
5451 - Mesa Verde Academy	2035 - Montezuma-Cortez RE-1	32	7	\$45,880
Total		10,994.5	2,031	\$12,920,807

¹Source: CDE Public School Finance Unit

Student Accountability Report (SAR) based on 2007-2008 School Year

Tables 3.1-3.3 below reflect the Academic Performance on State Assessments data for reporting Online Programs. This includes performance on the CSAP and ACT assessments and an indication of Adequate Yearly Progress. Individual Program data for CSAP can be found in Appendix A.

Table 3.1 Academic Performance

Program	District	Academic Performance		
		Elementary	Middle	High
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	Average	Average	Average
0948-Branson School Online	1750-Branson School	Average	High	Average
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	Low	Average	Average
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	n/a	n/a	n/a
1967-Crowley County Online Academy	0770-Crowley County	n/a	n/a	n/a
1887-Colorado Connections Academy	0880-Denver Public Schools	Average	Average	n/a
5405-eDCSD	0900-Douglas County School District	n/a	n/a	n/a
2504-Edison Academy	1120-Edison School District 54JT	n/a	Unreportable	Low*
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a	Unreportable
4504-Karval Online Education	1810-Karval School District Re-23	Low*	Average	Average
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	Unreportable	High	Low*
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	Low	Unsatisfactory	Unsatisfactory*
9085-Vilas Online	0260-Vilas RE-5 School District	Low	Low*	Low
4369-Insight School of Colorado	2862-Julesberg School District RE-1	n/a	n/a	n/a
6509-DPS Online High School	0880-Denver Public Schools	n/a	n/a	Average
JeffcoNet Academy	1420-Jefferson County R-1	n/a	n/a	n/a
Academy District 20 Online Program	1040-Academy District 20	n/a	n/a	n/a
Poudre Online School	1550-Poudre RE-1	n/a	n/a	n/a
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	n/a	Unsatisfactory	Low
ACHIEVE k12-D11	1010-Colorado Springs 11	n/a	Low	n/a
Ridge Academy	2690-Pueblo 60 School District	n/a	n/a	n/a
LPS Online	0140-Littleton 6	n/a	n/a	n/a
Heartlight Academy Online	0550-North Conejos- RE-1J	n/a	n/a	n/a

Note: Asterisks next to performance result indicates school excludes (by exemption, absence, or special circumstance) more than 10% of the students enrolled from any CSAP or ACT assessment at any grade level will have their academic performance rating "qualified" as "Participation Noted"; n/a denotes that the Online Program was not yet in place or student information was aggregated to the school district level.

Student Accountability Report (SAR) based on 2007-2008 School Year

Table 3.2 Adequate Yearly Progress

Program	District	AYP ELE		AYP MID		AYP HIGH	
		READ	MATH	READ	MATH	READ	MATH
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	Yes	No	No	No	Yes	No
0948-Branson School Online	1750-Branson School	Yes	Yes	Yes	Yes	Yes	No
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	Yes	Yes	Yes	Yes	Yes	No
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	n/a	n/a	n/a	n/a	n/a	n/a
1967-Crowley County Online Academy	0770-Crowley County	n/a	n/a	n/a	n/a	n/a	n/a
1887-Colorado Connections Academy	0880-Denver Public Schools	Yes	Yes	Yes	Yes	n/a	n/a
5405-eDCSD	0900-Douglas County School District	n/a	n/a	n/a	n/a	n/a	n/a
2504-Edison Academy	1120-Edison School District 54JT	n/a	n/a	Yes	Yes	No	No
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a	n/a	n/a	No	No
4504-Karval Online Education	1810-Karval School District Re-23	Yes	Yes	Yes	Yes	Yes	Yes
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	Yes	Yes	Yes	Yes	Yes	No
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	No	No	No	No	No	No
9085-Vilas Online	0260-Vilas RE-5 School District	Yes	Yes	Yes	No	Yes	Yes
4369-Insight School of Colorado	2862-Julesberg School District RE-1	n/a	n/a	n/a	n/a	n/a	n/a
6509-DPS Online High School	0880-Denver Public Schools	n/a	n/a	n/a	n/a	Yes	No
JeffcoNet Academy	1420-Jefferson County R-1	n/a	n/a	n/a	n/a	n/a	n/a
Academy District 20 Online Program	1040-Academy District 20	n/a	n/a	n/a	n/a	n/a	n/a
Poudre Online School	1550-Poudre RE-1	n/a	n/a	n/a	n/a	n/a	n/a
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	n/a	n/a	No	No	Yes	No
Achieve K12-D11	1010-Colorado Springs 11	n/a	n/a	No	No	n/a	n/a
Ridge Academy	2690-Pueblo 60 School District	n/a	n/a	n/a	n/a	n/a	n/a
LPS Online	0140-Littleton 6	n/a	n/a	n/a	n/a	n/a	n/a
Heartlight Academy Online*	0550-North Conejos – RE-1J	n/a	n/a	n/a	n/a	n/a	n/a

Student Accountability Report (SAR) based on 2007-2008 School Year

Tables 3.3a – 3.3e reflect CSAP performance data for key result categories by subject area for all grade levels available.

Table 3.3a 2007-2008 CSAP Results – Reading – All Grades Available

Program	District	2007		2008	
		% Proficient or Advanced	% Unsat.	% Proficient or Advanced	% Unsat.
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	69%	11%	67%	10%
0948-Branson School Online	1750-Branson School	62%	10%	73%	4%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	N/A	N/A	66%	11%
1887-Colorado Connections Academy	0880-Denver Public Schools	64%	11%	68%	6%
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	N/A	N/A	N/A	N/A
4504-Karval Online Education	1810-Karval School District Re-23	59%	5%	68%	5%
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	50%	0	43%	3%
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	31%	31%	22%	41%
9085-Vilas Online	0260-Vilas RE-5 School District	41%	26%	46%	14%
6509-DPS Online High School	0880-Denver Public Schools	45%	5%	47%	18%
	Online Programs Average	51%	20%	51%	20%
	State Wide Average	67%	11%	68%	10%

Student Accountability Report (SAR) based on 2007-2008 School Year

Table 3.3b 2007-2008 CSAP Results - Writing

Program	District	2007		2008	
		% Proficient or Advanced	% Unsat.	% Proficient or Advanced	% Unsat.
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	51%	7%	50%	8%
0948-Branson School Online	1750-Branson School	43%	6%	52%	4%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	n/a	n/a	40%	3%
1887-Colorado Connections Academy	0880-Denver Public Schools	41%	9%	50%	5%
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a	n/a	n/a
4504-Karval Online Education	1810-Karval School District Re-23	20%	7%	27%	5%
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	45%	5%	41%	3%
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	15%	23%	12%	33%
9085-Vilas Online	0260-Vilas RE-5 School District	19%	12%	15%	12%
6509-DPS Online High School	0880-Denver Public Schools	10%	10%	24%	18%
	Online Programs Average	32%	14%	35%	16%
	State Wide Average	54%	5%	53%	6%

Student Accountability Report (SAR) based on 2007-2008 School Year

Table 3.3c 2007-2008 CSAP Results – Math

Program	District	2007		2008	
		% Proficient or Advanced	% Unsat.	% Proficient or Advanced	% Unsat.
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	51%	19%	48%	21%
0948-Branson School Online	1750-Branson School	27%	35%	36%	25%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	n/a	n/a	20%	42%
1887-Colorado Connections Academy	0880-Denver Public Schools	37%	27%	48%	18%
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a	n/a	n/a
4504-Karval Online Education	1810-Karval School District Re-23	2%	71%	16%	57%
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	15%	45%	14%	51%
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	13%	59%	12%	57%
9085-Vilas Online	0260-Vilas RE-5 School District	13%	54%	7%	59%
6509-DPS Online High School	0880-Denver Public Schools	5%	55%	6%	65%
	Online Programs Average	29%	40%	32%	36%
	State Wide Average	53%	18%	53%	18%

Student Accountability Report (SAR) based on 2007-2008 School Year

Table 3.3d 2007-2008 CSAP Results – Science 2007

Program	District	2007	
		% Proficient or Advanced	% Unsat.
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	46%	22%
0948-Branson School Online	1750-Branson School	36%	28%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	n/a	n/a
1887-Colorado Connections Academy	0880-Denver Public Schools	35%	32%
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a
4504-Karval Online Education	1810-Karval School District Re-23	37%	32%
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	n/a	n/a
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	12%	60%
9085-Vilas Online	0260-Vilas RE-5 School District	19%	49%
6509-DPS Online High School	0880-Denver Public Schools	25%	40%
	Online Programs Average	28%	42%
	State Wide Average	47%	21%

Table 3.3e 2007-2008 CSAP Results – Science 2008

Program	District	2008	
		% Proficient or Advanced	% Unsat.
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	45%	22%
0948-Branson School Online	1750-Branson School	51%	23%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	41%	23%
1887-Colorado Connections Academy	0880-Denver Public Schools	38%	16%
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a
4504-Karval Online Education	1810-Karval School District Re-23	29%	38%
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	17%	39%
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	7%	66%
9085-Vilas Online	0260-Vilas RE-5 School District	14%	58%
6509-DPS Online High School	0880-Denver Public Schools	35%	29%
	Online Programs Average	28%	41%
	State Wide Average	46%	22%

Note: 2008 CSAP Science results are not comparable to previous school year results due to new testing standards implemented

The Mission Statements

Each Online Program was asked to describe their mission or vision statement. This statement should reflect the guiding purpose of the organization and should also demonstrate support for accomplishment of the mission. Optimal statements would focus on student learning and achievement.

All programs markedly targeted student success in their mission statements. Some also included the use of technology and targeted 21st Century Skills as a measure of success. Many emphasized the use of a safe, flexible learning environment and meeting individual student needs.

IV. Curriculum

The curriculum, in any educational program, is the cornerstone of instruction. The curriculum should be rich, robust, and relevant. It is also critical that the curriculum be completely aligned with the Colorado Model Content Standards. Online Programs were asked to report not only the number and description of their courses, but were also asked to answer questions about the way that the curriculum was developed, evaluated, and updated. A key piece in this section of the Annual Report was the presence of the highly qualified teacher who actively engages the students in the curriculum and assumes responsibility for individual student learning.

Table 4.1 below shows the number of courses at the Elementary level that make up a full-time schedule.

Table 4.1 Number of Online Elementary Level Courses by grade level that constitute a “full schedule”

Program	Grade Level							
	District	K	1st	2nd	3rd	4th	5th	6th
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	3	5	5	5	5	5	5
0948-Branson School Online	1750-Branson School	6	6	6	6	6	6	6
0656-CDELA	8001-Charter School Institute	5	5	5	5	5	5	5
3475-GOAL	8001-Charter School Institute	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1967-Crowley Online	0770-Crowley County	n/a	n/a	n/a	n/a	n/a	n/a	n/a
1887-Connections Academy	0880-Denver Public Schools	8	8	7	n/a	n/a	n/a	9
5405-eDCSD	0900-Douglas County School District	5	5	5	5	5	5	6
2504-Edison Academy	1120-Edison School District 54JT	n/a	n/a	n/a	n/a	n/a	n/a	1
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	n/a	n/a	n/a	n/a	n/a	n/a	n/a
4504-Karval Online Education	1810-Karval School District Re-23	4	7	7	7	7	7	8
6520-Monte Vista Online	2740-Monte Vista School District C-8	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3995-Hope Online	0260-Douglas County School District	6	6	6	6	6	6	6
9085-Vilas Online	0260-Vilas RE-5 School District	7	7	8	8	8	8	8
4369-Insight School of Colorado	2862-Julesberg School District RE-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6509-DPS Online High School	0880-Denver Public Schools	n/a	n/a	n/a	n/a	n/a	n/a	n/a
JeffcoNet Academy	1420-Jefferson County R-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Academy 20 Online	1040-Academy District 20	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Poudre Online School	1550-Poudre RE-1	n/a	n/a	n/a	n/a	n/a	n/a	n/a
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	n/a	n/a	n/a	5	5	5	n/a
Achieve K12-D11	1010-Colorado Springs 11	6	6	6	6	6	6	4
Ridge Academy	2690-Pueblo 60 School District	n/a	n/a	n/a	n/a	n/a	n/a	n/a
LPS Online Public Schools	0140-Littleton 6	5	5	5	5	5	5	n/a
Heartlight Academy Online	0550-North Conejos - RE-1J	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Average Number of Courses		6	6	6	7	7	7	7

Curriculum- Summary of Elementary Offerings

A review of the core curriculum for all online programs offering elementary courses indicates that all online programs include language arts, mathematics, social studies and science for grades K-6. Several of the schools delineate the language arts subject area to indicate reading, writing and spelling.

The range of courses offered at the elementary level in addition to the core varies widely. **Connections Academy** offers the widest variety of courses in addition to their core. These courses range from French and Spanish, Gifted and Talented Literature Study (3-6) to Music, Art and Poetry. World languages are offered at **eDCSD**, **ACHIEVE k12** and **Branson Online** (6th grade elective) and include French and Spanish, plus Chinese at eDCSD. **LPS Online**, **Branson Online** and **COVA** offer Art and Music courses. Programs offering Physical Education include **eDCSD**, **LPS Online**, **Branson Online**, **Connections Academy (1-6)**, **Hope Online**, **Achieve K-12**, and **Vilas Online (K-6)**.

Karval Online offers handwriting as an additional offering. **cDELA** offers no additional courses.

Curriculum - Summary of Secondary Offerings

The reporting for unique courses offered at the secondary level varied widely. There may have been some confusion with this question, as the Unit of Online Learning was seeking a list of all courses, and some online programs reported very short lists. For those programs with extended listings, the number of courses offered ranged from 17-98 courses.

For all online programs that provided complete listings of courses offered at the secondary level, there is consistency in the offering of core areas such as English, Math, and Science courses. Most programs offer American History and Government courses. Several programs offer Spanish and French courses while **COVA**, **Insight**, and **eDCSD** are the only programs offering Chinese.

All courses offered as part of the **Crowley Online** are through Colorado Online and two online programs indicated that additional higher level courses are offered through Colorado Online as well (**Edison Academy** and **Mesa Verde Academy**).

Connections Academy offers numerous Honors courses in subject areas ranging from English, Algebra and Biology to United States History. **Insight** offers a total of 27 Advanced Placement and Honors courses.

Also of note are the Online Programs that offer technology-based courses. The courses offered include Digital Video Production, Digital Photography, Web Design, Flash Animation, Desktop Publishing and C++ Programming. Twelve online programs reported offering one or more of these courses.

GOAL also offers several courses in the subject area of English as a Second Language. Beginning through Advanced ESL courses include Basic Skills, Grammar and Reading.

With the exception of two programs (**ACHIEVEk12** and **JeffcoNet**), all Online Programs utilize third party providers for curriculum. Often this is in combination with in-house curriculum development.

Course Refresh / Update Cycle

One of the strengths of online learning is that the curriculum can be continuously updated and the courses can be kept current. Keeping the curriculum updated is critical to the student knowledge base. It is important that Online Programs have a process in place to evaluate, review and update courses, and that they conduct the process in a timely manner. Equally important is that the Online Program has a process to align courses with the Colorado Model Content Standards and to curriculum standards or guidelines of the authorizing district.

Online Programs were asked to describe the process by which they evaluate, review, or update courses and give the timeline for completion of the process. All programs indicated that they have an evaluation process for their courses, whether the courses are developed “in house” or are acquired through commercial course providers. Course review is completed by a combination of online program teachers and administrators in most online programs. Other programs described a process of alignment and evaluation that included district level curriculum specialists as well as staff from the Online Program.

Similarly, Online Programs complete updates based on input from staff, district level curriculum coordinators and the online teachers who teach the curriculum. The majority of programs report that the update process is completed and controlled by the third-party course provider. **JeffcoNet** assigns the updating to the teachers themselves, as does **Vilas Online Connections Academy** details a process wherein a team of thirty-two individuals, arranged into teams by subject area, review the content and make corrections and revisions as necessary. All new courses created are submitted to a quality assurance review team before student enrollment. Data reports are then reviewed and changes are made to the curriculum in response to these periodic analyses.

Online Programs seem to be clearly aware of the significance and importance of continuous review of courses as well as consistent and timely updates. Upon review of the individual annual reports, this process is being carried out in Colorado’s programs.

Course Changes

Table 4.2 reflects the number of online courses that were added or removed from the Program’s curriculum during the school year. Please refer to Appendix C for additional information on why courses were added or removed.

Table 4.2. Number of Online Courses that were added and removed from the curriculum during the 2007-2008 school year

Program	District	# of Courses	
		Added	Removed
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	32	0
0948-Branson School Online	1750-Branson School	6	10
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	0	0
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	0	0
1967-Crowley County Online Academy	0770-Crowley County	0	0
1887-Colorado Connections Academy	0880-Denver Public Schools	0	0
5405-eDCSD	0900-Douglas County School District	0	0
2504-Edison Academy	1120-Edison School District 54JT	31	14
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	1	0
4504-Karval Online Education	1810-Karval School District Re-23	4	0
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	1	0
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	34	3
9085-Vilas Online	0260-Vilas RE-5 School District	20	4
4369-Insight School of Colorado	2862-Julesberg School District RE-1	0	0
6509-DPS Online High School	0880-Denver Public Schools	15	8
JeffcoNet Academy	1420-Jefferson County R-1	0	0
Academy District 20 Online Program	1040-Academy District 20	0	0
Poudre Online School	1550-Poudre RE-1	0	0
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	25	0
ACHIEVE k12-D11	1010-Colorado Springs 11	0	0
Ridge Academy	2690-Pueblo 60 School District	8	0
LPS Online Public Schools	0140-Littleton 6	0	0
Heartlight Academy Online	0550-North Conejos - RE-1J	0	0

Source of Curriculum

The question was asked of all online programs if the curriculum is developed “in house” or contracted with a third party provider. As mentioned earlier, two programs develop their curriculum in-house. Nine programs rely solely on third party developers for their curriculum, with the remaining 12 programs using both sources. Please refer to Table 4.3 for an overview of this data.

Table 4.4 shows the third party providers utilized by each of the different online programs. *Please note that this list should not be interpreted as an endorsement of any third party provider by the Colorado Department of Education.*

Table 4.3 Curriculum Development Source for Online Programs

Program	District	Curriculum Development		
		In-house	Third party	In-house and third party
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools		X	
0948-Branson School Online	1750-Branson School			X
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute			X
3475-Guided Online Academic Learning Academy	8001-Charter School Institute			X
1967-Crowley County Online Academy	0770-Crowley County		X	
1887-Colorado Connections Academy	0880-Denver Public Schools			X
5405-eDCSD	0900-Douglas County School District			X
2504-Edison Academy	1120-Edison School District 54JT			X
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2		X	
4504-Karval Online Education	1810-Karval School District Re-23		X	
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8			X
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District			X
9085-Vilas Online	0260-Vilas RE-5 School District			X
4369-Insight School of Colorado	2862-Julesberg School District RE-1			X
6509-DPS Online High School	0880-Denver Public Schools			X
JeffcoNet Academy	1420-Jefferson County R-1	X		
Academy District 20 Online Program	1040-Academy District 20			X
Poudre Online School	1550-Poudre RE-1		X	
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1		X	
ACHIEVE k12-D11	1010-Colorado Springs 11	X		
Ridge Academy	2690-Pueblo 60 School District		X	
Littleton Public Schools	0140-Littleton 6		X	
Heartlight Academy Online	0550-North Conejos - RE-1J		X	

Table 4.4 Third party providers used by Online Programs for curriculum development

Program	District	Third party Curriculum Providers
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	K12 Inc.
0948-Branson School Online	1750-Branson School	Aventa; Compass Learning; Learning.com; Headsprout; I Paradigms; Brain Pop LLC; McGraw Hill; Houghton Mifflin Harcourt; Aleks Corporation; Educational Designers; Elan Financial; Srvices 0350; Learning A-Z; Harcourt Achieve; Madcap Logic; Peoples Education; Scholastic Inc; Your Teacher.com; Power Glide; Singapore Math; KC Distance Learning; Pearson Education Home Science Tools; Discovery Learning
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	K-6 Compass; K-6 Plato PLE; Apex
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	Pearson Education.
1967-Crowley County Online Academy	0770-Crowley County	Colorado Online Learning
1887-Colorado Connections Academy	0880-Denver Public Schools	Calvert; Virtual Sage; Power Glide; K to the 8th Power; SkillsTutor; Aventa
5405-eDCSD	0900-Douglas County School District	National Network of Digital Schools; Lincoln Interactive Compass Learning
2504-Edison Academy	1120-Edison School District 54JT	Plato Web; Colorado Online Learning
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	Virtual Sage; Aventa Learning; Giant Campus
4504-Karval Online Education	1810-Karval School District Re-23	A+nywhere Learning Systems; YourTeacher; CustomGuide; Class.com; Thinkwell; Caert; Power-Glide
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	ALEKS; Global Student Network; Colorado Online Learning
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	Compass Learning (k-10); The American Education Corporation (7-12)
9085-Vilas Online	0260-Vilas RE-5 School District	Compass Odyssey; Math-U-See; Step Up To Writing; Spectrum Spelling; Scott Foresman D'Nealian; Scott Foresman Everyday Spelling
4369-Insight School of Colorado	2862-Julesberg School District RE-1	Virtual Sage; Giant Campus; FLVS; Aventa; Learning Springs Insight Schools; Class.com; Thinkwell; Carone Fitness
6509-DPS Online High School	0880-Denver Public Schools	Aventa Learning
Academy District 20 Online Program	1040-Academy District 20	Colorado Online Learning
Poudre Online School	1550-Poudre RE-1	Class.com
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	SuccessMaker; NovaNet; PLATO Learning Inc; Colorado Online Learning
Ridge Academy	2690-Pueblo 60 School District	Apex Learning
Littleton Public Schools	0140-Littleton 6	PLATO
Heartlight Academy Online	0550-North Conejos - RE-1J	EdOptions Star Suite/Novel Net

Course Completion Rate

The course completion rate is another measure of accountability for Online Programs. SB 07-215 required that a standardized method of reporting course completion be implemented for Colorado's Online Programs. This rate indicates how many students complete courses in which

they enrolled at the beginning of a course of study and how many dropped out of the course before actually completing it. This is not an indication of success or failure but rather of basic course completion. This method allows programs to discount students who drop the course before reaching 25% completion of the course. Thus students who are erroneously placed in a course, or who quickly determine that they are not candidates for this method of instruction, are not counted in the final count.

Table 5.1 below shows the self-reported course completion rates using the standard formula. Please refer to Appendix B for Course Completion data for each Online Program.

Table 5.1 Course Enrollment and Completion Rate with subject breakout for all Online Programs

Course	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	4,664	559	3,380	82%
Mathematics	4,413	569	3,210	84%
Science	4,698	554	3,434	83%
Social Sciences	4,182	483	3,033	82%
Business and Technology	864	47	605	74%
World Languages	642	70	406	71%
Other Electives	6,249	751	4,626	84%
All Subjects	25,712	3,033	18,694	82%

Table 5.2 shows the graduation rates reported to CDE by the local district or the Charter School Institute. This table reflects the 2006-2007 Graduation Rates for students enrolled in all Online Schools, including supplemental online programs.

Table 5.2 Class of 2007 Graduation Rates

Program	District	Graduation Rate All Students		Comment
		2006	2007	
4091 - Hope Online Learning Academy Co-Op	0260 - Vilas RE-5	44.4%	41.3%	2006 school graduation rate is a 1 year rate based on grade 12. The 2007 school graduation rate is a 2 year rate based on grades 11-12.
9085 - Vilas Online School	0260 - Vilas RE-5	41.4%	27.6%	
6509 - Online High School	0880 - Denver County 1	N/A	38.9%	
0948 - Branson Alternative School	1750 - Branson Reorganized 82	15.7%	21.2%	Alternative School. In 2005-2006, graduation rate is a 4 year rate or less.
4504 - Karval Online Education	1810 - Karval RE-23	43.5%	32.3%	2006 school graduation rate is a 3 year rate based on grades 10-12.
6520 - Monte Vista On-Line Academy	2740 - Monte Vista C-8	40.0%	65.2%	Alternative School. In 2005-2006, graduation rate is a 4 year rate or less.
State-wide Graduation Rate		74.1%	75.0%	

Student to Teacher Ratio / Student to Adult Ratio

Online Programs were required to report the ratio of adults to students in the Online Program along with the number of online teachers employed by the Program who satisfy the requirements specified for a highly qualified teacher. Please refer to Table 5.3 which reflects this data.

Table 5.3 Staff and Teacher Data

Program	District	Adult FTE to Student	Teacher FTE to Student	Title IIA Highly Qualified Teachers '07-'08	Highly Qualified Teacher estimate '08-09
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	1:37	1:44	88	96
0948-Branson School Online	1750-Branson School	1:11	1:12	32	26
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	1:23	1:23	12	14
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	1:23	1:39	not reported	7
1967-Crowley County Online Academy	0770-Crowley County	1:1	1:8	N/A	8
1887-Colorado Connections Academy	0880-Denver Public Schools	1:28	1:30	9	17
5405-eDCSD	0900-Douglas County School District	1:13	1:13	not reported	10
2504-Edison Academy	1120-Edison School District 54JT	1:9	1:28	not reported	3
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	1:3	1:5	not reported	14
4504-Karval Online Education	1810-Karval School District Re-23	1:11	1:14	12	1
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	1:15	1:20	7	8
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	1:16	1:172	21	28
9085-Vilas Online	0260-Vilas RE-5 School District	1:19	1:22	16	20
4369-Insight School of Colorado	2862-Julesberg School District RE-1	1:14	1:20	not reported	27
6509-DPS Online High School	0880-Denver Public Schools	1:11	1:17	N/A	7
JeffcoNet Academy	1420-Jefferson County R-1	1:12	1:20	N/A	6
Academy District 20 Online Program	1040-Academy District 20	N/A	N/A	N/A	4
Poudre Online School	1550-Poudre RE-1	1:6	1:11	N/A	2
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	1:4	1:6	not reported	2
ACHIEVE k12-D11	1010-Colorado Springs 11	1:6	1:4	N/A	15
Ridge Academy	2690-Pueblo 60 School District	1:41	1:102	N/A	2
Littleton Public Schools	0140-Littleton 6	1:3	1:3	N/A	1
Heartlight Academy Online	0550-North Conejos - RE-1J	1:3	1:4	N/A	2

V. Student Support and Initiatives

Student support is a critical component of any educational program. One of the reporting categories required Online Programs to document how they are supporting and encouraging student achievement. Support is not viewed as simply monitoring students, but as a process for providing interventions, tutoring, differentiated instruction, study tools, and guidance to increase learning.

As annual reports are reviewed, and support initiatives are detailed, it is important to also look at the student populations being served in order to determine if the support services that are in place are appropriate. Some Online Programs serve what they determine to be “at risk” populations. In order to provide consistency for reporting, they were asked to report their “at risk” student numbers based on the National School Lunch Act definition. The results of that section are shown below in Table 5.4.

Table 5.4 “At Risk” Online Students eligible for free lunch pursuant to the National School Lunch Act

Program	District	District At Risk Online Pupils	Online Program At Risk Pupils	Total Pupils	% Online Program At Risk Pupils
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	8,758	219	3,341	7%
0948-Branson School Online	1750-Branson School	85	66	570	12%
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	749	40	317	13%
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	749	n/a	n/a	n/a
1967-Crowley County Online Academy	0770-Crowley County	279	n/a	n/a	n/a
1887-Colorado Connections Academy	0880-Denver Public Schools	40,876	86	370	23%
5405-eDCSD	0900-Douglas County	1,677	n/a	n/a	n/a
2504-Edison Academy	1120-Edison School District 54JT	39	n/a	41	n/a
3325-Kaplan Academy of CO	1195-Garfield School District No.RE-2	1,189	1	18	6%
4504-Karval Online Education	1810-Karval School District Re-23	36	21	157	13%
6520-Monte Vista Online Acad.	2740-Monte Vista C-8	567	13	92	14%
3995-Hope Online Learning Academy CO-OP ¹	0260-Douglas County	1,214	1,077	3,270	33%
9085-Vilas Online	0260-Vilas RE-5 School District	1,214	105	406	26%
4369-Insight School of Colorado	2862-Julesberg RE-1	66	n/a	n/a	n/a
6509-DPS Online High School ²	0880-Denver Public Schools	40,876	28	68	41%
JeffcoNet Academy	1420-Jefferson County R-1	16,095	n/a	n/a	n/a
Academy District 20 Online Program	1040-Academy District 20	1,059	n/a	n/a	n/a
Poudre Online School	1550-Poudre RE-1	4,388	n/a	n/a	n/a
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	1,230	n/a	n/a	n/a
ACHIEVE k12-D11	1010-Colorado Springs 11	10,503	n/a	n/a	n/a
Ridge Academy	2690-Pueblo 60 School District	9,126	n/a	n/a	n/a
Littleton Public Schools	0140-Littleton 6	1,819	n/a	n/a	n/a
Heartlight Academy Online	0550-North Conejos - RE-1J	633	n/a	n/a	n/a

¹Hope Online was associated with Vilas School District in 2007-2008

²DPS Online High School Enrollment reflects End of Year 2007-2008 Student Count

Support strategies

Colorado's Online Programs document various support strategies to help students stay on track to complete their online courses successfully. Prior to student enrollment, Online Programs cite the use of screening and placement tools, such as the Measure of Academic Progress (MAPS) assessments. **LPS Online** writes, "We believe that one of the keys to a child successfully completing an online course is to initially assign the appropriate course, one that is neither too difficult nor too easy."

Most reporting programs indicated that once appropriate placement has been made, there is a system of ongoing progress monitoring to insure successful course completion. In most cases, progress is monitored by the online teacher, but in some instances there are specific staff members whose only role is to monitor student progress. **Vilas Online**, for example, employs a Student Tracker, while **Connections Academy** makes use of their Student Support Team to fulfill this role. Connections Academy also has a formalized process to refer students for a program (PACE) which provides focused remediation on topics that are problematic.

Some programs have instituted a system of attendance monitoring, seeing this component as vital to student success. Both **Edison Academy** and **Mesa Verde Academy** describe a formal system of screening attendance and intervening promptly in student non-attendance, non-participation issues.

Almost every program indicated that they provide tutors, either online or in a face-to-face setting. In the case of **JeffcoNet**, students who are not passing classes are required to attend a mandatory onsite lab until grades improve.

Future initiatives

Plans for future initiatives ranged from basic to complex. Several respondents indicated RtI (Response to Intervention) as a new and future program that would impact student learning. Many reported intent to focus on best teaching practices for the staff and a plan to pursue professional development opportunities targeting the practices of online teachers. This quest for professional development confirms the need in Colorado for a continuation of the best practices workshops (OLTEACH!) first held in August 2008 and currently scheduled for August 2009.

Heartlight is researching the use of blogging or a wiki site as part of their instructional program for next year. **Hope Online** mentions the inclusion of foreign language instruction via a language learning software tool for "language impacted students." This program is currently being piloted with intent to expand to both second language learners and those wishing to take foreign language as an elective. Hope also is piloting the "My Reading Coach" program in ten learning centers with plans to expand it program-wide in 2009-2010.

Insight cites several initiatives that they believe will impact student learning, including the use of Scantron Assessment to identify accurate initial course placement and develop Individual Learning Plans for all students. Insight would also provide an extended semester to all students to increase the rate of course completion, as well as provide curriculum enhancements to "include increased opportunities for differentiated instruction and assignments, audio text, graphic organizers, guiding questions, and embedded study skills."

Both **Karval Online** and **Branson Online** reported that they are hiring guidance counselors through a grant from the School Counselor Corps grant. There are high expectations that this will have an immediate and positive impact on these online programs. **COVA** has implemented a pilot program for students struggling with language (reading, writing, spelling, decoding) in the elementary grades and will analyze the achievement data to determine the expansion of the program for the coming years.

VI. Budgets for Online Programs

Budget

For the 2008 Annual Report, the Online Program were asked to submit their Annual Budget which accounts for all state funding received by the Online Program in accordance with existing budgetary requirements consistent with the Program's authorizer or school district.

Multi-District Online Programs

Table 5.5a below reflects the reported total budget amount for each of the Multi-District Online Programs that reported budget data to CDE for the 2008 Annual Report.

Table 5.5a Total Annual Budget for Multi-District Online Programs

Program	District	Total Budget	# Students ¹
1752-Colorado Virtual Academy	0020-Adams 12 Five Star Schools	\$19,329,883	3,341
0948-Branson School Online	1750-Branson School	\$3,585,946	570
0656-Colorado Distance and Electronic Learning Academy	8001-Charter School Institute	\$2,774,266	317
3475-Guided Online Academic Learning Academy	8001-Charter School Institute	\$2,139,832	273
1967-Crowley County Online Academy	0770-Crowley County	\$72,440	14
1887-Colorado Connections Academy	0880-Denver Public Schools	\$1,999,090	370
5405-eDCSD	0900-Douglas County School District	\$1,000,000	134
2504-Edison Academy	1120-Edison School District 54JT	\$240,524	41
3325-Kaplan Academy of Colorado	1195-Garfield School District No.RE-2	\$198,357	18
4504-Karval Online Education	1810-Karval School District Re-23	\$1,394,075	157
6520-Monte Vista Online Academy	2740-Monte Vista School District C-8	\$347,728	92
3995-Hope Online Learning Academy CO-OP	0260-Douglas County School District	\$19,601,649	3,270
9085-Vilas Online	0260-Vilas RE-5 School District	\$2,302,125	406
4369-Insight School of Colorado	2862-Julesberg School District RE-1	\$3,229,563	528
Total Multi-District Online Programs		\$58,215,478	9,531

¹Represents the October 2007 student enrollment reported to CDE with the exceptions of new Online Programs of GOAL, Crowley, eDCSD, and Insight School of Colorado: the budget and student enrollment data for these schools represent the 2008-2009 school year (data not available for 2007 as these programs are newly implemented)

Single District Online Programs

Table 5.5b reflects the reported total budget amount for each of the Single District Online Programs that reported budget data to CDE for the 2008 Annual Report.

Table 5.5b Total Annual Budget for Single District Online Programs

Program	District	Total Budget	# Students ¹
6509-DPS Online High School	0880-Denver Public Schools	\$729,263	68
JeffcoNet Academy	1420-Jefferson County R-1	\$1,443,381	83
Academy District 20 Online Program ²	1040-Academy District 20	\$0	74
Poudre Online School	1550-Poudre RE-1	\$36,254	17
5451-Mesa Verde Academy	2035-Montezuma-Cortez RE-1	\$119,029	11
ACHIEVE k12-D11	1010-Colorado Springs 11	\$370,588	43
Ridge Academy	2690-Pueblo 60 School District	\$297,500	275
Littleton Public Schools	0140-Littleton 6	\$45,818	3
Heartlight Academy Online	0550-North Conejos - RE-1J	\$49,550	8
Total Single District Online Programs		\$3,091,383	582

¹Represents the 2007-2008 end of year student enrollment reported to CDE with the exceptions of new single district Online Programs of Academy District 20, Poudre, ACHIEVE k12, Littleton Public Schools and Heartlight Academy: the budget and student enrollment data for these schools represent the 2008-2009 school year (data not available in prior year as these programs are newly implemented)

²Budget data not available from Academy District 20 Online Program as it is currently being piloted

Summary Table

Table 5.6 reflects the total dollar amount reported for each line item, for all online programs. Further data noted in this table include the lowest and highest dollar amount reported for each line item, and the correlated student enrollment for the specific online program. When comparing the lowest and highest budget number reported, there is a wide variance on expenditures per student for each of these line items. Individual Online Program Budgets can be found in Appendix D.

Table 5.6 Summarized Annual Budget for all Online Programs¹

Budget Item	Total Budget	Lowest \$ reported		Highest \$ reported	
		\$ Amount	# Students	\$ Amount	# Students
Salaries	\$14,773,804	\$7,500	14	\$3,465,187	3,341
Benefits	\$3,993,025	\$608	32	\$955,053	110
Professional Services	\$16,923,132	\$2,075	122	\$13,079,610	3,341
Other Services	\$15,751,106	\$500	3	\$13,549,530	3,270
Supplies	\$2,587,205	\$109	18	\$902,377	3,270
Other	\$754,407	\$40	17	\$398,101	3,341
Property Cap	\$468,407	\$10,000	203	\$244,328	3,270
Property Non-Cap	\$521,136	\$1,200	14	\$194,000	157
Internet	\$675,026	\$1,300	92	\$475,120	3,341
Hardware	\$3,121,760	\$3,000	14	\$1,000,000	570
Software	\$1,737,853	\$100	3	\$855,580	3,270
Budget Grand Total	\$61,306,861				

VII. National Trends

Colorado and a National Perspective of Online Learning

More than one million students are now taking classes online. There has been a 47% increase in student enrollment in online courses since 2005-2006 (see full report at www.sloanconsortium.org). According to the recent *Keeping Pace with K-12 Online Learning* report from Evergreen Consulting (www.inacol.org), a total of 44 states offer some type of online learning option for K-12 students. There are currently 26 state-led programs and 8 state-led initiatives across the nation. A state-led program “is created by legislation or by a state-level agency, and/or administered by a state education agency, and/or funded by a state-level appropriation or grant for the purpose of providing online learning opportunities across the state.” These programs work with existing school districts primarily to supplement course offerings to students. Most state-led programs serve high school and some middle school students and are funded primarily by separate state appropriations rather than the per-pupil funding formula commonly used throughout the nation. Colorado was identified in this report as having a state-led supplemental program, Colorado Online Academy (COLA). COLA is an independent, nonprofit organization which receives partial funding from the state of Colorado but is not in the purview of the Department of Education.

Full-time online schools are the second most common online learning option, with 21 states that have these types of programs. Most often these are charter schools. Of those 21 states, only six states including Colorado, have no state-led program directly under the Department of Education, but have numerous multi-district full-time online schools. The following table reflects those schools and the number of programs.

State	Number of Multi-District Schools
Arizona	14 programs, with 8 multi-district programs statewide
Colorado	14 certified multi-district programs, numerous single district programs
Kansas	35 different programs, including charter schools
Minnesota	23 certified online learning public school providers
Nevada	Multiple state-wide charters
Ohio	34 online charter schools
Pennsylvania	11 online charter schools

Commonalities of online programs are also evident among regions of the nation. The southeast region of the country, which includes 12 states, all have state-led programs under the Department of Education within those states. There are state-wide charters in five of these states, utilizing Virtual Academy, Connections and Insight curriculum. Other unique state-wide/state-led initiatives exist, including Georgia which offers a credit recovery program administered at the school level.

Many of the 10 states comprising the northeastern region of the country have no state-led programs. Pennsylvania has no state-led program, but 11 cybercharter schools. Current investigation at the state level is taking place to examine the costs and feasibility of creating a state-led virtual school. Several states participate in the Virtual High School Global Consortium, a collaborative of over 500 schools in 28 states and 35 countries.

In the central states region, comprised of 12 states, four states have no state-led initiatives but multiple online schools and programs, including charters and public school providers. These states include Indiana, Kansas, Minnesota and Ohio. Wisconsin has a state-led program, offering supplemental online courses, and also has 18 individual virtual schools.

In the 15 western states, including Colorado, only one state has no online programs. Four states have state-led supplemental programs, and five states have state-led initiatives. Five states have no online programs administered by the state-level Department of Education. Three of those states have multiple online programs, including charters and district-led programs. An interesting initiative in Montana is the Montana Schools e-Learning Consortium. This is a group of districts and professional associations working together to provide online learning using licensed educators through a self-funded, member-governed, statewide program. Beginning in the fall of 2008, this program began offering 13 courses to member districts.

Also of special interest is the fact that several states, including Michigan and West Virginia, have adopted policies that require all students to participate and complete a minimum of one online course for graduation.

There are several private companies that provide full time, multi-district online schools across the nation. Connections Academy operates 14 full-time online schools in 14 states, including Colorado. Insight operates 11 schools in 10 states, including Colorado which opened its doors for students beginning in Fall 2008. K12 Inc. is the largest operator of full-time online schools in the country, operating in 22 states, with a total enrollment of more than 54,000 students. COVA is the K12 online program in Colorado.

APPENDIX TABLES

APPENDIX A
Colorado Student Assessment Program (CSAP)
Online Program Results 2007 - 2008

The Colorado Student Assessment Program (CSAP)¹

This assessment is designed to provide a picture of how students in the state of Colorado are progressing toward meeting academic standards, and how schools are doing to ensure learning success of students.

Assessed Grade Levels

The CSAP tests students in Reading, Writing, Math, and Science subjects. Students in grades 3-10 are tested for the former three subjects while students in grades 5,8, and 10 are tested on Science.

Achievement Levels²

Advanced - Performance Level 4

A student scoring at the Advanced Level consistently utilizes sophisticated strategies to comprehend and interpret complex text. Students who score in this level illustrate exceptionally strong academic performance.

Proficient - Performance Level 3

A student scoring at the Proficient Level routinely utilizes a variety of reading strategies to comprehend and interpret grade-level appropriate text. Students who score in this level demonstrate a solid academic performance on subject matter as reflected by the Colorado Model Content Standards for reading.

Partially Proficient - Performance Level 2

A student scoring at the Partially Proficient Level generally utilizes some reading strategies to comprehend grade level text. Students who score in this level show partial understanding of the knowledge and application of the skills that are fundamental for proficient work. Some gaps in knowledge and skills are evident and may require additional instruction and remediation in order to achieve a proficient level of understanding.

Unsatisfactory - Performance Level 1

A student scoring at the Unsatisfactory Level demonstrates competency with below grade-level text only and requires extensive support to comprehend and interpret written information. Students who score in this level may have significant gaps and limited knowledge and skills that are necessary to meet the state's reading standard. Students will usually require a considerable amount of additional instruction and remediation in order to achieve a proficient level of understanding.

^{1,2}Excerpted from CDE's Unit of Student Assessment (October 2008).

CSAP 2007 - 2008
Grades 3, 7, 10

The following charts and data tables represent a “snapshot” of CSAP test results for Online Programs in Grade Levels 3, 7, and 10. These test results compare scores between 2007 and 2008 school years and among Online Programs for subject categories Reading, Writing, Math, and Science. Due to new standards for achievement implemented for Science, the school years in this subject category could not be adequately compared thus results were compared with state average scores for the respective school year.

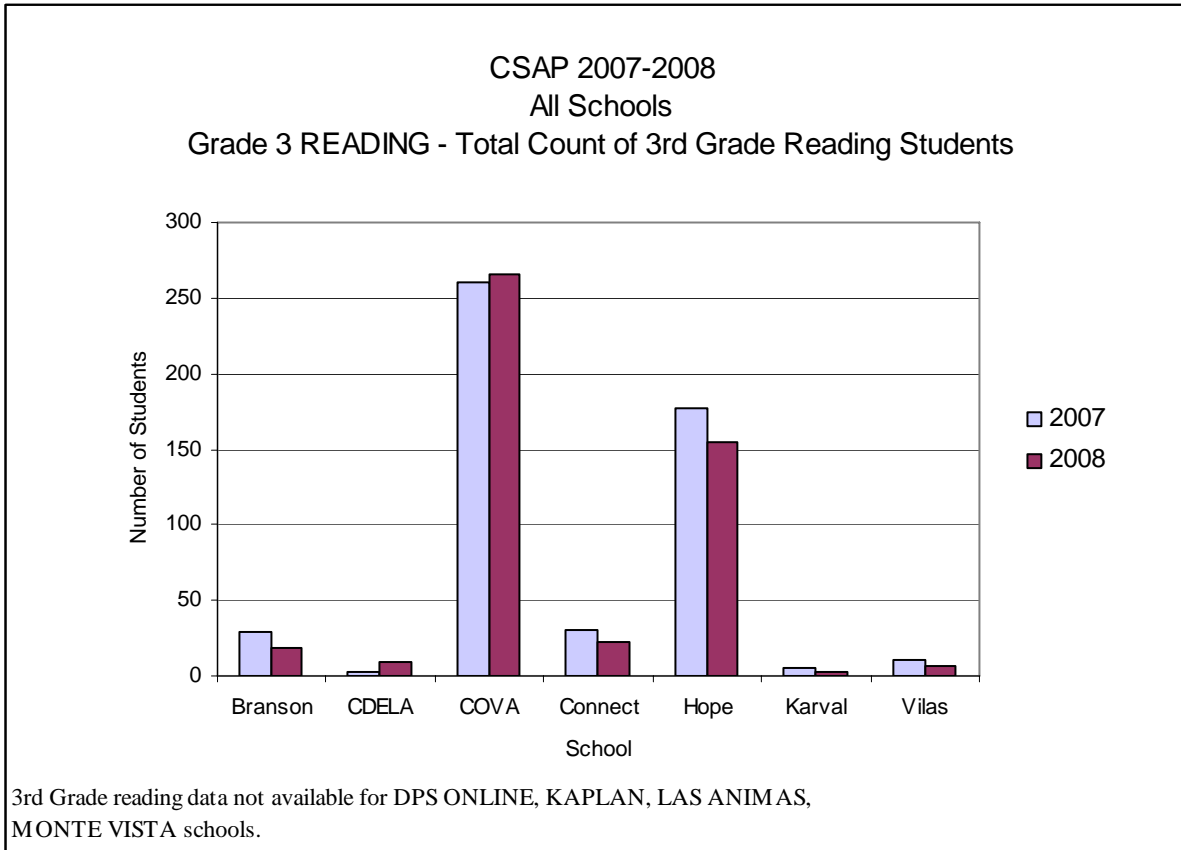
The following eleven Online Programs are represented:

Branson Online (Branson School District)
Colorado Connections Academy (charter of Denver Public Schools)
Colorado Distance and Electronic Academy (charter Schools Institute)
Colorado Virtual Academy (Adams 12 Five Star Schools)
DPS Online High School (Denver Public Schools)
Hope Online (Vilas S.D)
Kaplan Academy (Garfield S.D)
Karval Online (Karval S.D)
Las Animas A+ Distance Learning¹
Monte Vista Online (Monte Vista S.D)
Vilas Online (VILAS S.D)

¹Program did not submit data for the Annual Report (waived for having too few students)

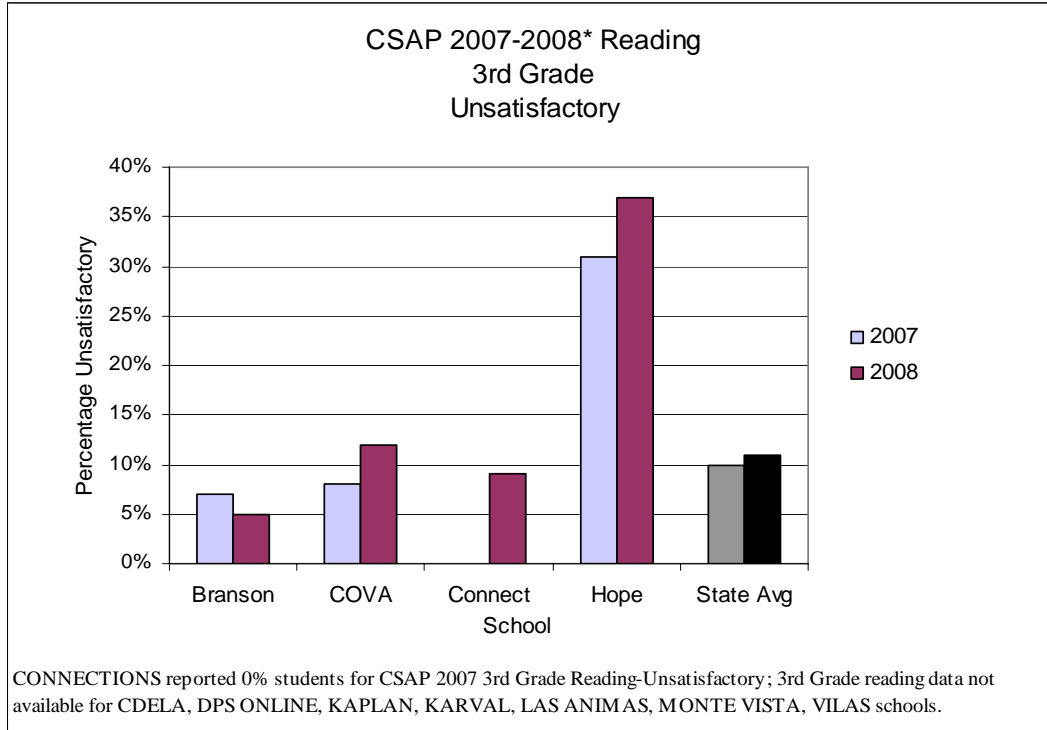
READING - GRADE 3

TOTAL COUNT OF STUDENTS

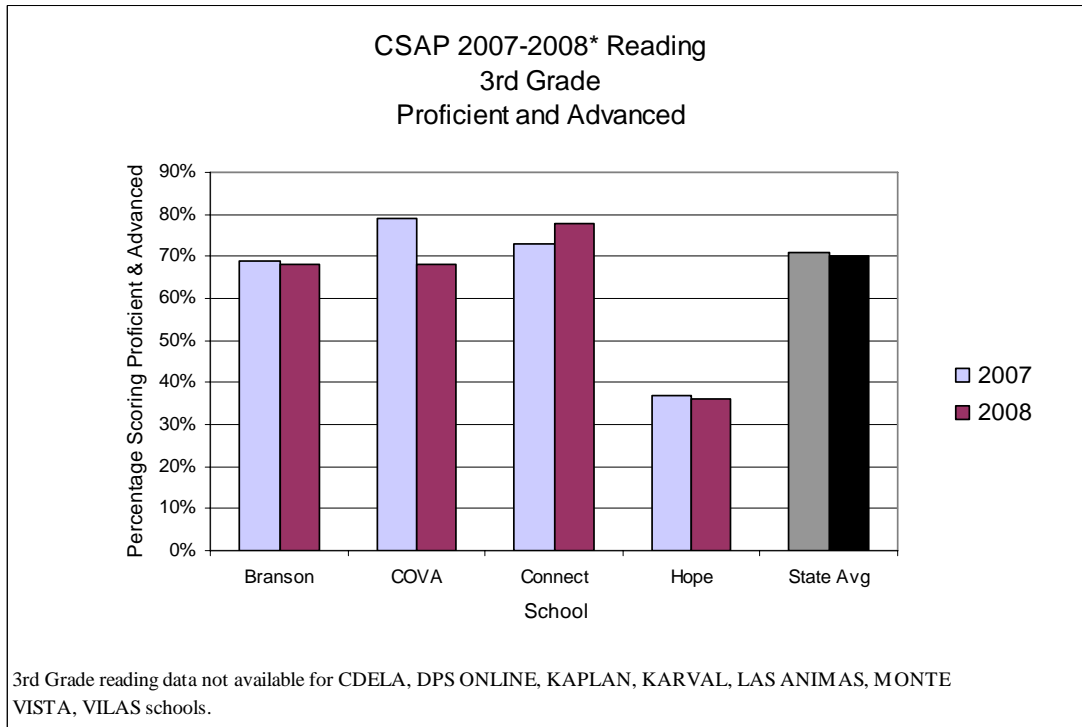


READING - GRADE 3

UNSATISFACTORY

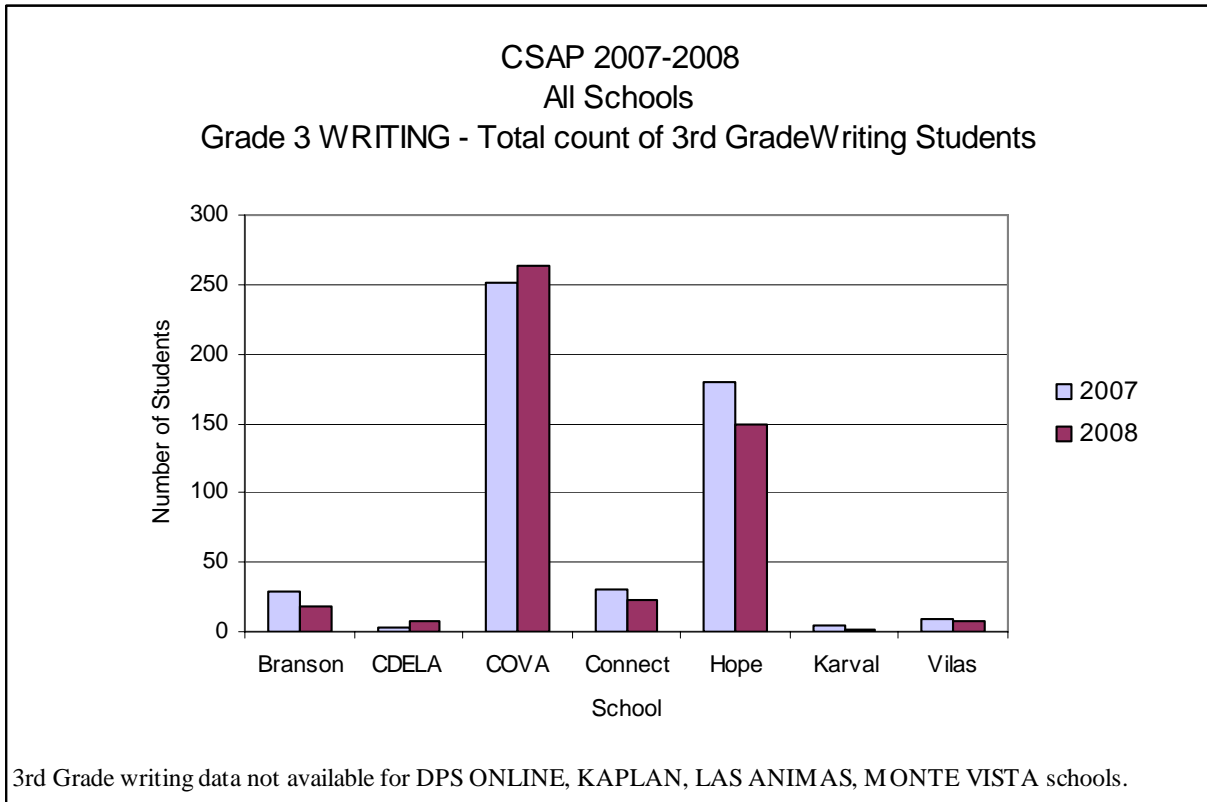


PROFICIENT AND ADVANCED



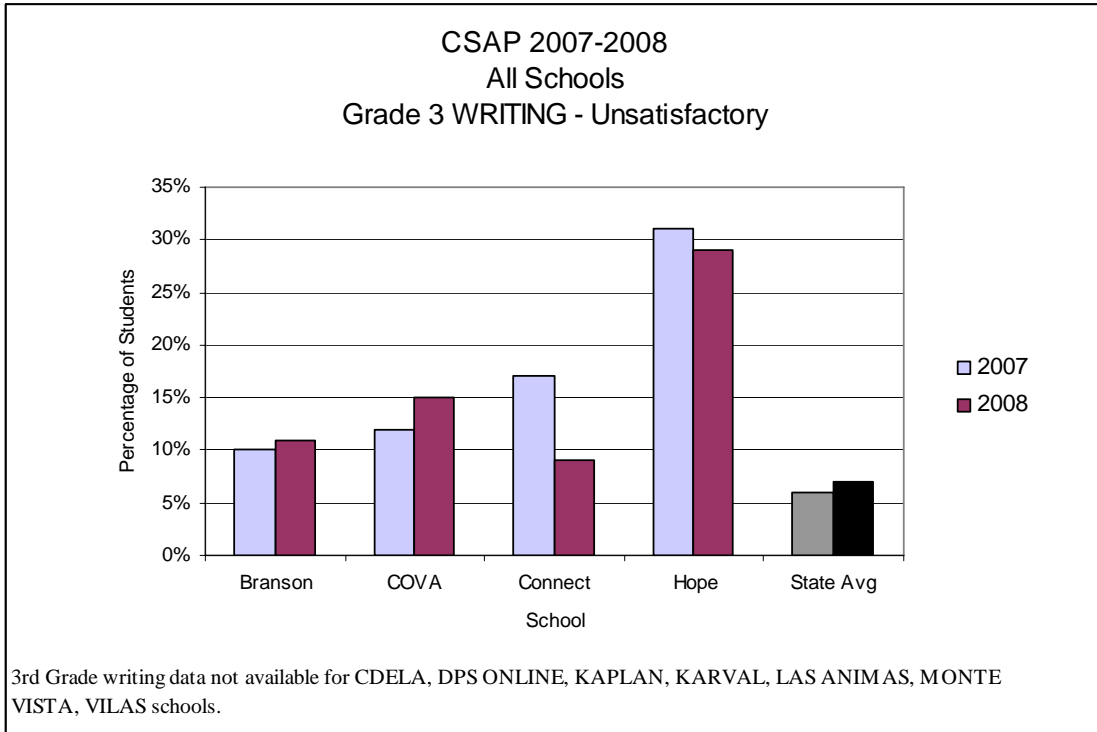
WRITING - GRADE 3

TOTAL COUNT OF STUDENTS

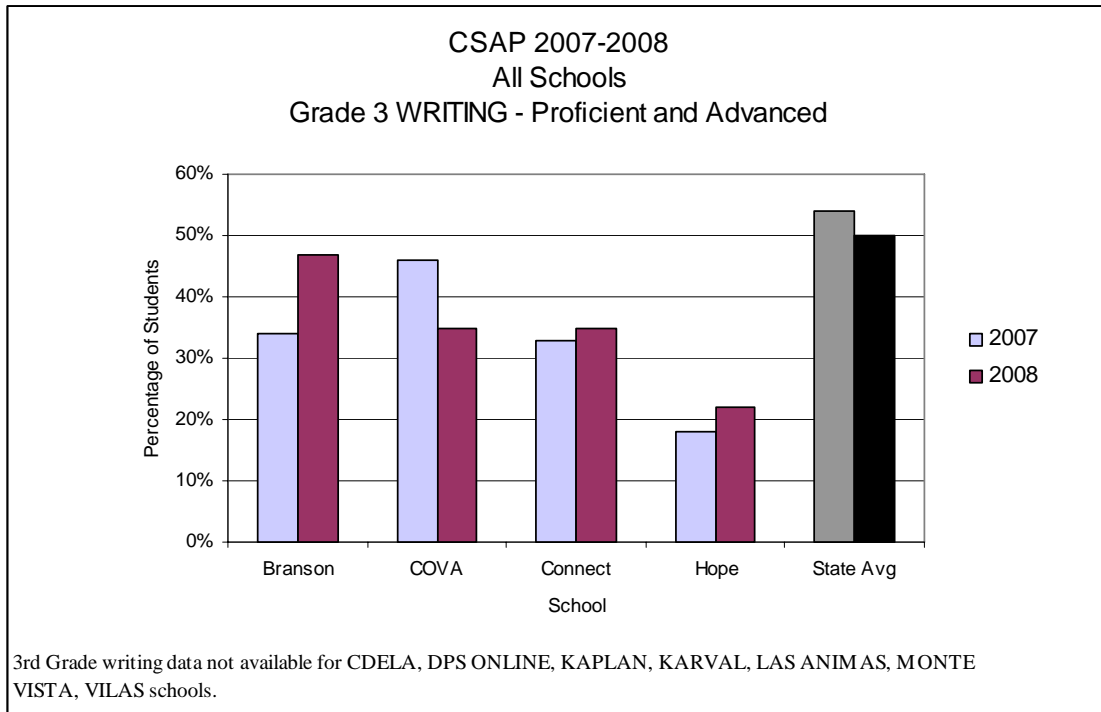


WRITING – GRADE 3

UNSATISFACTORY

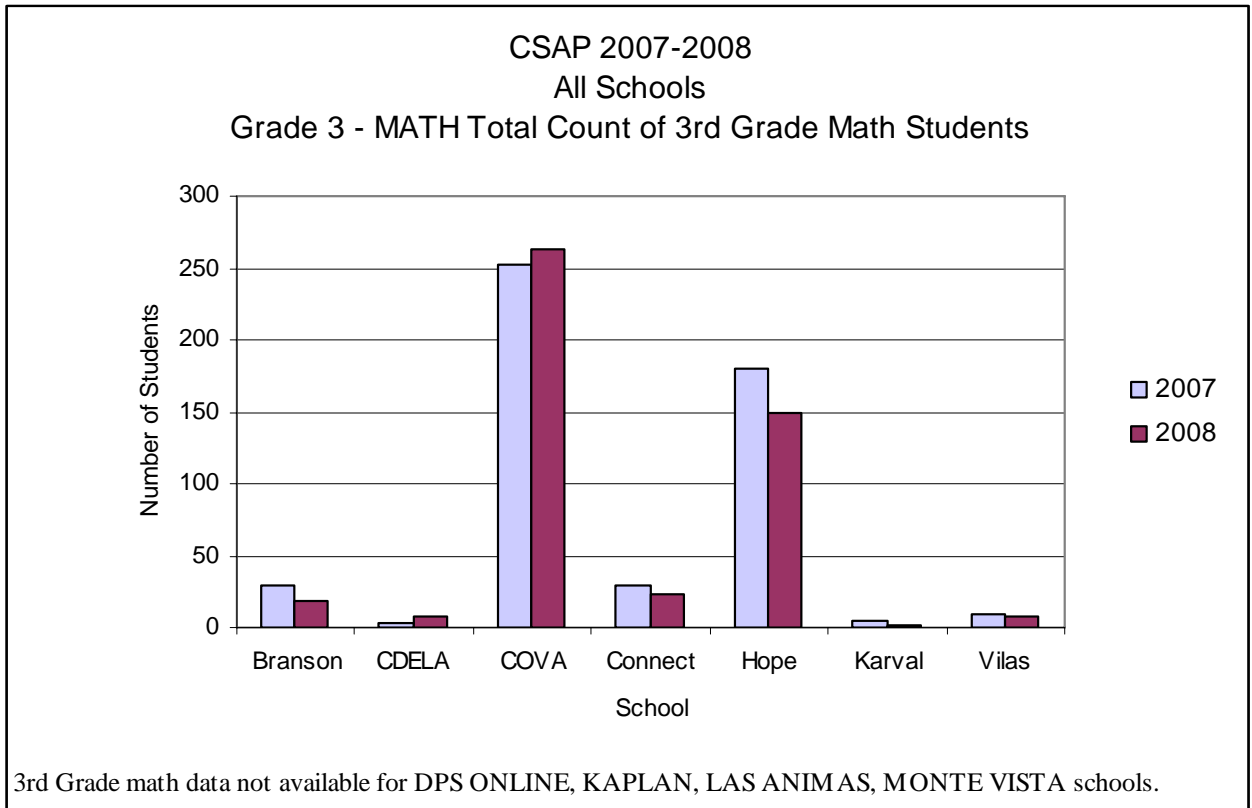


PROFICIENT AND ADVANCED



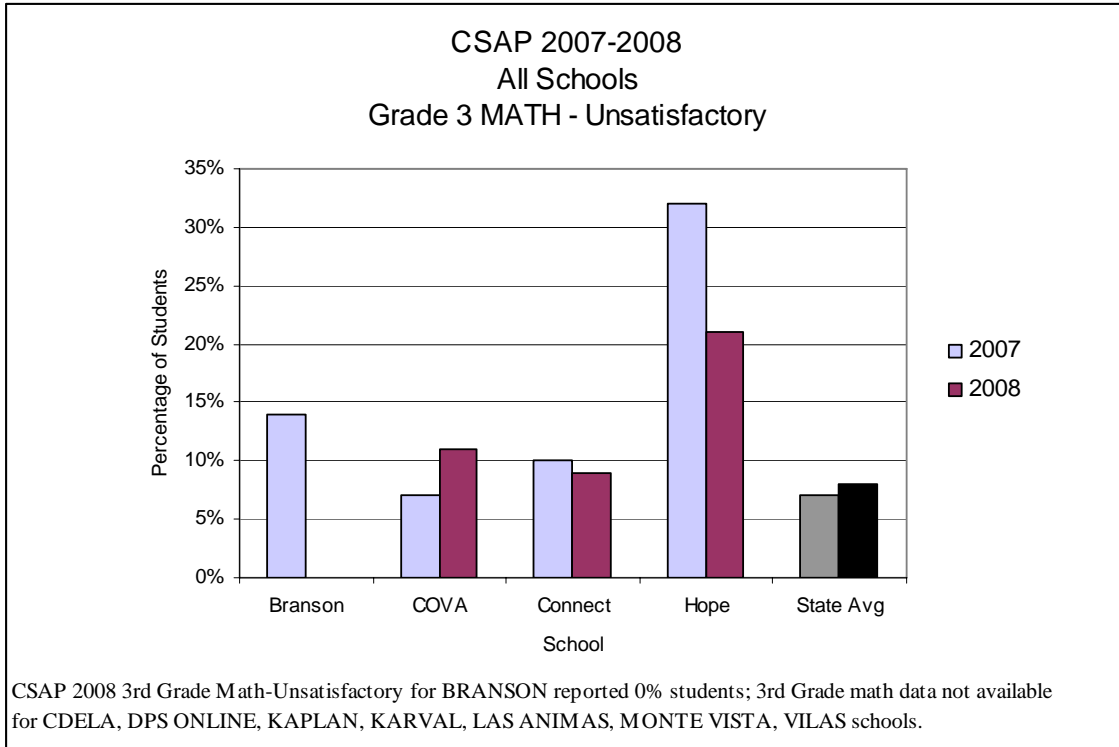
MATH - GRADE 3

TOTAL COUNT OF STUDENTS

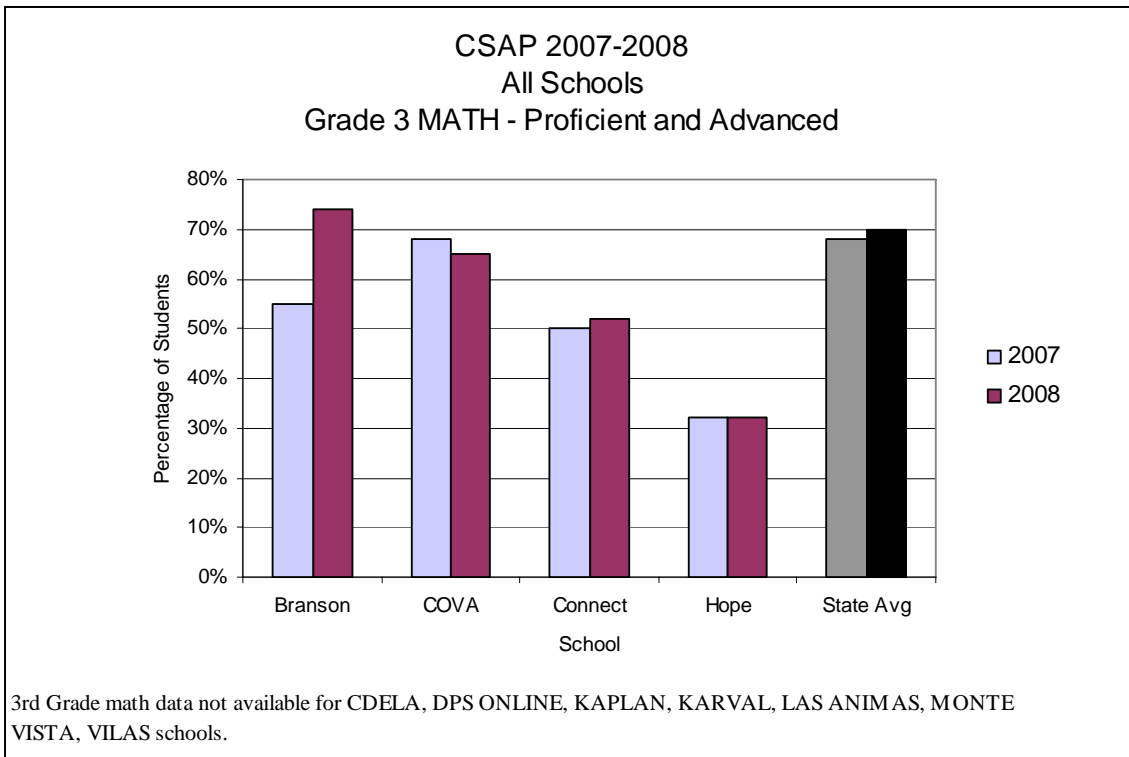


MATH – GRADE 3

UNSATISFACTORY

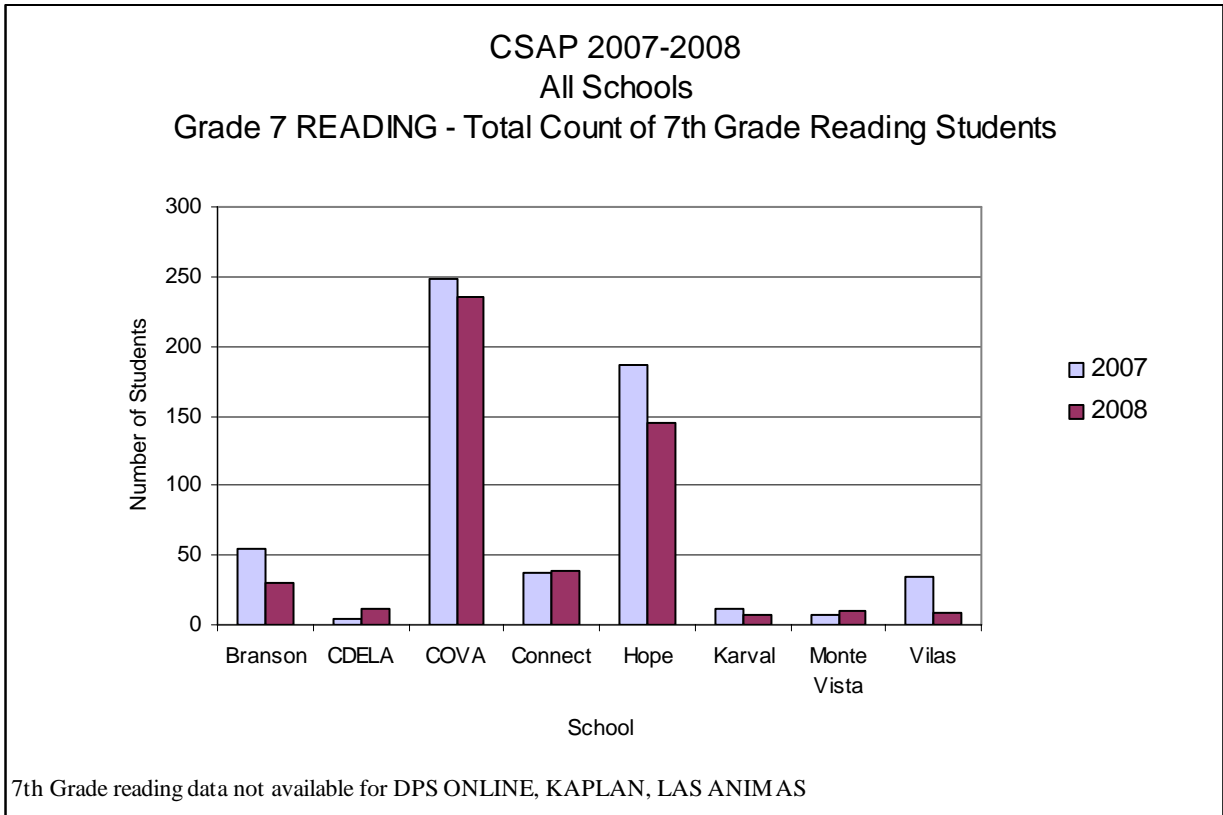


PROFICIENT AND ADVANCED



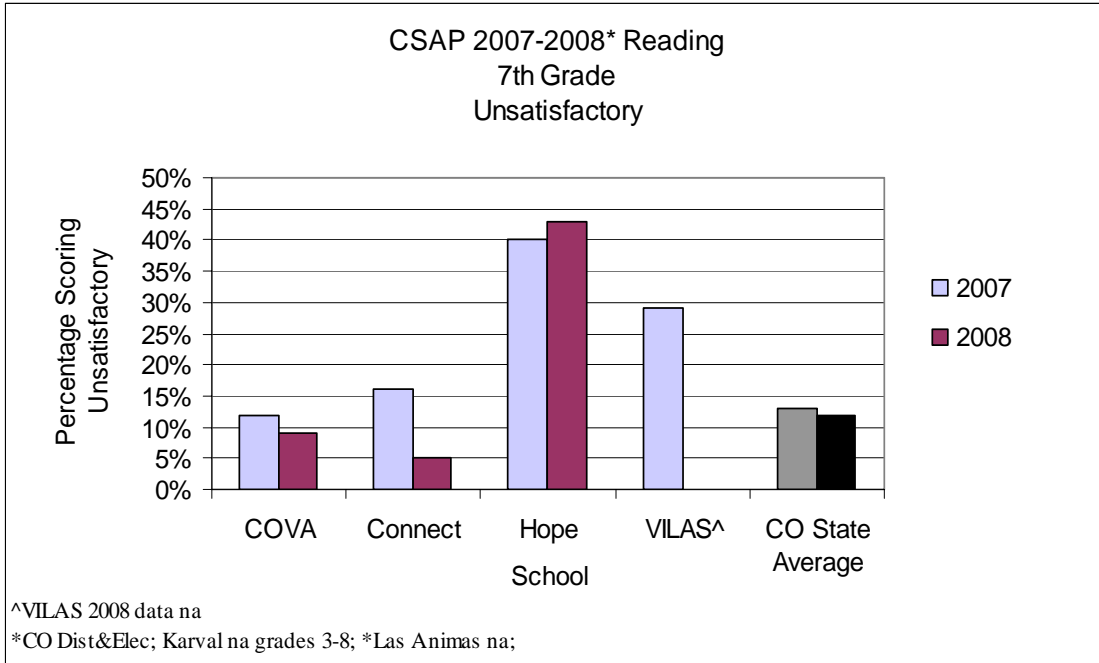
READING - GRADE 7

TOTAL COUNT OF STUDENTS

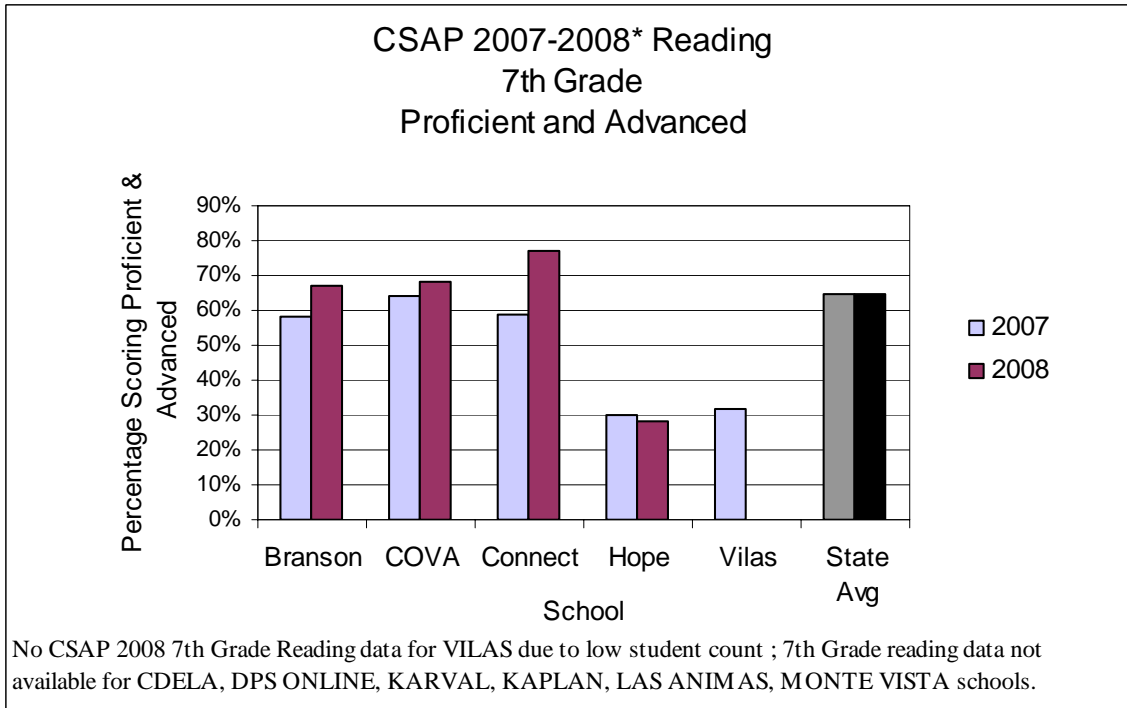


READING - GRADE 7

UNSATISFACTORY

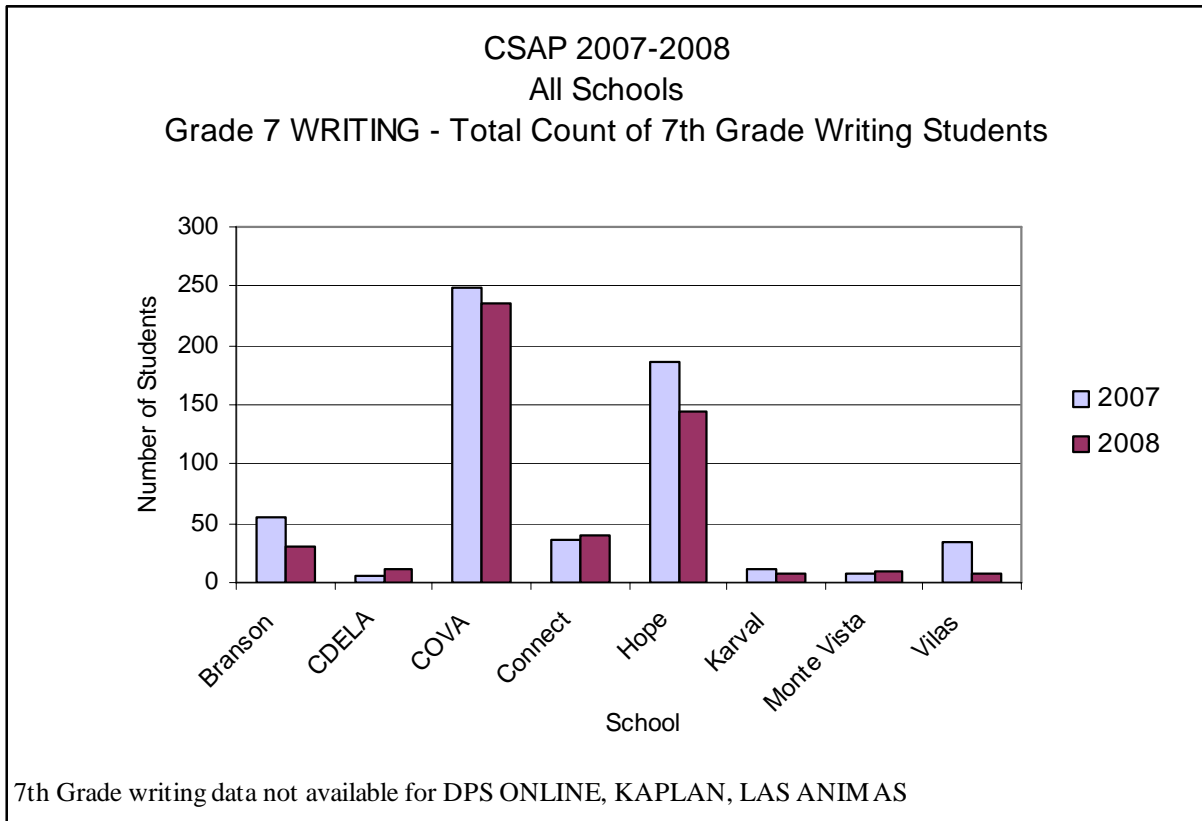


PROFICIENT AND ADVANCED



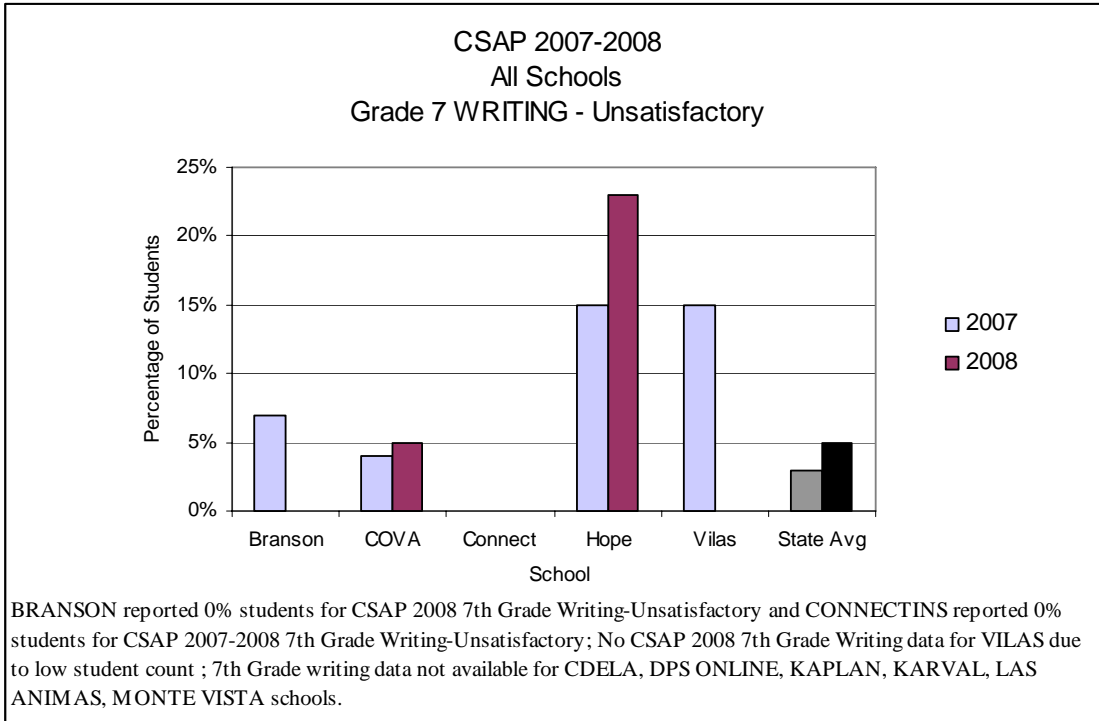
WRITING - GRADE 7

TOTAL COUNT OF STUDENTS

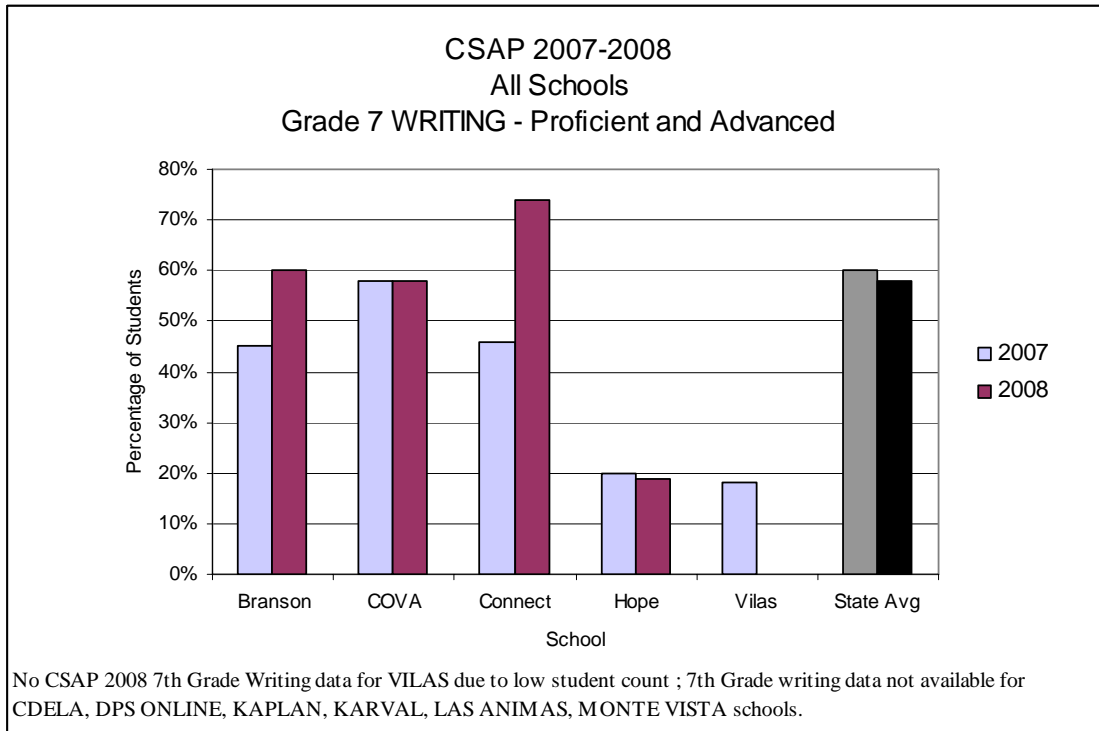


WRITING – GRADE 7

UNSATISFACTORY

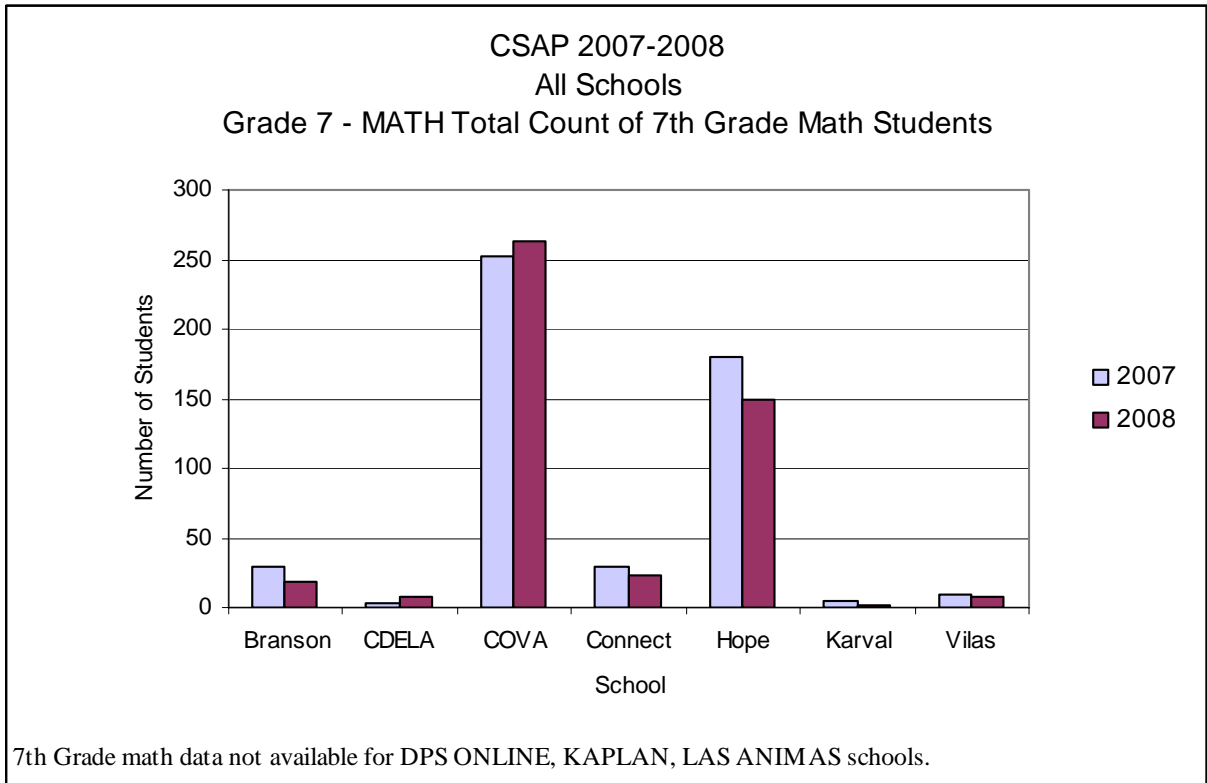


PROFICIENT AND ADVANCED



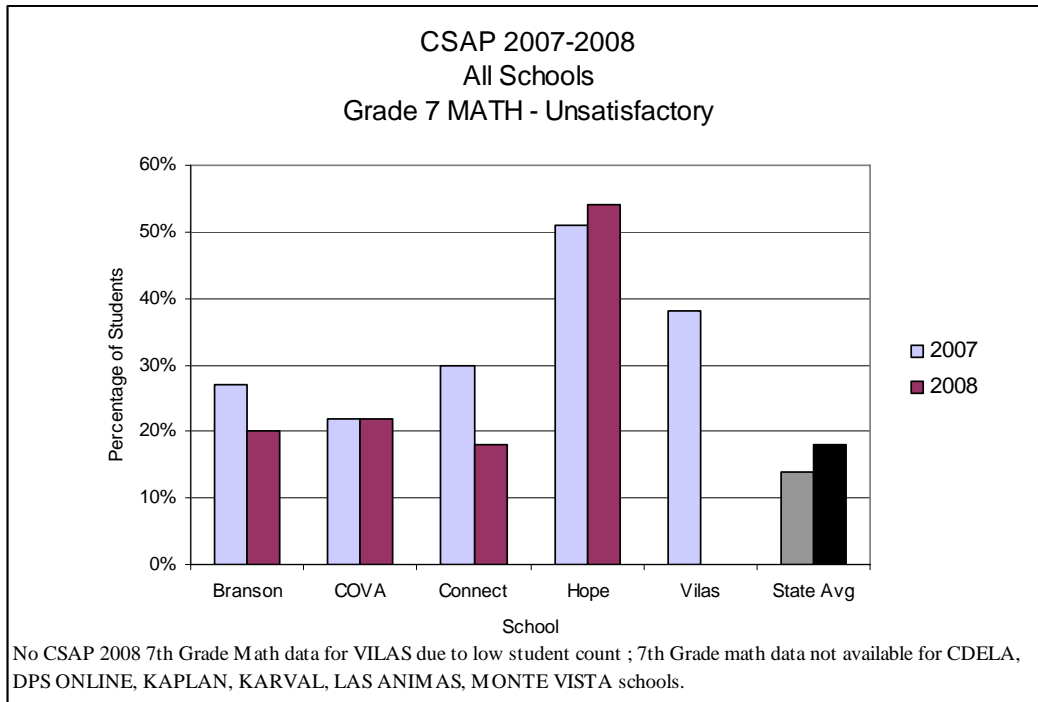
MATH - GRADE 7

TOTAL COUNT OF STUDENTS

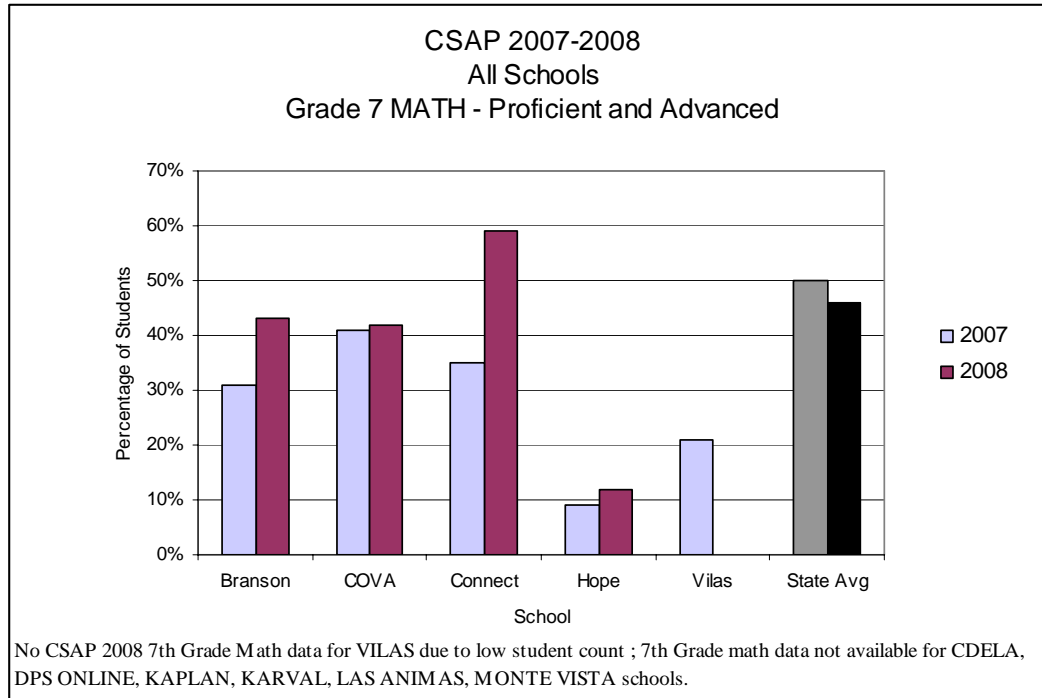


MATH – GRADE 7

UNSATISFACTORY

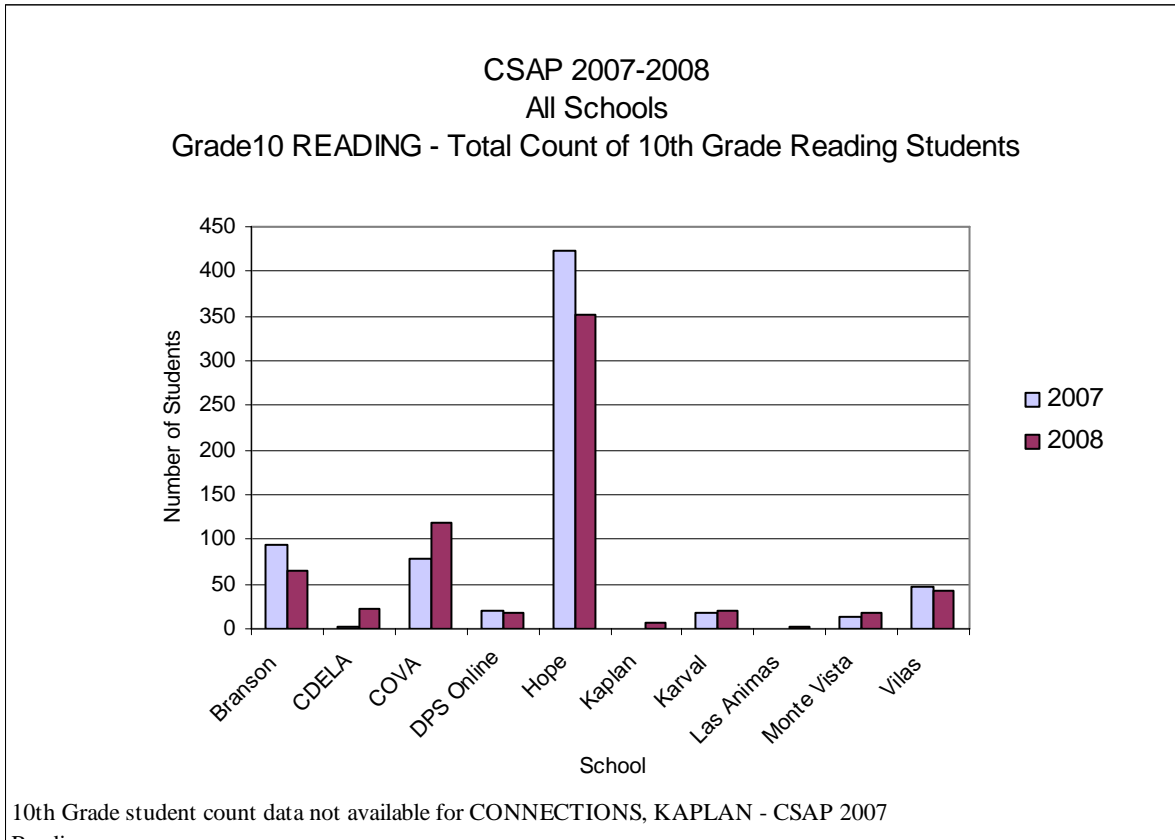


PROFICIENT AND ADVANCED



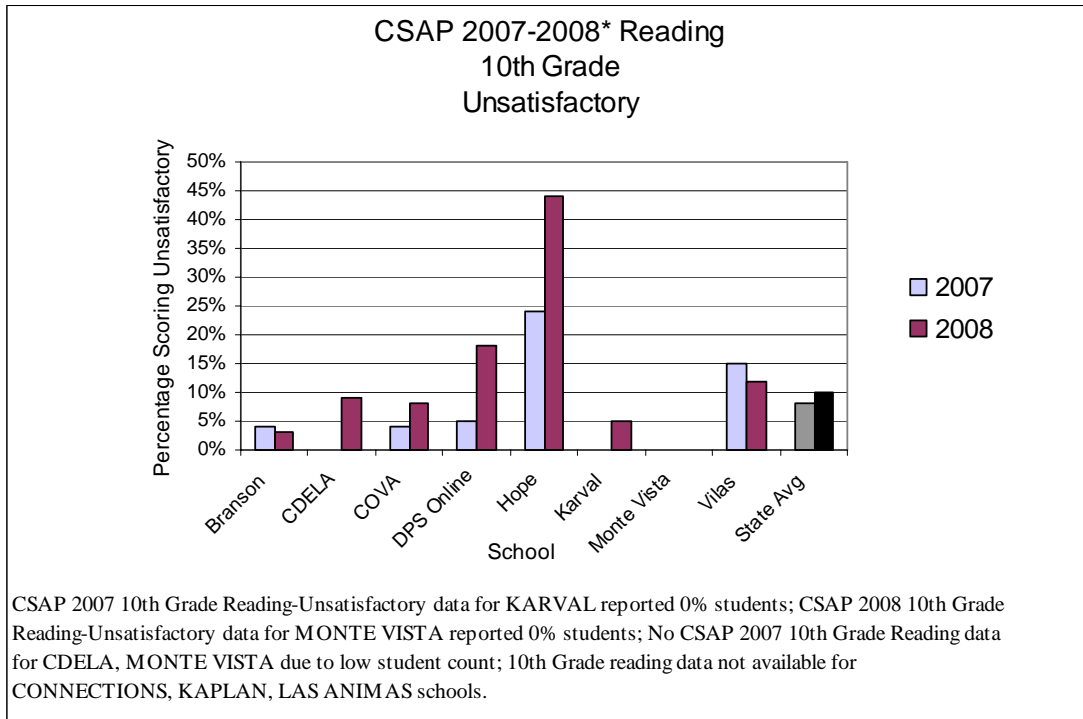
READING - GRADE 10

TOTAL COUNT OF STUDENTS

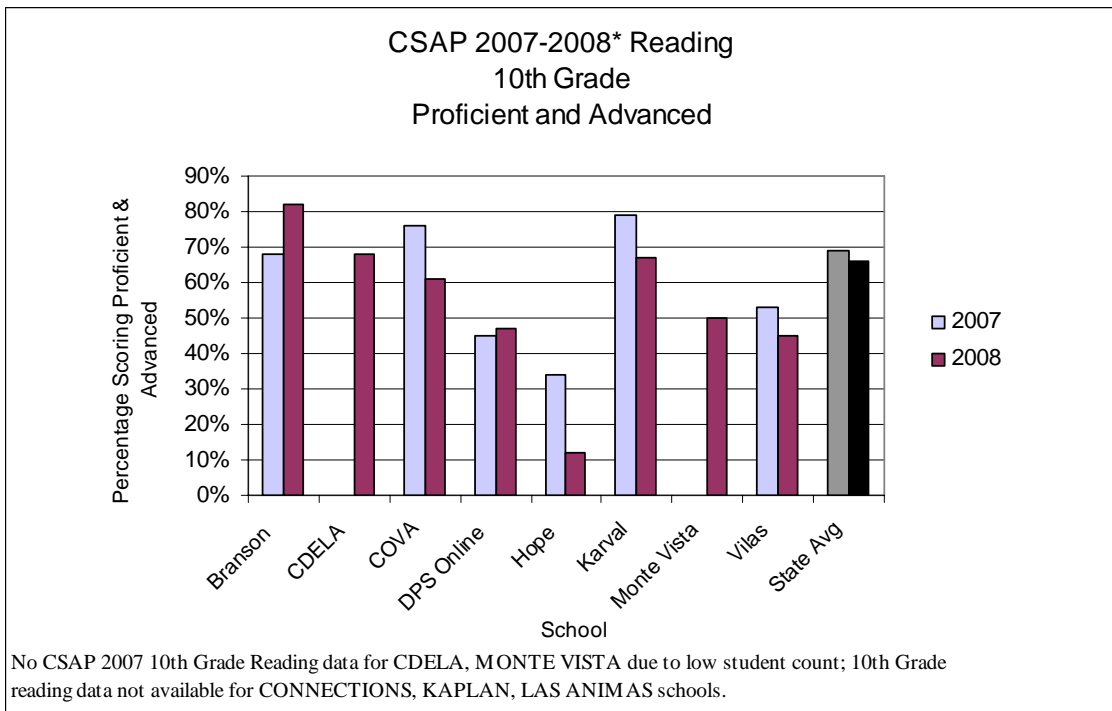


READING – GRADE 10

UNSATISFACTORY

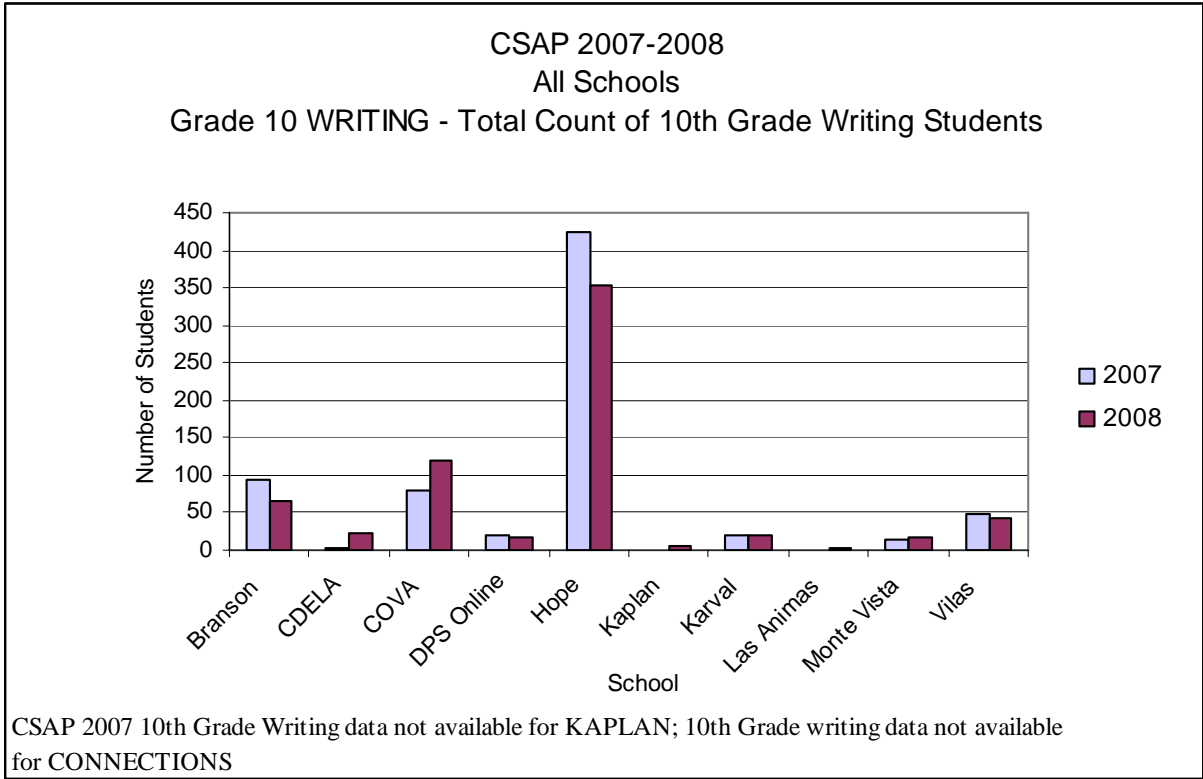


PROFICIENT AND ADVANCED



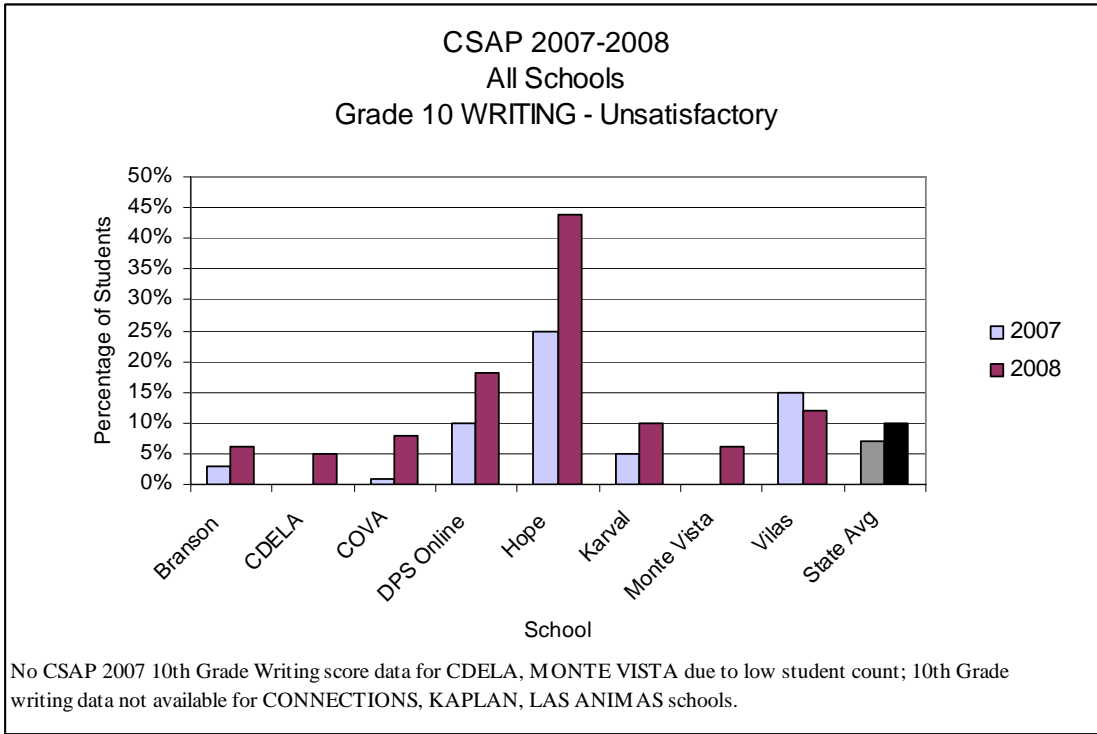
WRITING - GRADE 10

TOTAL COUNT OF STUDENTS

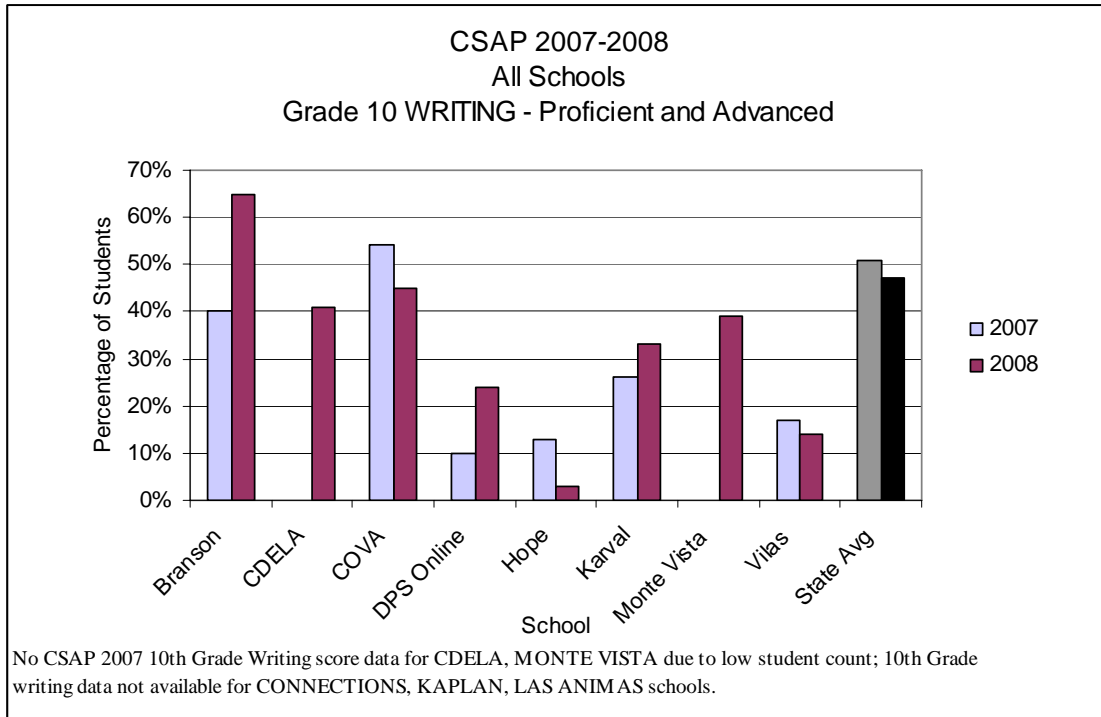


WRITING – GRADE 10

UNSATISFACTORY

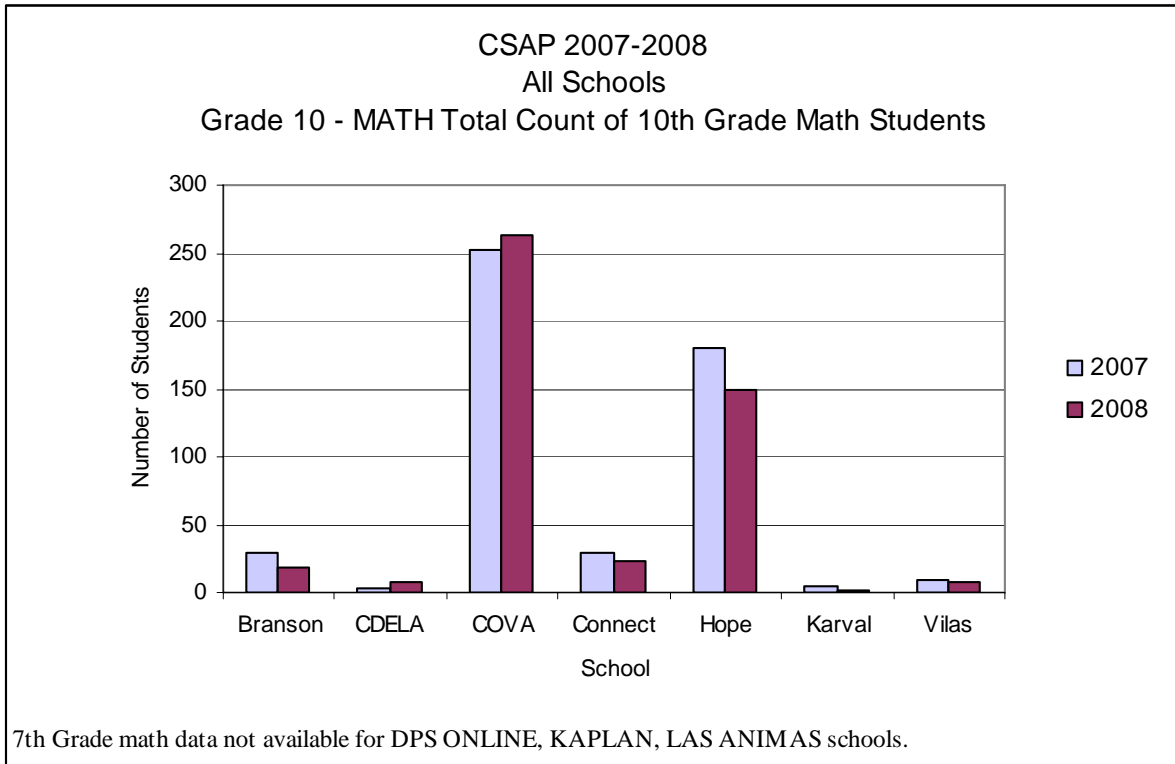


PROFICIENT AND ADVANCED



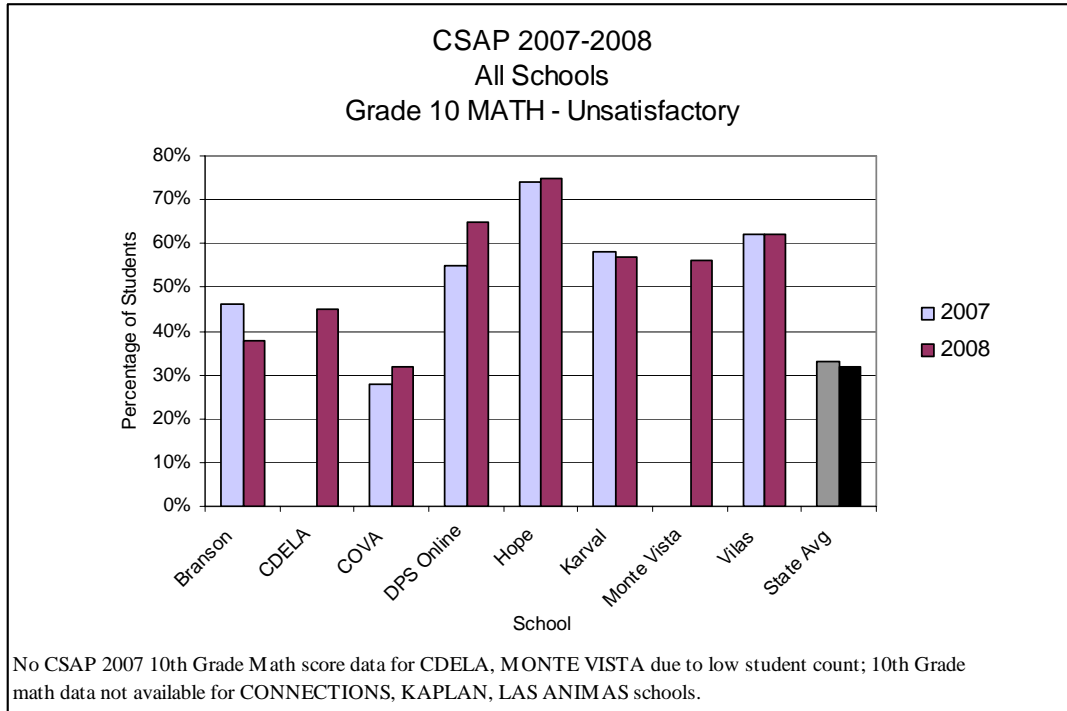
MATH - GRADE 10

TOTAL COUNT OF STUDENTS

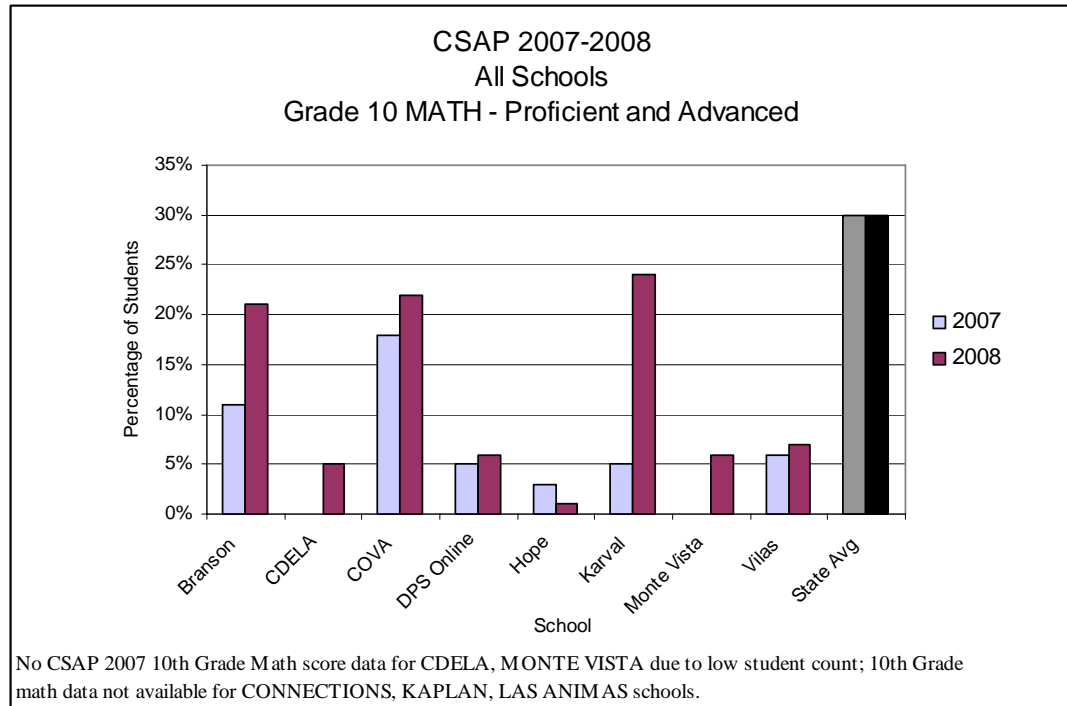


MATH - GRADE 10

UNSATISFACTORY

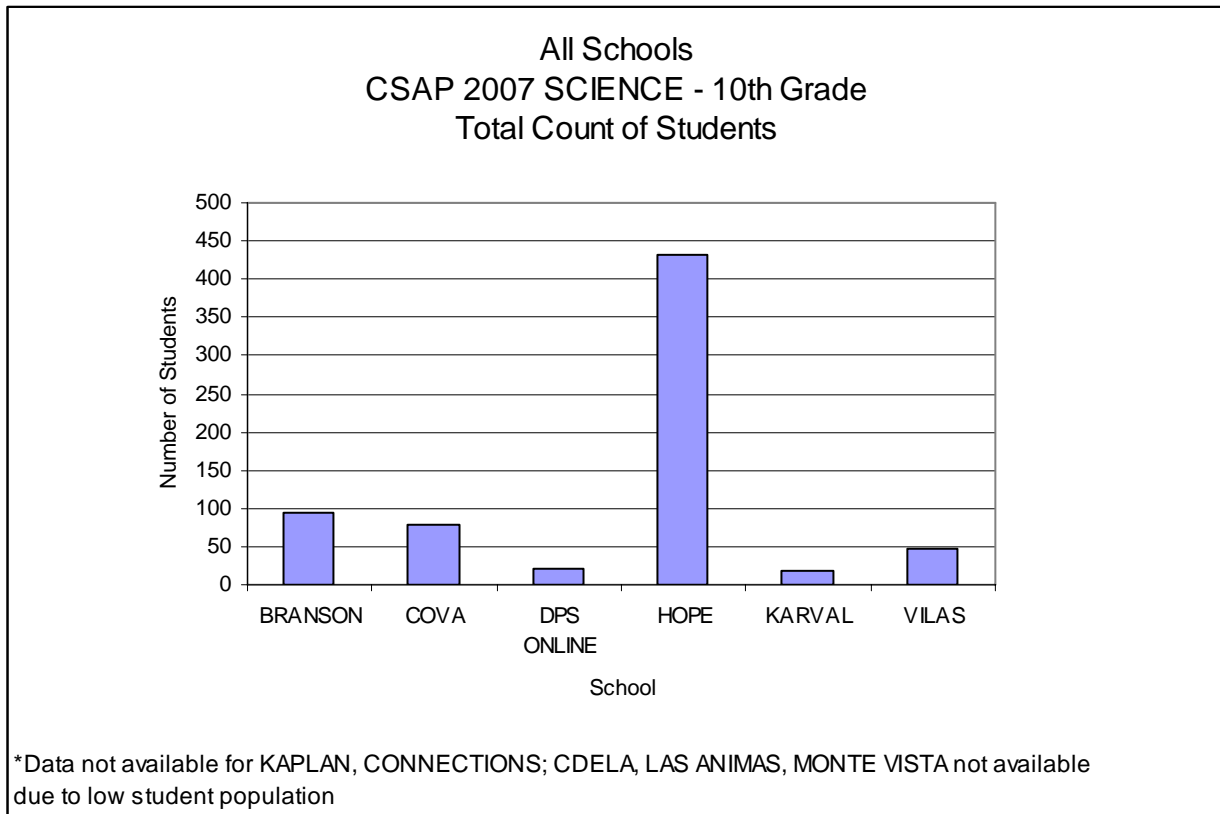


PROFICIENT AND ADVANCED



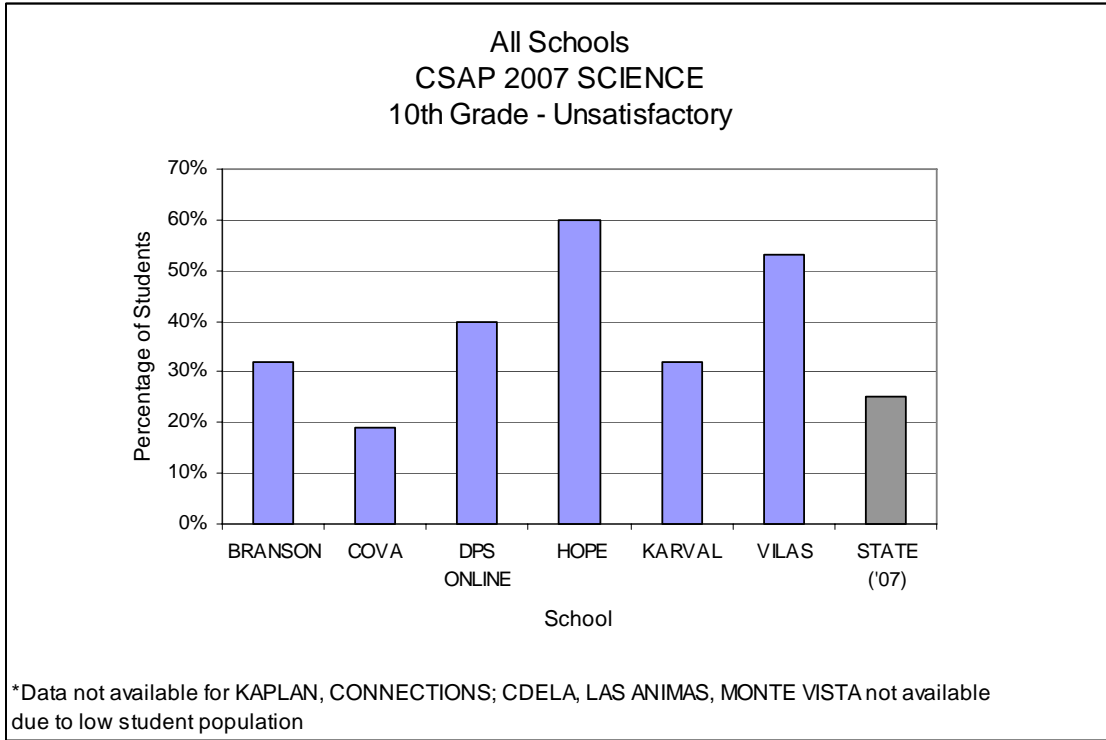
SCIENCE - GRADE 10

2007 TOTAL COUNT STUDENTS

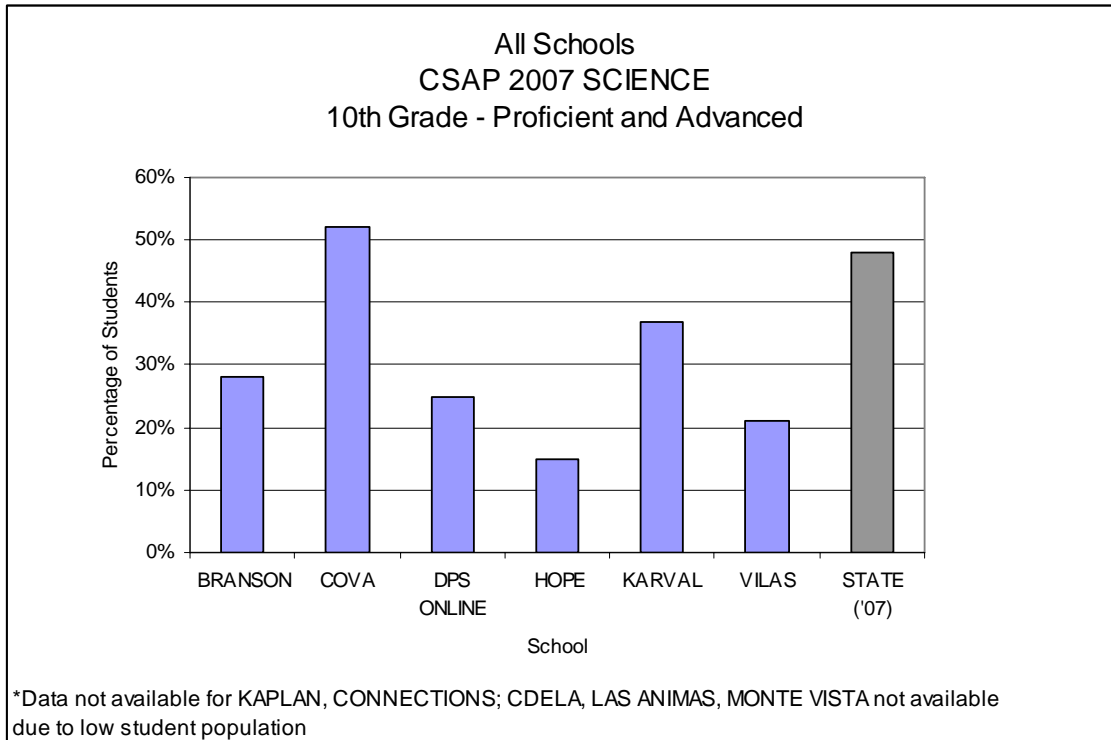


SCIENCE – GRADE 10

UNSATISFACTORY

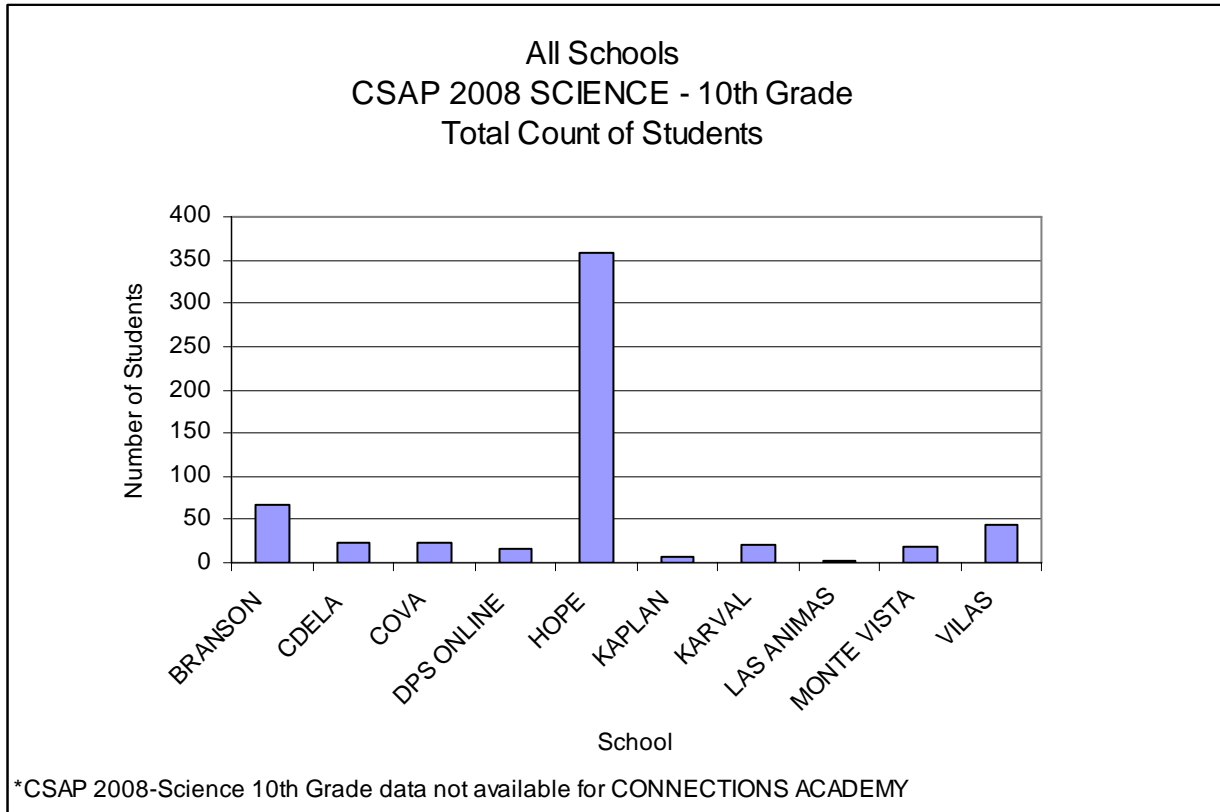


PROFICIENT AND ADVANCED



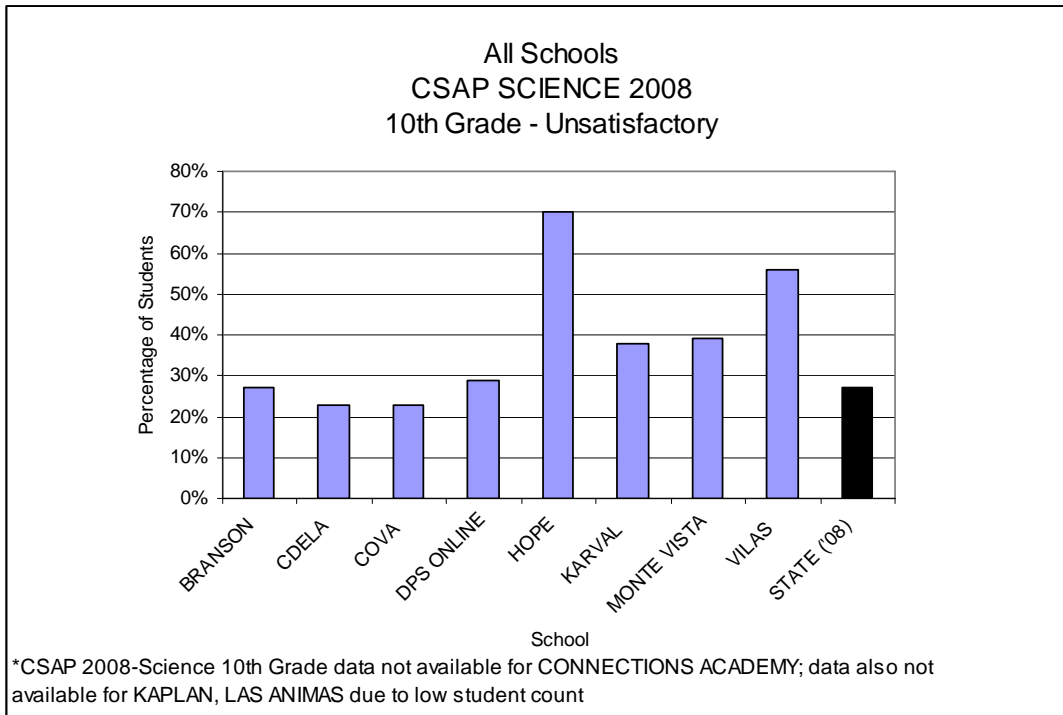
SCIENCE - GRADE 10

2008 TOTAL COUNT STUDENTS

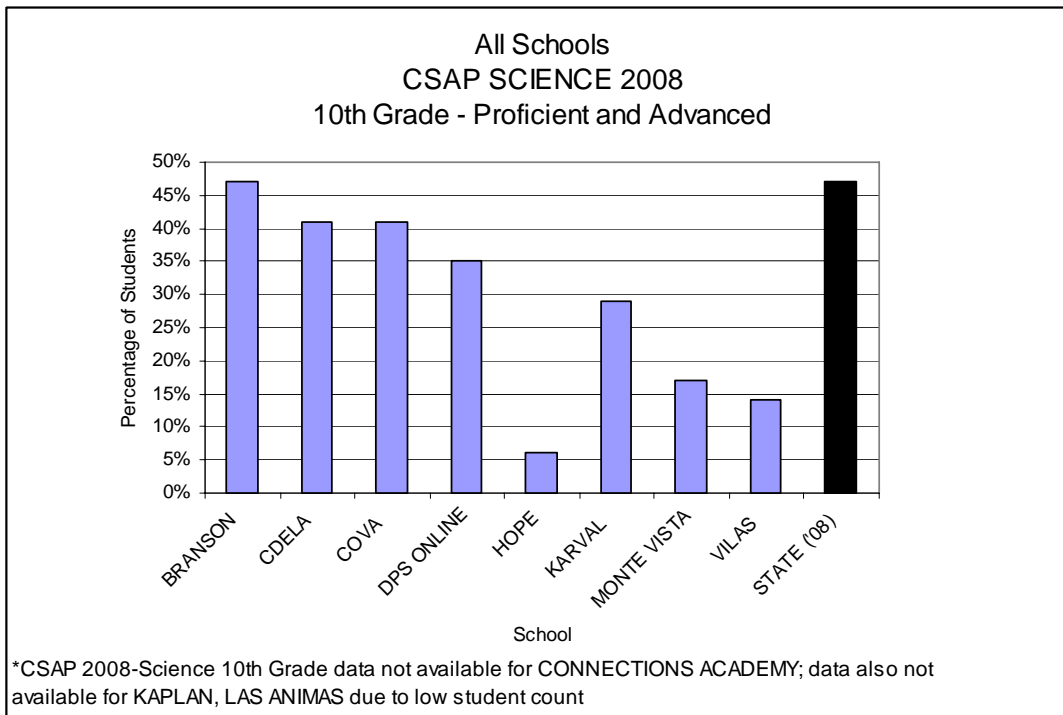


SCIENCE – GRADE 10

UNSATISFACTORY



PROFICIENT AND ADVANCED



APPENDIX B Course Completion Rate

The following tables represent Course Completion Rates for individual Online Programs as reported to the CDE for the 2008 Annual Report.

1752 - Colorado Virtual Academy

Authorizer: 0020 - Adams 12 Five Star Schools

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	1,562	66	1,215	81%
Mathematics	1,557	65	1,210	81%
Science	1,555	66	1,209	81%
Social Sciences	1,559	66	1,213	81%
Business and Technology	118	12	59	56%
World Languages	272	17	179	70%
Other electives	1,326	47	1,083	85%
All Subjects	7,949	339	6,168	81%

0948 - Branson School Online

Authorizer: 1750 - Branson School District

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	295	91	204	100%
Mathematics	382	126	256	100%
Science	310	86	224	100%
Social Sciences	291	89	202	100%
Business and Technology	-	-	-	-
World Languages	91	23	68	100%
Other electives	444	147	297	100%
All Subjects	1,813	562	1,251	100%

0656 - Colorado Distance and Electronic Learning Academy

Authorizer: 8001 - Charter School Institute

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	155	6	68	46%
Mathematics	160	10	61	41%
Science	164	10	63	41%
Social Sciences	158	9	59	40%
Business and Technology	-	-	-	-
World Languages	90	6	28	33%
Other electives	34	2	9	28%
All Subjects	761	43	288	40%

1887 - Colorado Connections Academy

Authorizer: 0880 - Denver Public Schools

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	104	2	94	92%
Mathematics	104	3	94	93%
Science	103	2	93	92%
Social Sciences	103	3	93	93%
Business and Technology	74	1	65	89%
World Languages	2	-	2	100%
Other electives	169	6	150	92%
All Subjects	659	17	591	92%

2504 - Edison Academy

Authorizer: 1120 - Edison School District 54JT

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	41	-	35	85%
Mathematics	41	2	38	97%
Science	41	-	35	85%
Social Sciences	41	-	41	100%
Business and Technology	10	-	10	100%
World Languages	-	-	-	-
Other electives	35	-	35	100%
All Subjects	209	2	194	94%

3325 - Kaplan Academy of Colorado

Authorizer:1195 - Garfield School District No.RE-2

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	18	3	15	100%
Mathematics	18	5	13	100%
Science	18	1	17	100%
Social Sciences	18	-	18	100%
Business and Technology	15	-	15	100%
World Languages	11	2	9	100%
Other electives	23	-	23	100%
All Subjects	121	11	110	100%

4504 - Karval Online Education

Authorizer: 1810 - Karval School District Re-23

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	232	5	194	85%
Mathematics	215	5	162	77%
Science	175	4	118	69%
Social Sciences	206	5	154	77%
Business and Technology	219	10	140	67%
World Languages	57	1	37	66%
Other electives	613	15	368	62%
All Subjects	1,717	45	1,173	70%

6520 - Monte Vista Online Academy

Authorizer: 2740 - Monte Vista School District C-8

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	82	-	81	99%
Mathematics	85	2	82	99%
Science	82	1	79	98%
Social Sciences	89	1	86	98%
Business and Technology	62	1	61	100%
World Languages	3	-	3	100%
Other electives	60	2	58	100%
All Subjects	463	7	450	99%

4091 - Hope Online Learning Academy CO-OP

Authorizer: 0260 - Douglas County School District

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	1,282	251	939	91%
Mathematics	1,171	234	850	91%
Science	1,753	341	1,292	92%
Social Sciences	911	188	663	92%
Business and Technology	96	7	88	99%
World Languages	46	10	34	94%
Other electives	2,503	467	1,840	90%
All Subjects	7,762	1,498	5,706	91%

9085 - VILAS Online

Authorizer: 0260 Vilas RE-5 School District

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	457	11	318	71%
Mathematics	284	10	181	66%
Science	286	9	184	66%
Social Sciences	373	10	244	67%
Business and Technology	246	9	152	64%
World Languages	35	1	27	79%
Other electives	677	9	493	74%
All Subjects	2,358	59	1,599	70%

6509 - DPS Online High School

Authorizer: 0880 - Denver Public Schools

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	386	118	173	65%
Mathematics	316	100	192	89%
Science	170	31	85	61%
Social Sciences	332	106	166	73%
Business and Technology	22	7	13	87%
World Languages	32	8	18	75%
Other electives	199	39	121	76%
All Subjects	1,457	409	768	73%

0033 - JeffcoNet Academy

Authorizer: 1420 - Jefferson County R-1

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	38	5	33	100%
Mathematics	70	6	57	89%
Science	32	3	29	100%
Social Sciences	91	5	86	100%
Business and Technology	-	-	-	-
World Languages	-	-	-	-
Other electives	160	15	145	100%
All Subjects	391	34	350	98%

5451 - Mesa Verde Academy

Authorizer:2035 – Montezuma Cortez RE-1

Subject	Student Enrollment on October 1st	Students withdrawn during the first 25% of course	Students who have finished the course	Course Completion Rate
Language Arts	12	1	11	100%
Mathematics	12	1	10	91%
Science	9	-	6	67%
Social Sciences	10	1	8	89%
Business and Technology	2	-	2	100%
World Languages	3	2	1	100%
Other electives	6	2	4	100%
All Subjects	54	7	42	89%

Note: Mesa Verde Academy did not verify course completion data

APPENDIX C

Online Program Curriculum

The following information was reported from the Online Programs in response to the request to detail why specific courses were removed from or added to the Program's curriculum.

Program:	0948	Branson School Online
Authorizer:	1750	Branson School
		<i>Removed: 10 Added: 6</i>
Why Courses Modified:	Courses not deemed core courses (those required for graduation) are removed and added from the curriculum offering based on student/parent interest, qualified staff availability and quality curriculum aligned to Colorado State Standards. Our Parent Advisory and Accountability Committee is active in identifying the needs for students beyond the requirements for graduation.	
<hr/>		
Program:	1887	Colorado Connections Academy
Authorizer:	0880	Denver Public Schools
	<i>No courses added or removed</i>	
Why Courses Modified:	No courses were removed or added during the school year. Several courses were retired after the 2007-2008 school year because they were replaced with updated courses (e.g., most grade 3-6 core courses.) A few elective courses were also removed after the 2007-2008 school year. (e.g., History of Sculpture, History of Painting) Several new courses were available to students for the 2007-2008 school year. (e.g., Chemistry, Pre-Calculus)	
<hr/>		
Program:	0656	Colorado Distance and Electronic Learning Academy
Authorizer:	8001	Charter School Institute
	<i>No courses added or removed</i>	
Why Courses Modified:	NA	
<hr/>		
Program:	1752	Colorado Virtual Academy
Authorizer:	0020	Adams 12 Five Star Schools
	<i>Removed: 0 Added: 32</i>	
Why Courses Modified:	A K-8 World Languages program was introduced in fall 2008. Four languages with two different levels are currently offered. The World Language course was offered at the request of the COVA board to broaden the COVA overall offering. At the secondary level, courses with several levels were developed for the core content areas including history, math, science and English (new course levels include core, comprehensive and honors) which were developed to address the needs of students working at different academic levels. There are also three technology courses and a new counseling course at the high school level. These courses were developed to accommodate diverse interests of COVA's students. Additionally, COVA added level two courses in Latin and Chinese to permit students to fulfill the graduation requirements and progress onto the next course level.	

Program: 1967 **Crowley County Online Academy**
Authorizer: 0770 Crowley County

No courses added or removed

Why Courses Modified: Fall of 2008 was our first year for our Online Academy. This year we added all the courses to our offerings.

Program: 6509 **DPS Online High School**
Authorizer: 0880 **Denver Public Schools**

Removed: 8 Added: 15

Why Courses Modified: We changed online course providers from Advanced Academics and Colorado Online Learning in order to consolidate all of our courses with Aventa Learning. Aventa Learning provides a variety of courses as well as services that support our growth and curriculum needs.

Program: 5405 **eDCSD**
Authorizer: 0900 Douglas County School District

No courses added or removed

Why Courses Modified: We began our school with the intention of offering a full curricular compliment for 9th and 10th graders that mirrored our traditional schools and met graduation requirements. Several supplemental options for 11th and 12th graders were also requested by our stakeholders.

Program: 2504 **Edison Academy**
Authorizer: 1120 Edison School District 54JT

Removed: 14 Added: 31

Why Courses Modified: We continued to use Plato as our main curriculum for online work. Plato made major revisions in its course list, adding a number of higher quality courses. These courses filled the academic needs of our students better than the old courses. As a result when Smartschools renewed its license agreement, they changed the course list as demonstrated above. This change was made in full consultation with the Edison Academy staff.

Program: 4091 **Hope Online Learning Academy CO-OP**
Authorizer: 0260 Douglas County School District

Removed: 3 Added: 34

Why Courses Modified:

- a. Additional courses were added to the catalog to meet the diverse needs and interests of Hope Online students. Courses were designed to enhance learning experiences beyond the core curriculum.
- b. Courses were removed when Hope Online contracted curriculum apart from its authorizer at that time (Vilas). Courses were not available from the new vendors.

Program: 3325 **Kaplan Academy of Colorado**
Authorizer: 1195 Garfield School District No.RE-2

Removed: 0 Added: 1

Why Courses Modified: World Geography was added in late September 2007. The course was available for enrollments after October 1, 2007.

Program: 4504 **Karval Online Education**
Authorizer: 1810 Karval School District Re-23
Removed: 0 Added: 4
Why Courses Modified: The four classes that were add Karval Online selected to broaden the choice of Elective course selections for our online and bricks and mortar students.

Program: 5451 **Mesa Verde Academy**
Authorizer: 2035 Montezuma Cortez RE-1
Removed: 0 Added: 25
Why Courses Modified: Number of courses added – All Success Maker and NovaNET curriculum. Number of courses removed – None. We added the Pearson line of curriculum (Success Maker/ Nova NET) to improve and enhance the offering we give students. We like the reporting system and the ability to focus on particular deficits and strength. We are able to give course prescriptions when needed and advance when proven.

Program: 6520 **Monte Vista Online Academy**
Authorizer: 2740 Monte Vista School District C-8
Removed:: 0 Added: 1
Why Courses Modified: NA

Program: **Ridge Academy**
Authorizer: 2690 Pueblo 60 School District
Removed: 0 Added: 8
Why Courses Modified: One course, US and Global Economics was added during the 2007-2008 school year because our curriculum provider, Apex learning, added it to their offerings. Since the 2007-2008 school year, we have added the following courses: British and World Literature Sem 2; Pre-Calculus Sem 2; English Foundations II Sem 1&2 Math Foundatations I Sem 1&2; Math Foundations II Sem 1& 2.

Program: 9085 **Vilas Online**
Authorizer: 0260 Vilas RE-5 School District
Removed: 4 Added: 20
Why Courses Modified: Dropped Courses: Compass courses for 7th and 8th grades, were supplemental only and did not possess the required rigor to meet Colorado Content Standards. These courses were replaced with curriculum that was written by Highly Qualified online curriculum writers to meet Colorado State Standards. Added Courses: Elementary Foreign Language was added to allow students to work independently, building their basic speaking, listening comprehension, reading, and writing skills as they explore a new language. Art was added in order to address student needs for hands-on activities that allowed their creative to flow. Elementary Alternative Math, Science, Social Studies, Reading, Computers, and Art, were added in order to address the needs of exceptional students.

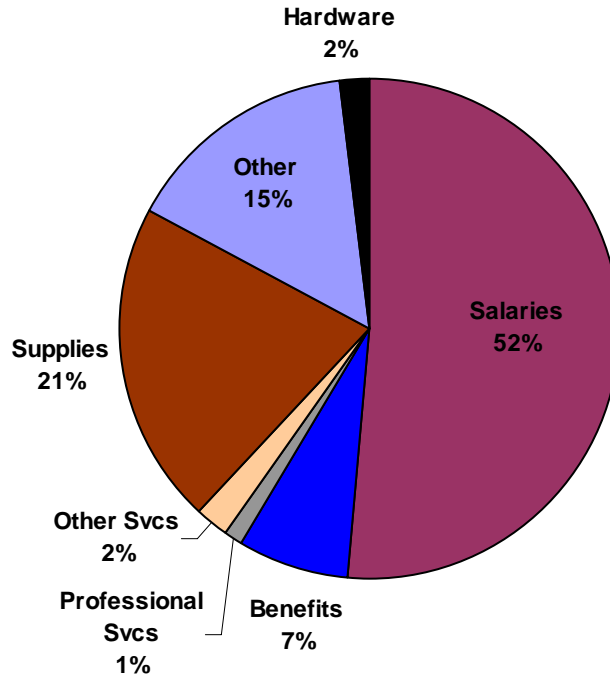
APPENDIX D Annual Budget by Online Program

For the Annual Report, the Online Program were asked to submit their Annual Budget which accounts for all state funding received by the Online Program in accordance with existing budgetary requirements consistent with the Program's authorizer or school district.

Achieve K12-D11

Total Budget: \$370,588

Total Students: 43

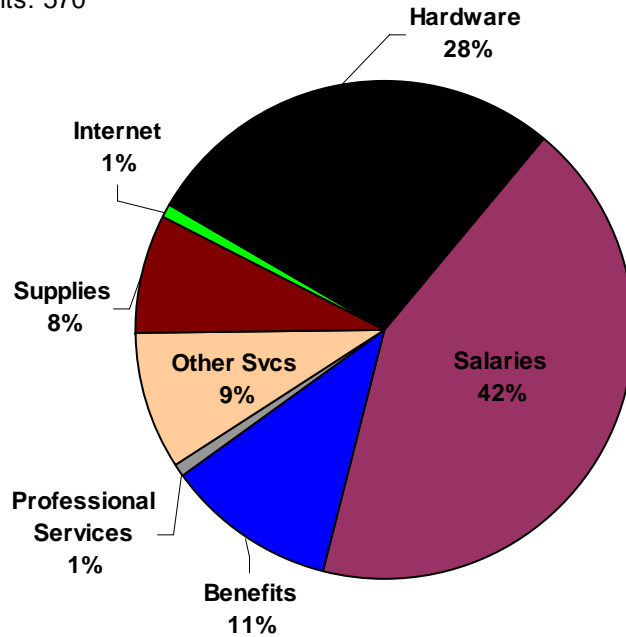


ACHIEVE k12-D11 / 1010 - Colorado Springs 11	Annual Budget	Program Budget Detail
Salaries	\$190,270	Pay for teachers writing content and instructing online programs
Employee Benefits	\$26,543	Benefit pay that goes along with employee salaries.
Purchased Professional & Technical Services	\$4,300	EDUSS (Educational Software Systems)
Other Purchased Services	\$8,000	Database Consultants
Supplies	\$77,500	Textbooks, Instructional Materials
Other	\$56,975	Project Management of ACHIEVEk12 implementation
Property Capitalized	\$0	NA
Property Non-Capitalized	\$0	NA
Internet/Broadband Fees	\$0	NA
Hardware (including computers, printers, etc. for student use)	\$7,000	Designated computer server for ACHIEVEk12
Software	\$0	NA
Total Budget	\$370,588	

0948 - Branson School Online

Total Budget: \$3,585,946

Total Students: 570

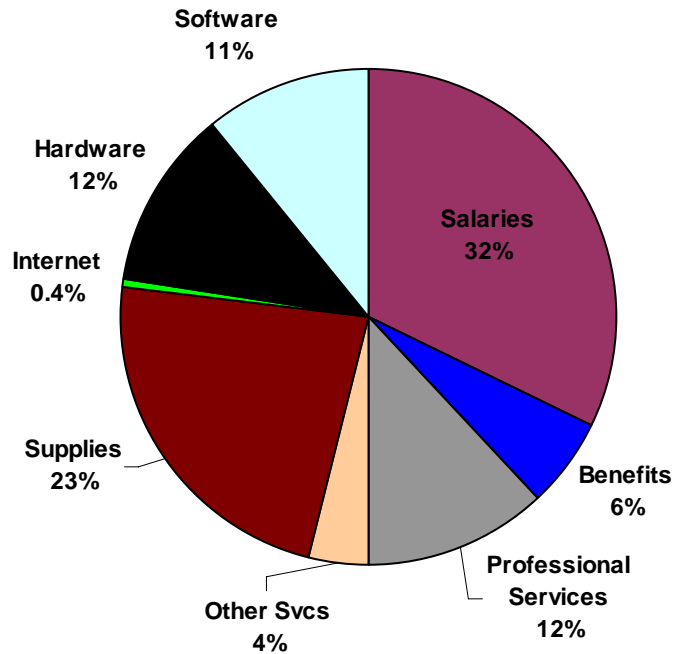


0948 - Branson School Online / 1750 - Branson School District	Annual Budget	Program Budget Detail
Salaries	\$1,537,850	NA
Employee Benefits	\$392,646	NA
Purchased Professional & Technical Services	\$34,860	Teacher training, interview expenses, audit
Other Purchased Services	\$320,590	Teacher expenses, student expenses, admin expenses, building maintenance, unemployment, workmen's comp
Supplies	\$270,000	Curriculum, student supplies, database
Other	\$0	NA
Property Capitalized	\$0	NA
Property Non-Capitalized	\$0	NA
Internet/Broadband Fees	\$30,000	phone, T-1 line
Hardware (including computers, printers, etc. for student use)	\$1,000,000	Student computers
Software	\$0	NA
Total Budget	\$3,585,946	

1887 - Colorado Connections Academy

Total Budget: \$1,999,090

Total Students: 370

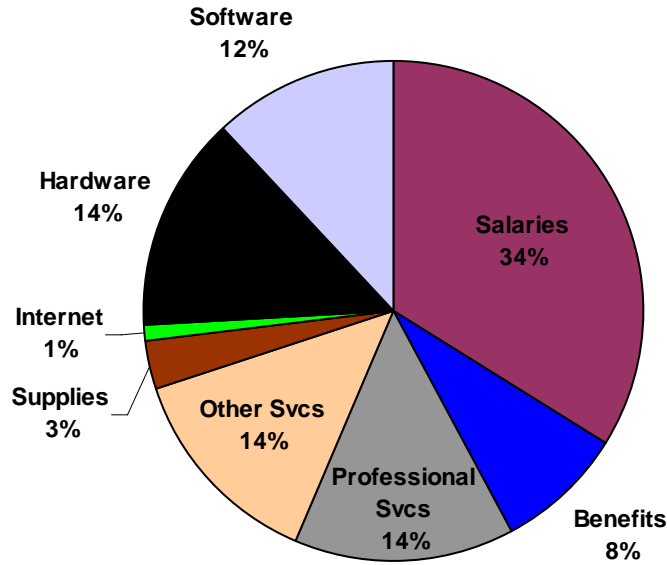


1887 - Colorado Connections Academy / 0880 - Denver Public Schools	Annual Budget	Program Budget Detail
Salaries	\$644,098	Teacher and administrative salaries
Employee Benefits	\$118,595	Teacher and administration benefits
Purchased Professional & Technical Services	\$237,994	Community Outreach, Educational Resource Center, Staff Training, Software Support, DPS Special Ed. Fee, Direct Special Ed Services, School Administration, CA Subsidy
Other Purchased Services	\$78,694	Postage, Copier, Student Testing, Travel and Conferences, Phone, Rent
Supplies	\$461,527	Classroom Supplies, Texts and Instructional Materials, Curriculum Postage, Office Supplies
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$7,078	Internet fees
Hardware (including computers, printers, etc. for student use)	\$236,304	Computers/printers for student and teacher use
Software	\$214,800	Software for students and teachers
Total Budget	\$1,999,090	

0656 - Colorado Distance & Electronic Learning

Total Budget: \$2,774,266

Total Students: 317



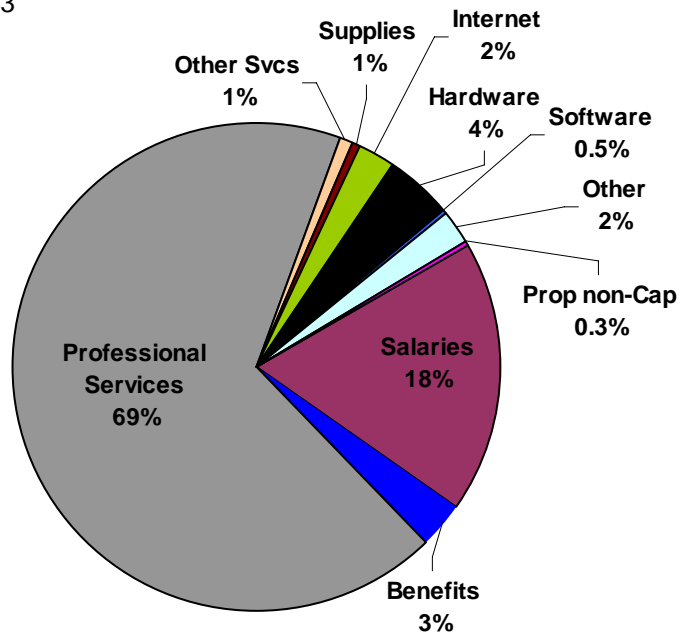
0656 - Colorado Distance & Electronic Learning / 8001-Charter School Institute	Annual Budget	Program Budget Detail ¹
Salaries	\$936,492	Please refer to footnote below table
Employee Benefits	\$232,666	
Purchased Professional & Technical Services	\$395,240	
Other Purchased Services	\$374,868	
Supplies	\$85,000	
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$35,000	
Hardware (including computers, printers, etc. for student use)	\$385,000	
Software	\$330,000	
Total Budget	\$2,774,266	

¹For all budget categories, CDELA notes that all instructional and facility operating expenses are paid by the management company.

1752 - Colorado Virtual Academy

Total Budget: \$19,329,883

Total Students: 3,341

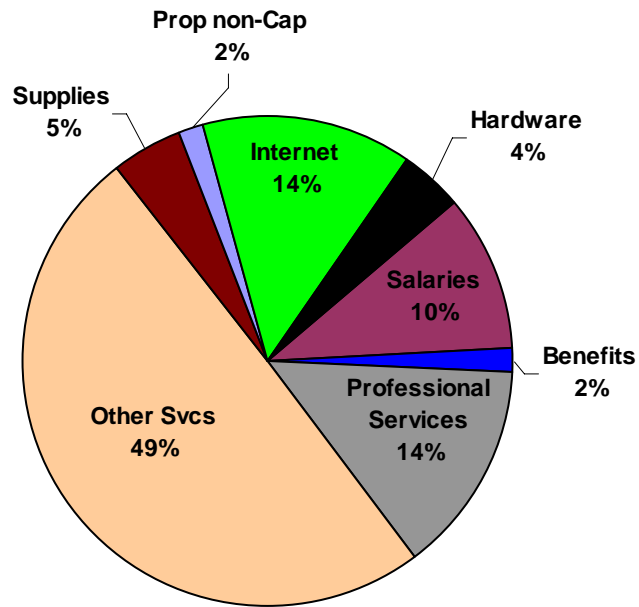


1752 - Colorado Virtual Academy / 0020 - Adams 12 Five Star Schools	Annual Budget	Program Budget Detail
Salaries	\$3,465,187	Includes Performance Pay
Employee Benefits	\$638,152	
Purchased Professional & Technical Services	\$13,079,610	Includes Online school, material, legal, SPED, and audit expenses
Other Purchased Services	\$148,572	Includes professional development, state testing, and operational costs
Supplies	\$102,400	Includes operational supplies
Other	\$398,101	Includes insurance, student events, administration travel, and administrative lease costs
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$63,982	Includes teacher laptops and printers
Internet/Broadband Fees	\$475,120	For students/families
Hardware (including computers, printers, etc. for student use)	\$862,742	
Software	\$96,017	Includes student benchmark and other assessments
Total Budget	\$19,329,883	

1967 - Crowley County Online Academy

Total Budget: \$72,440

Total Students:14

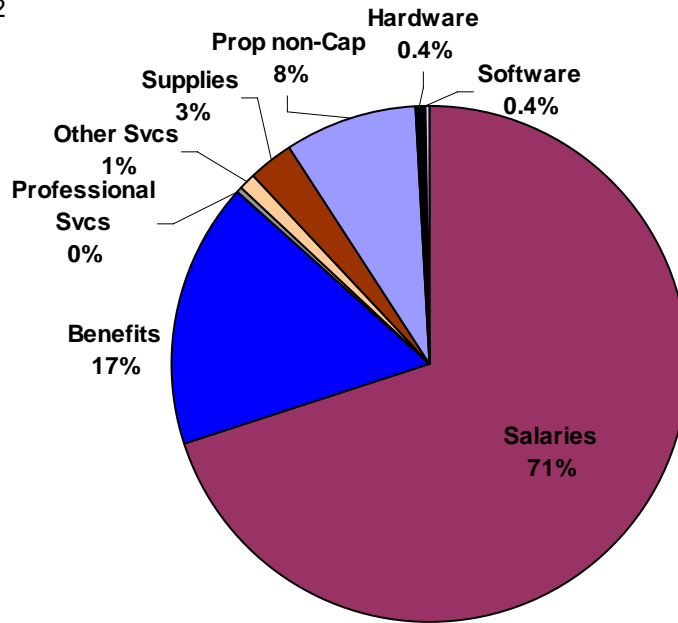


1967 - Crowley County Online Academy / 0770 - Crowley County	Annual Budget	Program Budget Detail
Salaries	\$7,500	Stipend and tutoring
Employee Benefits	\$1,240	Retirement
Purchased Professional & Technical Services	\$10,000	Tech consultant and license fees
Other Purchased Services	\$36,000	Advertising, travel and online class fees
Supplies	\$3,500	Teaching and tech supplies
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$1,200	Replacement computers
Internet/Broadband Fees	\$10,000	Wireless internet cards for all on-line students
Hardware (including computers, printers, etc. for student use)	\$3,000	Repairs of current hardware
Software		Included in supplies
Total Budget	\$72,440	

6509 - DPS Online High School

Total Budget: \$729,263

Total Students: 122

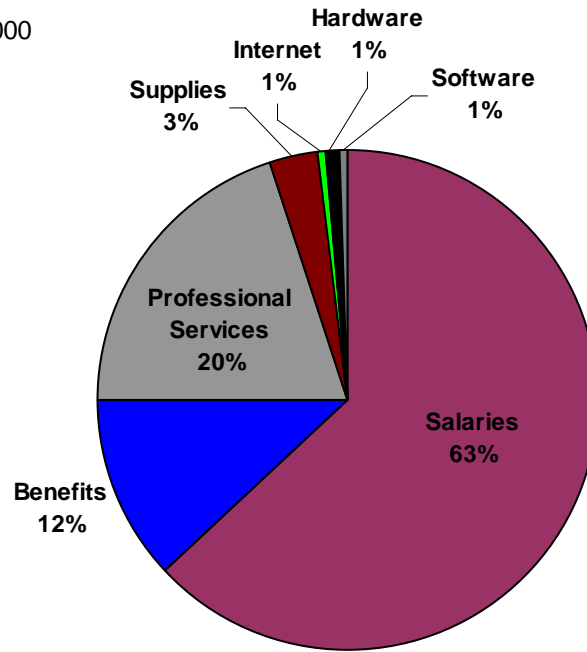


6509 - DPS Online High School / 0880 - Denver Public Schools	Annual Budget	Program Budget Detail
Salaries	\$509,847	All Salaries
Employee Benefits	\$122,953	All Employee Benefits
Purchased Professional & Technical Services	\$2,075	Other Professional Services
Other Purchased Services	\$8,100	Travel and Registration \$1,600; Postage \$1,000; Other Purchased Services \$5,500
Supplies	\$20,142	General Supplies \$10,000; Copying \$525; Library Books and Text Books \$9,617
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$60,000	Non-Capital Equipment
Internet/Broadband Fees	\$0	N/A
Hardware (including computers, printers, etc. for student use)	\$3,146	Hardware
Software	\$3,000	Computer Software
Total Budget	\$729,263	

5405 - eDCSD

Total Budget: \$1,000,000

Total Students: 134

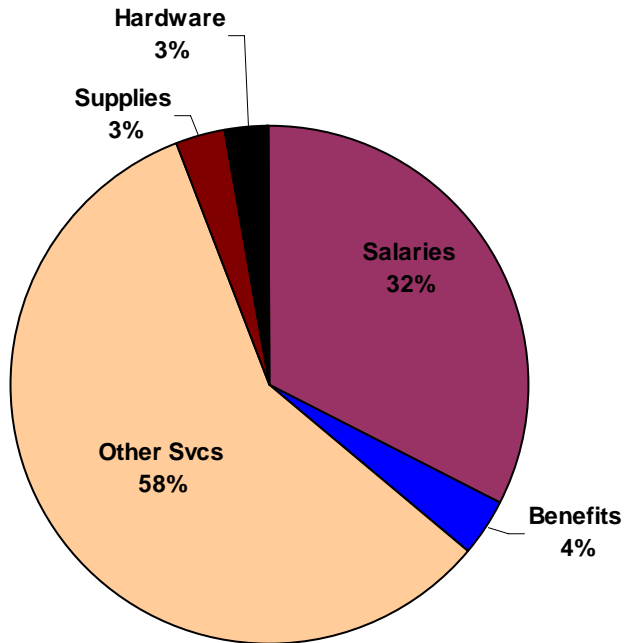


5405 - eDCSD / 0900 - Douglas County School District	Annual Budget	Program Budget Detail
Salaries	\$630,000	10 fte, 2 classified, 1 administrator
Employee Benefits	\$120,000	DCSD benefits package
Purchased Professional & Technical Services	\$200,000	N/A
Other Purchased Services		N/A
Supplies	\$30,000	N/A
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$5,000	We do not pay for this service for our students. Staff receive necessary services to complete their work.
Hardware (including computers, printers, etc. for student use)	\$10,000	We provide equipment only to those families/students who meet the Economic Disadvantaged guidelines.
Software	\$5,000	N/A
Total Budget	\$1,000,000	

2504 - Edison Academy

Total Budget: \$240,524

Total Students: 41

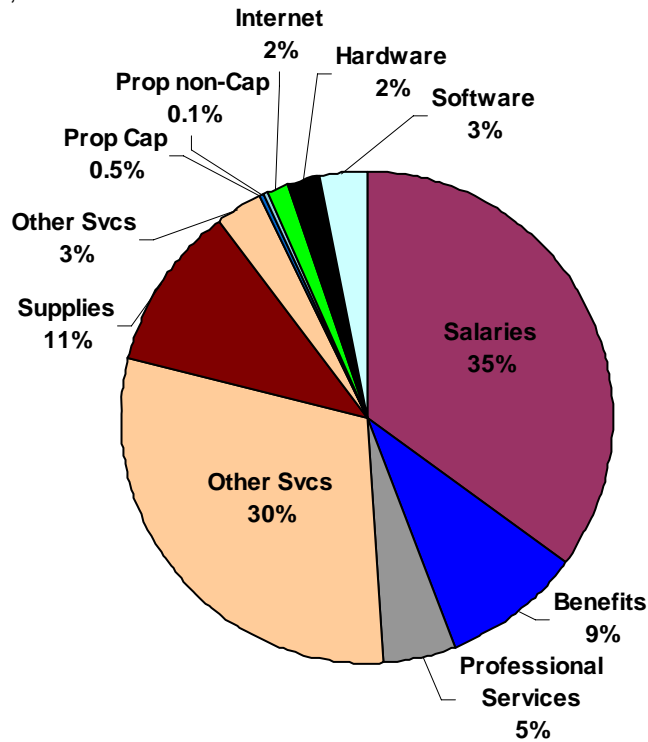


2504 - Edison Academy / 1120 - Edison School District 54JT	Annual Budget	Program Budget Detail
Salaries	\$77,900	1.6 FTE for licensed teachers. 2.0 FTE for support staff. The principal is the superintendent. For him this is an additional, unpaid duty.
Employee Benefits	\$9,124	\$1800 in insurance for the one full-time employee. The additional funding is for PERA.
Purchased Professional & Technical Services		All tech support is included in line 0500 (Other Purchased Services).
Other Purchased Services	\$139,500	Funding for curricular support (Plato and COL). Tech services are included in this cost.
Supplies	\$7,000	Computer purchases
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$0	This cost is included in line 0500 (Other Purchased Services).
Hardware (including computers, printers, etc. for student use)	\$7,000	For 5 new computers and support warranties.
Software	\$0	All software is included in line 0500 (Other Purchased Services).
Total Budget	\$240,524	

3475 - Guided Online Learning Academy

Total Budget: \$2,139,832

Total Students: 273

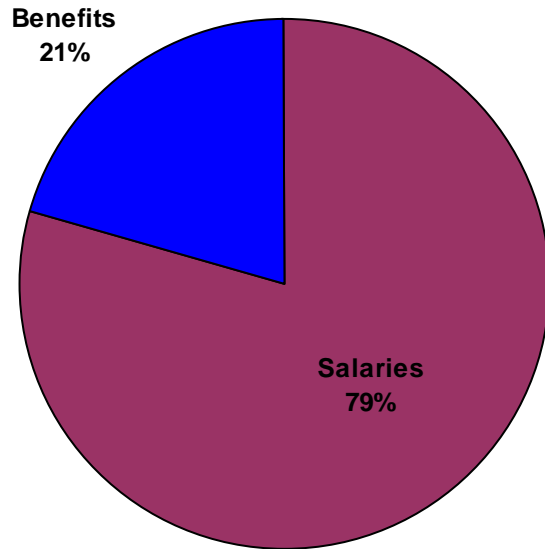


3475 - Guided Online Learning Academy / 8001 - Charter School Institute	Annual Budget	Program Budget Detail
Salaries	\$746,000	This includes administrative and teaching.
Employee Benefits	\$200,204	This includes required benefits as well as incentive pay.
Purchased Professional & Technical Services	\$97,251	Includes special education services, technical services, etc.
Other Purchased Services	\$646,939	\$424,445 is for EMO service fees - Cesar Chavez School Network and liability insurance. \$84,889 is Charter School Institute fees.
Supplies	\$228,914	Includes general supplies, office supplies, custodial, and utilities.
Other	\$64,764	\$61,764 is contingency.
Property Capitalized	\$10,000	Includes misc capitalized property for operations.
Property Non-Capitalized	\$3,000	Includes misc non-capitalized property for operations.
Internet/Broadband Fees	\$32,760	Includes student reimbursements.
Hardware (including computers, printers, etc. for student use)	\$45,000	Vast majority of student equipment is supplied at no cost with additional grants.
Software	\$65,000	Pearson Education software
Total Budget	\$2,139,832	

Heartlight Academy Online

Total Budget: \$49,550

Total Students: 8



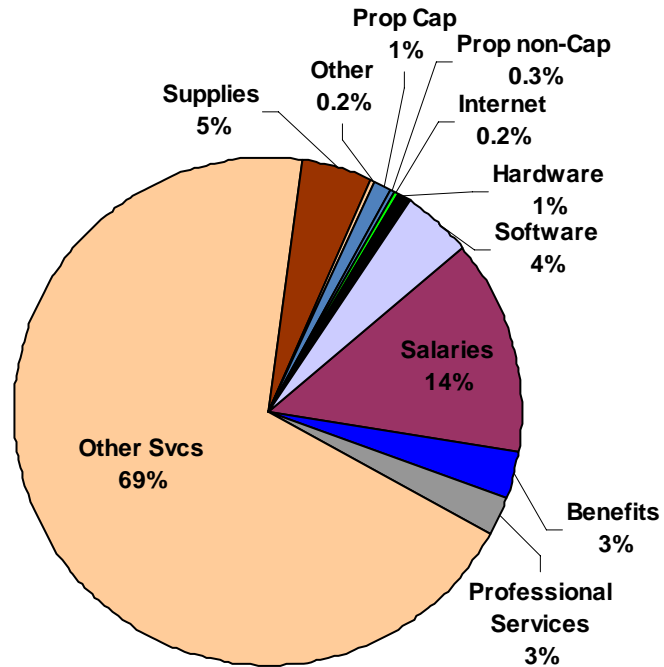
Heartlight Academy Online / 0550 - North Conejos - RE-1J	Annual Budget	Program Budget Detail ²
Salaries	\$39,325	Shared space with Second Chance and Choices Program.
Employee Benefits	\$10,225	Shared space with Second Chance and Choices Program.
Purchased Professional & Technical Services	\$0	Can't break out, serves different programs, shared space with Second Chance and Choices Program.
Other Purchased Services	\$0	
Supplies	\$0	
Other	\$0	
Property Capitalized	\$0	
Property Non-Capitalized	\$0	
Internet/Broadband Fees	\$0	
Hardware (including computers, printers, etc. for student use)	\$0	
Software	\$0	
Total Budget	\$49,550	

²For \$0 budget categories, HEARTLIGHT notes the Program cannot break out budget amounts as it serves different programs, shared space with Second Chance and Choices Program.

3995 - Hope Online Learning Academy

Total Budget: \$19,601,649

Total Students: 3270

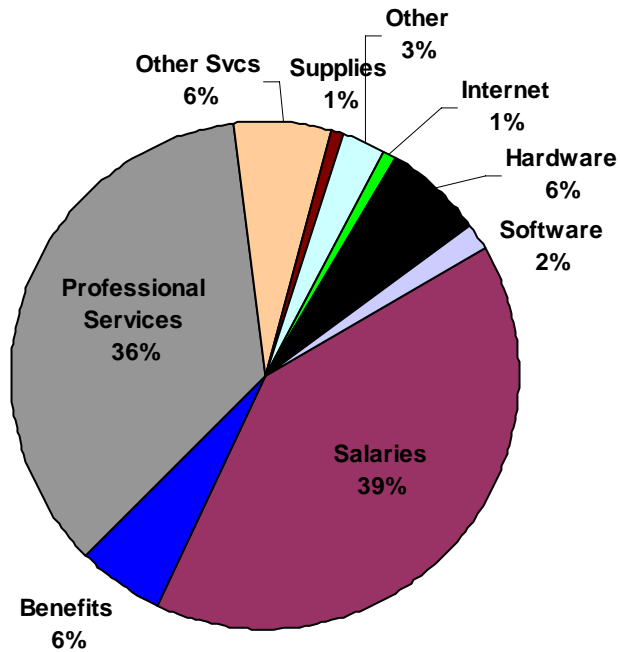


3995 - Hope Online Learning Academy / 0260 - Douglas County School District	Annual Budget	Program Budget Detail
Salaries	\$2,690,060	Salary expense for all employees
Employee Benefits	\$549,781	Employees Benefits, including health/dental insurance and PERA contributions
Purchased Professional & Technical Services	\$500,602	Consulting, legal and accounting services
Other Purchased Services	\$13,549,530	Purchased services from DCSD and Learning Center Student Allocations
Supplies	\$902,377	Office supplies
Other	\$29,491	Other miscellaneous
Property Capitalized	\$244,328	Capitalized computer equipment
Property Non-Capitalized	\$55,600	Computer equip & office furniture expenses
Internet/Broadband Fees	\$33,900	Internet and phone service
Hardware (including computers, printers, etc. for student use)	\$190,400	Computer hardware for student use
Software	\$855,580	Curriculum license & other software
Total Budget	\$19,601,649	

4369 - Insight School of Colorado

Total Budget: \$3,229,563

Total Students: 528

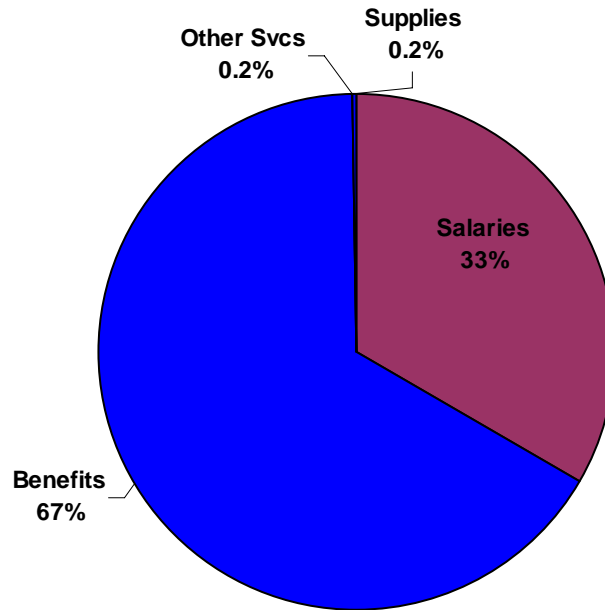


4369 - Insight School of Colorado / 2862 - Julesberg School District RE-1	Annual Budget	Program Budget Detail
Salaries	\$1,301,951	Approximately 20 equivalent full time teachers, 6 full time staff
Employee Benefits	\$178,595	Approximately 20 equivalent full time teachers, 6 full time staff
Purchased Professional & Technical Services	\$1,151,415	Curriculum, legal services, temp staffing, marketing
Other Purchased Services	\$197,363	Facility costs, rent, phone services, depreciation, repairs, maintenance, insurance costs
Supplies	\$26,400	Office supplies
Other	\$89,628	Postage, dues and subscriptions, travel expenses
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$26,500	Student ISP Reimbursements
Hardware (including computers, printers, etc. for student use)	\$204,042	Student computers & printers
Software	\$53,669	Student Platform
Total Budget	\$3,229,563	

JeffcoNet Academy

Total Budget: \$1,443,381

Total Students: 110



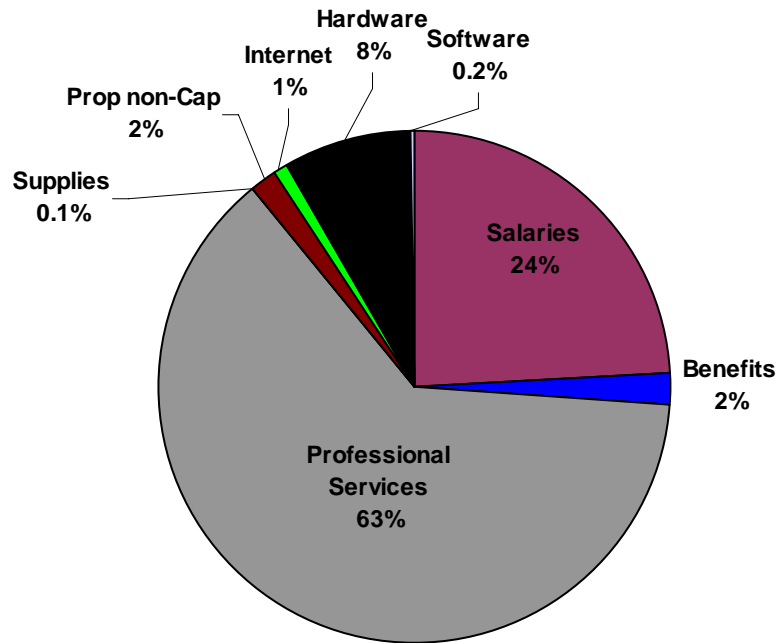
JeffcoNet Academy / 1420 – Jefferson County R-1	Annual Budget	Program Budget Detail ³
Salaries	\$482,528	Five teachers, .5 secretary, 1.3 administrators, 1 counselor, .3 social worker, .5 special ED provider, custodial, HR etc.
Employee Benefits	\$955,053	Insurance and Benefits at approx. 20%
Purchased Professional & Technical Services	\$0	Unable to disaggregate data
Other Purchased Services	\$3,400	Online services
Supplies	\$2,400	Office supplies
Other	\$0	Unable to disaggregate data
Property Capitalized	\$0	
Property Non-Capitalized	\$0	
Internet/Broadband Fees	\$0	
Hardware (including computers, printers, etc. for student use)	\$0	
Software	\$0	
Total Budget	\$1,443,381	

³For \$0 budget categories, JEFFCONET notes the Program cannot disaggregate data.

3325 - Kaplan Academy of Colorado

Total Budget: \$198,357

Total Students: 18

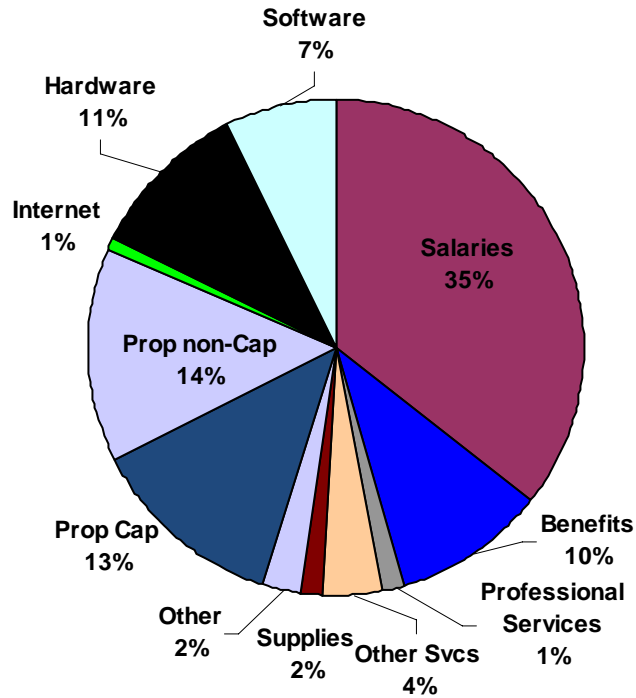


3325 - Kaplan Academy of Colorado / 1195 - Garfield School District No. RE-2	Annual Budget	Program Budget Detail
Salaries	\$48,000	Garfield Re-2 spent \$48,000.
Employee Benefits	\$3,564	Garfield Re-2 spent \$3,564.
Purchased Professional & Technical Services	\$125,462	Garfield Re-2 spent \$125,462 to pay for services provided by K.V.E.
Other Purchased Services	\$0	N/A
Supplies	\$109	Garfield Re-2 spent \$109 on student supplies.
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$3,000	Garfield spent roughly \$3000 on furniture for the lab facility.
Internet/Broadband Fees	\$1,498	Garfield Re-2 \$1,498. on cabling and other related costs.
Hardware (including computers, printers, etc. for student use)	\$16,343	Garfield Re-2 spent \$16,343. on hardware to make the CIS facility capable of supporting the online program. The majority of the funds were spent on a new T1 line and Cisco Systems hardware.
Software	\$381	Garfield Re-2 spent \$381.
Total Budget	\$198,357	

4504 - Karval Online Education

Total Budget: \$1,394,075

Total Students: 157

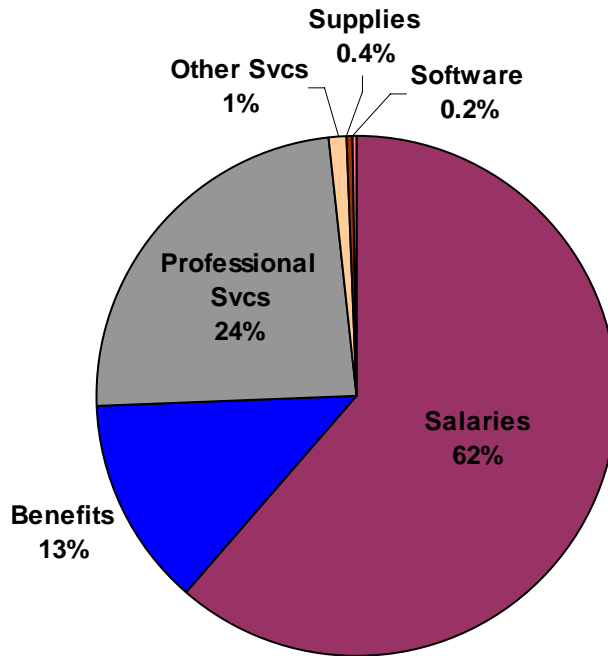


4504 - Karval Online Education / 1810 - Karval School District RE-23	Annual Budget	Program Budget Detail
Salaries	\$496,416	Admin, Teacher, Tech, Secretary
Employee Benefits	\$137,380	PERA, Health, Life, Unemployment, Medicare
Purchased Professional & Technical Services	\$19,901	Curriculum, Staff Development, Dual Credits, Special Ed., MAPS
Other Purchased Services	\$53,116	PowerSchool, BOCES, CSAP, Nurse, Advertisement
Supplies	\$22,582	Printing, Custodian, Fuel, Paper
Other	\$33,490	Dues, Fees, Referral Fees, Insurance, Phone, Postage, Travel, School Board Fees, Legal
Property Capitalized	\$178,277	Building, Garage, Storage, Land
Property Non-Capitalized	\$194,000	Capital Construction, Computers, Office Furniture, Safes, Emergency Funds, Cap: Building Roof
Internet/Broadband Fees	\$10,030	Eastern Slope, DSL, Student Internet Service
Hardware (including computers, printers, etc. for student use)	\$148,783	New Computers, printers
Software	\$100,100	Library, Courseware, A+
Total Budget	\$1,394,075	

Littleton Public Schools

Total Budget: \$45,818

Total Students: 3



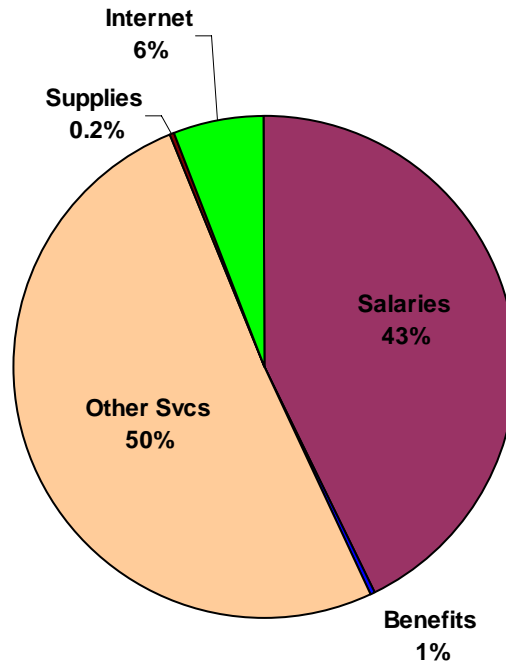
LPS Online / 0140 - Littleton 6	Annual Budget	Program Budget Detail ⁴
Salaries	\$28,137	0.5 FTE of \$56,274 actual salary
Employee Benefits	\$6,017	Estimated district cost per employee
Purchased Professional & Technical Services	\$10,864	PLATO subscription for instructional content K-8 library
Other Purchased Services	\$500	Professional development training of staff on PLATO management and reporting
Supplies	\$200	Classroom supplies
Other	\$0	No LPS@home expenditures in 08-09
Property Capitalized	\$0	
Property Non-Capitalized	\$0	
Internet/Broadband Fees	\$0	
Hardware (including computers, printers, etc. for student use)	\$0	
Software	\$100	Netnanny internet filtering software
Total Budget	\$45,818	

⁴For \$0 budget categories, LITTLETON notes the Program has no LPS@home expenditures in '08-09.

5451 - Mesa Verde Academy

Total Budget: \$119,029

Total Students: 32

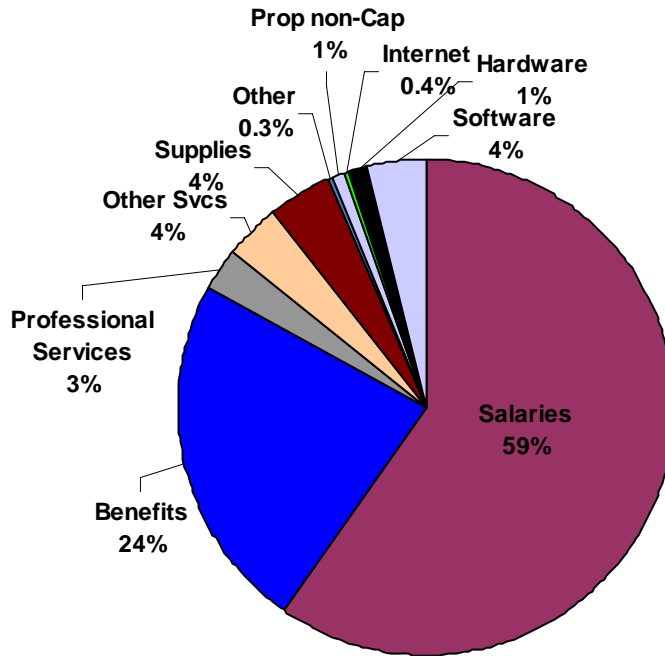


5451 - Mesa Verde Academy / 2035 - Montezuma Cortez RE-1	Annual Budget	Program Budget Detail
Salaries	\$50,766	Salaries
Employee Benefits	\$608	Program Secretary Benefits
Purchased Professional & Technical Services	\$0	N/A
Other Purchased Services	\$60,534	Novanet, SuccessMaker, Colorado Online, Plato
Supplies	\$282	Office Supplies
Other	\$0	N/A
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$0	N/A
Internet/Broadband Fees	\$6,840	Internet access to the City of Cortez
Hardware (including computers, printers, etc. for student use)	\$0	N/A
Software	\$0	N/A
Total Budget	\$119,029	

6520 - Monte Vista Online Academy

Total Budget: \$347,728

Total Students: 92

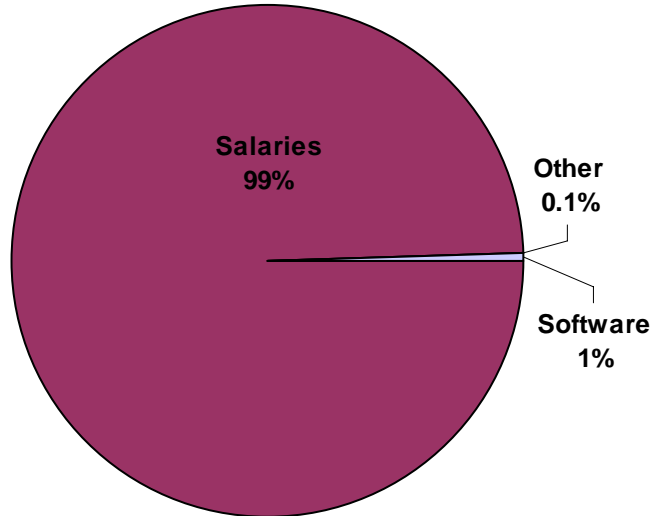


6520 - Monte Vista Online Academy / 2740 - Monte Vista School District C-8	Annual Budget	Program Budget Detail
Salaries	\$207,205	OLA Teacher Salary, OLA Support Salary, OLA Teacher Sub, OLA Special Ed Salaries
Employee Benefits	\$81,742	OLA Teacher Benefits, OLA Support Benefits, OLA Special Ed Benefits
Purchased Professional & Technical Services	\$10,000	Curriculum licensing
Other Purchased Services	\$12,500	Computer repair, travel, internet reimbursements
Supplies	\$14,000	OLA Supplies, OLA books/periodicals, OLA Electronic Media
Other	\$981	Misc
Property Capitalized	\$0	N/A
Property Non-Capitalized	\$3,000	computers, printers & other hardware
Internet/Broadband Fees	\$1,300	OLA share of District ISP costs
Hardware (including computers, printers, etc. for student use)	\$3,000	(0735)
Software	\$14,000	(0500)
Total Budget	\$347,728	

Poudre Online School

Total Budget: \$36,254

Total Students: 17

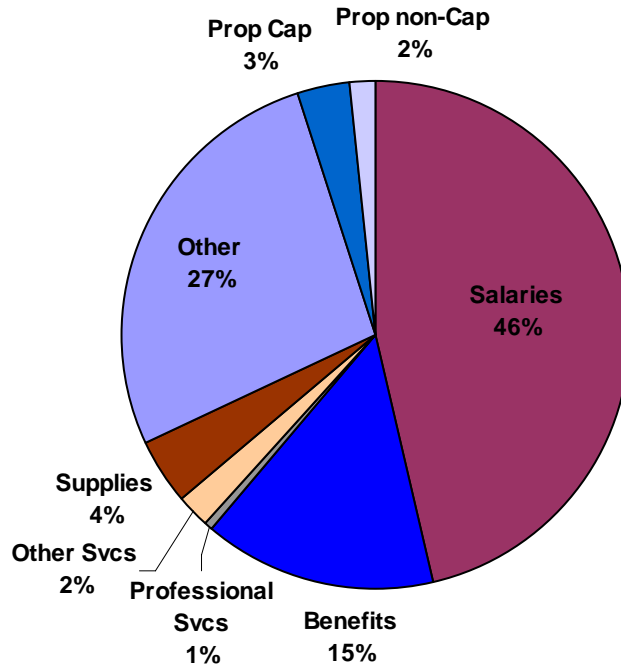


Poudre Online School / 1550 – Poudre RE-1	Annual Budget	Program Budget Detail
Salaries	\$36,008	The 17 online students counted in the 08/09 year included 1 full-time teacher, 1 half-time teacher, and 1 full-classified employee with a total salary of \$120,027 including employee benefits. It is estimated that 30% of their time was expended on these students. Not included in this figure is any salary allotment for Ben Johnson, the district Instructional Technology Coordinator, any IT support staff or administration.
Employee Benefits	\$0	Staff salaries above include employee benefit payments.
Purchased Professional & Technical Services	\$0	Payments for services such as Blackboard, Class.com, SoftChalk, United Streaming, etc. were purchased in previous years as part of supplemental online teaching in Poudre School District.
Other Purchased Services	\$0	Incorporated with district wide budgets
Supplies	\$0	Supplies were incorporated into the Outside Independent Study and Poudre Transition Center budget.
Other	\$40	Online teaching conference
Property Capitalized	\$0	Incorporated with district wide budgets
Property Non-Capitalized	\$0	Incorporated with district wide budgets
Internet/Broadband Fees	\$0	Internet Access is handled by the district's IT Department. While the online students do have access to a desktop / laptop lab between 8 - 4 every school ay, that material is also offered to students in the Outside Independent Study program.
Hardware (including computers, printers, etc. for student use)	\$0	Hardware is part of the Outside Independent Study program, and alternative transition center in the district.
Software	\$206	For the purchase of Camtasia software to create video and screen capture for work with students.
Total Budget	\$36,254	

Ridge Academy

Total Budget: \$297,500

Total Students: 203



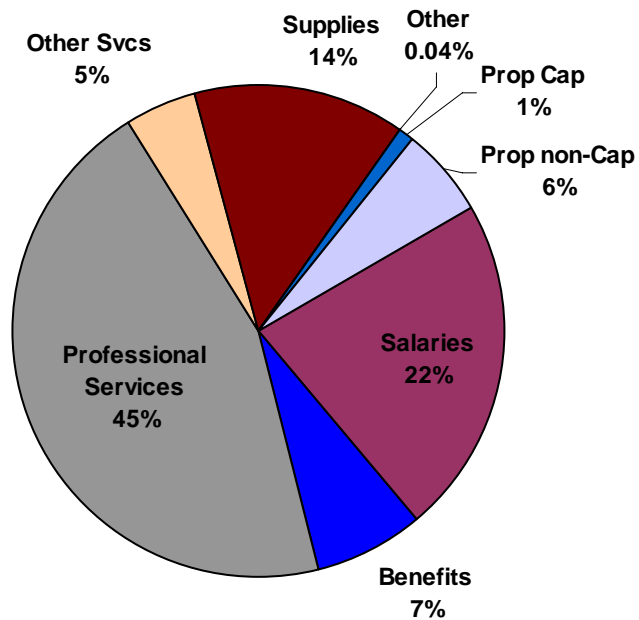
Ridge Academy / 2690 - Pueblo 60 School District	Annual Budget	Program Budget Detail ⁵
Salaries	\$138,000	Salaries for teachers, counselor, and other staff.
Employee Benefits	\$43,500	Benefits costs for staff.
Purchased Professional & Technical Services	\$2,100	Contracted technical services.
Other Purchased Services	\$6,400	Telephone, printing, advertising, postage.
Supplies	\$12,500	School supplies
Other	\$80,000	Facility Rental
Property Capitalized	\$10,000	Professional Development
Property Non-Capitalized	\$5,000	Instructional Improvements
Internet/Broadband Fees	\$0	Not part of the RIDGE Academy budget. It is included in the district budget.
Hardware (including computers, printers, etc. for student use)	\$0	
Software	\$0	
Total Budget	\$297,500	

⁵For \$0 budget categories in information technology, RIDGE ACADEMY notes these categories are not part of the Program's budget as it is included in the district budget.

9085 - VILAS Online

Total Budget: \$2,302,125

Total Students: 406



9085 - Vilas Online / 0260 - Vilas RE-5 School District	Annual Budget	Program Budget Detail
Salaries	\$510,264	The "Salaries" portion includes the administration salaries and the Administrative Support Staff. These positions include the Director, Site Coordinator, School Assessment Coordinator, Enrollment Secretary, Records Secretary, Technology Staff, Inventory Clerk, Student Advisor, Administrative Assistant, Reading Coach, Math Coach/Teacher, and the Special Education Instructor.
Employee Benefits	\$164,436	The "Employee Benefits" portion includes P.E.R.A. for admin, office, and any teaching staff where benefits have been approved by the board of education, insurance, Medicare, and any other administrative benefits applicable.
Purchased Professional & Technical Services	\$1,041,458	The "Purchased Professional & Technical Services" portion includes services purchased from curriculum writers who were paid to upgrade or rewrite some of the online courses as well as program technical writers who are versed in HTML, Flash, and other programs needed to enhance the online curriculum. "Purchased Professional & Technical Services" also includes advertising costs and special education services.
Other Purchased Services	\$106,500	Other Purchased Services" includes student internet services, administrative travel, special education travel, student tuition, telephone, and electrical expenses for the online administrative building.

9085 - Vilas Online / 0260 – Vilas RE-5 School District	Annual Budget	Program Budget Detail
Supplies	\$320,372	Supplies" includes postage/UPS freight, textbooks, CSAP testing costs, computer supplies, ink, paper, software, Compass curriculum annual fee, platform fee, student supplies, special education books, office supplies, natural gas for the online administrative building, and vehicle repair and fueling costs.
Other	\$937	Other" includes dues and fees, and other expenses.
Property Capitalized	\$25,802	Property Capitalized" includes building/garage construction, equipment, office furniture, and equipment costs.
Property Non-Capitalized	\$132,354	The "Property Non-capitalized" includes student computers, special Cap: education equipment and online server equipment required to house and deliver Vilas Online curriculum.
Internet/Broadband Fees	\$0	Internet fees are included in "Other Purchased Services".
Hardware (including computers, printers, etc. for student use)	\$0	Hardware fees are included in "Property Non-capitalized".
Software	\$0	Software fees are included in "Supplies".
Total Budget	\$2,302,125	



Colorado Department of Education
Unit of Online Learning
201 E. Colfax Avenue
Room 302
Denver, CO 80203
303-866-6897
www.cde.state.co.us/onlinelearning