

MAKING A SMART INVESTMENT: K-12 ONLINE LEARNING



Online Learning Definition

“Online, e-learning, virtual schools, digital courses – there are countless terms that relate to online learning, but may have different meanings for different people.” *John Watson Evergreen Education Group, Keeping Pace 2009*



K-12 Online Learning:

- ❖ **meeting the needs** for diverse groups of students (urban, suburban, rural)
- ❖ **expanding access** to rigorous, multimedia rich, engaging courses
- ❖ **ensuring access** to highly qualified teachers
- ❖ **developing** 21st century skills
- ❖ **continuity** of education for students with physical disabilities or prolonged absences from school because of illness
- ❖ **helping** at-risk students who need to retake courses, credit recovery to meet academic requirements
- ❖ **expanding opportunities** for ALL students
- ❖ **providing teachers** with new professional opportunities to teach online and blended instruction

K-12 Online Learning is Growing

- ❖ **K-12 Online Learning enrollments growing 30% annually nationwide**
 - ❖ 2000: 50,000 enrollments in K-12 online courses
 - ❖ 2003: 328,000 enrollments in K-12 online courses
 - ❖ 2005: 500,000 enrollments in K-12 online courses
 - ❖ 2008: 1,030,000 enrollments in K-12 online courses
 - ❖ 2009: est. 2,000,000+ in online and blended courses
- ❖ **Higher education online enrollments: 4 million**
 - ❖ 1 in 5 college students take an online course

New Solutions through Online Learning

- ❖ Nearly 70% of schools and districts are looking to online learning to offer Advanced Placement or college-level courses.
- ❖ 40% of public school districts in America today say they need online learning resources because certified teachers are not available for traditional face-to-face instruction.
- ❖ 60% of schools and districts say they need online learning for credit recovery.
- ❖ More than 50% need online learning to reduce student scheduling conflicts to graduate on time.

Online Learning Research

❖ Online Learning Expands Options

- ❖ “The first impetus to the growth of K-12 distance education was an interest in expanding educational options and providing equal opportunities for all learners.” (NCREL 2005)

❖ Is Effective: “Better”

- ❖ U.S. Department of Education Report of Online Learning Better than Face-to-Face (USED 2009)
 - ❖ U.S. DoE “ESETP”: Studies in West Virginia Spanish online, Louisiana Algebra online
- ❖ “One conclusion seems clear: on average, students seem to perform equally well or better academically in online learning.” (NCREL 2005)

K-12 Online Learning: A Smart Investment NOW More Than Ever

“States must overcome critical education challenges to survive and thrive in the 21st Century economy and provide quality educational opportunities to all students.”

Resource: iNACOL (International Association for K12 Online Learning)

http://www.inacol.org/research/docs/iNACOL_NowMorethanEver-Ir.pdf

K-12 Online Learning: A Smart Investment NOW More Than Ever

- 40% of public schools say they need online learning resources because **certified teachers are not available** for traditional face to face classrooms.
- 52% of middle schools and 15% of high school math teachers **did not have a major or minor** in math. (US Dept. of Ed. 2006)
- 40% of middle school and 11% of high school science teachers **did not have a major or minor** in science. (US Dept. of Ed. 2006)

K-12 Online Learning: A Smart Investment NOW More Than Ever

- Only 44% of high schools in the US **studied foreign languages** despite the rise in the global economy and that learning a second or third foreign language is mandatory in Europe and elsewhere.
- Two-thirds of **jobs created now require a college or post-secondary technical education**. Online college prep, AP, credit recovery and dropout prevention programs ensure students are ready for college.

Today's students also face unique educational challenges

“1 out of every 3 high school students and 1 out of every 2 African American high school students **fail to graduate from high school**. These students face a lifetime of economic challenge, earning 29% less than high school graduates and half as much college as graduates.”

The U.S. Census Bureau as reported by the Heritage Foundation, The Cost of Education,

<http://tinyurl.com/dxauuc>

Today's students also face unique educational challenges

“More than one in ten students has a learning need or disability qualifying him or her for special education. Despite significant investment in special education – such **students are twice as likely to drop out of school** and their families are less satisfied with their education.”

Students with Disabilities who Drop Out of School – Implications for Policy and Practice.

<http://ncset.org/publications/viewdesc.asp?id=425>

Today's students also face unique educational challenges

“Online learning provides **another alternative** for these students allowing them to learn with their peers in an environment removed from social, physical, and mental barriers and which can also meet their learning style that a traditional classroom may not provide.”





Wisconsin Virtual School (WVS)

- ❖ **WVS** is a state-led supplemental online program serving grades 6-12
- ❖ **WVS** is Wisconsin's Web Academy (WWA), a partnership between the Wisconsin Department of Public Instruction and Cooperative Educational Service Agency (CESA) #9
- ❖ **WVS** provides core content, electives, advanced placement, and credit recovery online classes taught by Wisconsin certified teachers
- ❖ **WVS** is managed by **CESA 9** since 2000



Students who participate:

- ❖ **Expelled**
- ❖ **College Bound**
- ❖ **Credit Deficient**
- ❖ **Schedule Conflicts**
- ❖ **At Risk**
- ❖ **Special Needs**
- ❖ **Home Bound**
- ❖ **Home Schooled**
- ❖ **Summer School**
- ❖ **Gifted or Advanced**



WVS Student Statistics 2008-09

- ❖ **WVS** student population represents 60% rural districts and 40% urban districts
- ❖ 83% of the students are between 16 and 18 years old.
- ❖ 142 school districts accessed courses through WVS in 2008-09.
- ❖ The top reason students take online courses is because the course is NOT offered in their school.
- ❖ The average grade for fall 2008-09 was 87%.
- ❖ The average time spent in the course is 121 days.
- ❖ The number of hours spent per week in the course is 6-7 hours.

2009 Summer School WVS Vital Stats

- ❖ 60 school districts in Wisconsin participated.
- ❖ 77 students (over half) took WVS Credit Recovery Courses.
- ❖ Algebra I, II, and English I, II, III, and IV were the most popular Credit Recovery courses.
- ❖ 73% of the students indicated they needed a summer session course for credit recovery.
- ❖ The average grade for a summer session course was 80%.
- ❖ The completion rate for the WVS Summer 2009 session was 81%.

2009-2010 WVS Preliminary Stats

- ❖ 28% growth in enrollments
- ❖ 167 schools are accessing courses this fall
- ❖ 4% of the students indicate they have an IEP or 504 Plan
- ❖ 2% identify they are expelled students
- ❖ 4% are taking an online course for credit recovery
- ❖ 40% are taking an online course because it is **NOT offered locally**

The Local Education Guide (LEG): Critical Ingredient for Success



- ❖ Critical to the success of most students in an online environment to have someone monitoring their progress, locally.
- ❖ Student contact and encouragement are the most important responsibilities of a LEG.
- ❖ WVS Case Study: Nine school districts
 - ❖ 3 year period – 6 terms
 - ❖ Completion rates between 70-100% on average (85% average completion rate)
 - ❖ Variety and number of courses (over 1000 courses of all types)
 - ❖ Average grade – 86%

Examples of Wisconsin School District Initiatives

- **Expanding curriculum** (AP, electives, foreign languages, middle school GT options, summer school)
- **Supplementing curriculum** (blended approach, using own teaching staff, temporary solutions)
- **Retaining enrollments** (potential dropouts, expelled, homebound, home schooled, Youth Options option)
- **Sustaining Programs and Positions**
- **Starting your own LOCAL virtual program or “virtual school.”**
- **Preparing students with 21st century skills** (Michigan’s mandatory graduation requirement, Life Skills, Career Planning)

Starting your own “virtual school”



Menomonie Virtual School

School Services

- ▶ [About Us](#)
- ▶ [Registration](#)
- ▶ [Course Options](#)
- ▼ [FAQ's](#)
 - [About The Program](#)
- ▶ [Resources](#)
- [School Handbook](#)
- [Staff Website Login](#)

Student Login

[Students Can Click Here to Login](#)

WELCOME

The Menomonie School District will add virtual opportunities for our students beginning with the 2009-2010 school year. The program was developed to better serve the unmet needs of some of our students and move toward preparing ALL students for the 21st century skills they will be required to demonstrate in their futures.

The School District of Menomonie will be partnering with the DPI Wisconsin Virtual School and WiscNet to provide viable course options for our students. WWA and WiscNet serve school districts, helping us provide virtual learning options for our students, including:

- Relevant courses in flexible locations in an asynchronous environment
- High quality, interactive courses aligned to state and national standards
- Middle school and high school level curriculum
- Over 70 different course options
- Semester courses for credit deficient students, and others unable to successfully participate in a traditional setting
- A solution for schedule conflicts, home-based learners, homebound, adjudication, truancy, expulsions, teen parents, special needs,...
- Modified rates of learning to accommodate the student – traditional, accelerated or extended
- The experience of online learning in preparation for future training in post-secondary educational and work environments. Students

Starting your own “virtual school”



Unified School District of Antigo Virtual School



[Home](#) [WVS Classes](#) [Newsletter](#) [Policy](#) [Goals](#) [Curriculum](#) [Student Contract](#) [LEG](#)



**Unified School District of Antigo
Virtual School**

**Personal Education Program
(PEP)**

**Sponsored by the Unified School
District of Antigo**



Cost of serving a “virtual” student locally

Note: Average expenditure per K-12 student (08-09) \$9,760.
 Open enrollment tuition estimate \$6,322 (FY09) per student.

| | Scenario 1 (one full-time virtual student) | | Cost/Year |
|---|---|----------------|----------------|
| | Semester 1 | Semester 2 | |
| Course Cost (6 per semester @ \$325 per 1/2 credit course) | \$1,950 | \$1,950 | |
| LEG Support approx. 1 hr per week for 36 weeks (Average teacher salary with benefits \$50,000/185 days = \$270/day, \$270/7 periods = \$39/hr.) | \$702 | \$702 | |
| Computer Purchase | \$800 | \$0 | |
| IT Support (30 min/month @\$39hr/ for 9 months) | \$88 | \$88 | |
| Internet Stipend (\$20 per month for 9 months) | \$90 | \$90 | |
| Cost per semester | \$3,630 | \$2,830 | \$6,460 |

Note: Computer may be provided if the student is full time virtual student at "home."

Note: Internet access may be provided if the student is full time virtual student at "home."

Note: \$5,660 (year two - no computer purchase)

The Bottom Line

- ❖ **Online learning** is a SMART Investment with a proven payoff for students, schools, and society.
- ❖ **Online learning** has been shown by research to be academically effective, providing student performance “as good or better” compared to F2F.
- ❖ **Online learning** is cost effective for providing necessary courses that are otherwise unavailable, leveraging our best teachers, addressing the dropout crisis, and serving students with unique educational needs.



Contact Information

- ❖ Wisconsin Virtual School offers curriculum review access for all our courses
- ❖ Contact WVS for an onsite visit, policy assistance, LEG training, program planning and development, etc.

Dawn Nordine, WVS Director

CESA 9

304 Kaphaem Road

P.O. Box 449

Tomahawk, WI 54487

Phone: 715-453-2141, Ext. 231

Cell: 715-891-1248

Website: www.wisconsinvirtualschool.org

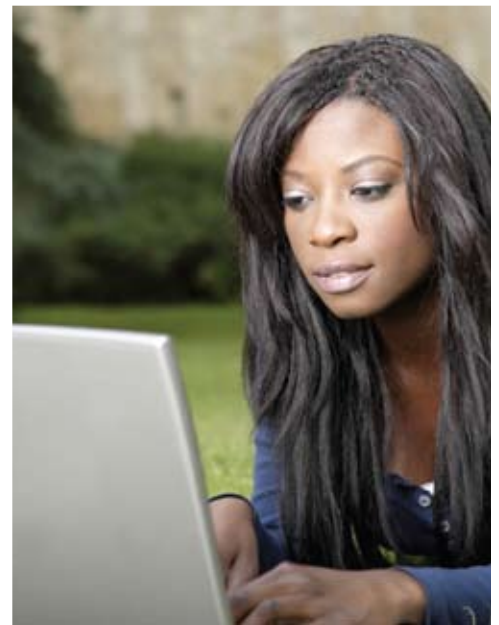
Email: dnordine@cesa9.k12.wi.us

K-12 Online Learning: A Smart Investment NOW More Than Ever

In times of great economic challenge, citizens look to policymakers for solutions that lay the foundation for a brighter tomorrow. **In K-12 education, one of the most promising and cost-effective solutions is quality online learning.** Many states have made an important initial investment in online learning. Since every dollar spent this year must count even more than ever, now is the time to preserve and expand investments in online learning. Here's why:

States must overcome critical education challenges to survive and thrive in the 21st Century economy and provide quality educational opportunity to all students.

- The most valuable and often scarcest resource in education is good teachers. 40% of public school districts in America today say they need online learning resources because certified teachers are not available for traditional face-to-face instruction — an increase of 38% since 2006.¹ Online learning extends the reach of our best teachers across the state and creates economies of scale in rural areas.
- Math and science education are absolutely critical to our states' and nation's economic competitiveness — but expert math and science teachers are in short supply. 52% of middle school and 15% of high school mathematics teachers did not have a major or minor in mathematics, while 40% of middle school and 11% of high school science teachers did not have a major or a minor in science.² Online learning provides an opportunity for high-quality math teachers in all schools.
- Despite the rise of the global economy, only 44% of high school students in the U.S. studied a foreign language in 2002, while learning a second or third foreign language is compulsory for students in Europe and elsewhere. Students in online foreign language courses have been shown to perform as well as those in face-to-face classes, including consistent improvement in performance year over year.³
- Two thirds of jobs being created now require college or post-secondary technical education⁴, and 90% of the fastest growing jobs require a college degree.⁵ Online college prep, Advanced Placement, credit recovery, and dropout prevention programs ensure that more American students are ready for college.



40% of our nation's high schools — particularly those serving low-income, minority and rural youth — do not offer any Advanced Placement (AP) courses.

- Advanced courses prepare students for college success while saving college costs. While the number of minority students taking Advanced Placement (AP) exams has increased by 81% since 1999⁶, as of 2006 more than 40% of our nation's high schools — particularly those serving low-income, minority, and rural youth — did not offer AP courses.⁷ Online learning can provide access to every Advanced Placement course available to every student in a state.
- Our educational challenges are unevenly distributed. All of the issues described above are even more pronounced for our minority students, low income students, and students in rural areas. Online learning ensures equity and quality educational opportunities to every student regardless of zip code.

Today's students also face unique educational challenges.

- One in every three high school students and one in every two African American high school students fail to graduate from high school. These students face a lifetime of economic challenge, earning 29% less than high school graduates and half as much as college graduates.⁸
- Nearly half (47%) of those who drop out of high school say they did so because their classes were not interesting; 43% say they missed too many classes and could not catch up.⁹ Online learning provides an engaging, educationally sound and cost effective way to recover credits and prevent dropouts.
- Only 32% of all students leave high school qualified to attend four-year colleges¹⁰ and over a million incoming college students must take remedial courses to acquire basic academic skills in math and reading in order to take and comprehend entry-level college courses.¹¹ Online learning provides another opportunity for students to learn and acquire these skills before entering college.
- More than one in ten students has a learning need or disability qualifying him or her for special education. Despite significant investment in special education — involving costs up to double that of educating a non-disabled student — such students are twice as likely to drop out of school and their families are significantly less satisfied with their education.¹² Online learning provides another alternative for these students allowing them to learn with their peers in an environment removed from social, physical, and mental barriers and which also may meet their learning style that a traditional classroom may not provide.



Online learning ensures equity and quality educational opportunities to every student regardless of zip code.



- Another one in ten American students has been designated as gifted and talented by virtue of IQ and special skills. Online learning allows these students to accelerate their studies, take advanced courses, and concentrate on their special talents while covering their academic bases.
- Young people surround themselves with technology in all aspects of their lives, and education institutions focused on the future are learning to make constructive use of this fact. In one recent study, students who listened to classroom lectures via podcast actually outperformed those who'd attended in person.¹³
- Today's students need a unique set of "21st century skills" to thrive in the global economy. Such skills include technology skills, time management skills, and global awareness. Online learning has been demonstrated to develop these 21st century skills¹⁴ so much so that several states, including Michigan and Alabama, now require all high school students to take at least one online course to graduate.

Our schools and districts cannot meet all of these challenges through traditional face-to-face instruction and are clamoring for increased online learning resources.

According to a January 2009 report by the Sloan Consortium:¹⁵

- More than 75% of schools and districts say they need online learning to offer courses not otherwise available.
- More than 75% of schools and districts need online learning to meet the needs of specific groups of students.
- Nearly 70% of schools and districts are looking to online learning to offer Advanced Placement or college-level courses.
- 60% of schools and districts say they need online learning for credit recovery and more than 50% need online learning to reduce student scheduling conflicts.
- Two-thirds of districts with students engaged in online learning expect their online enrollments to grow.
- The number of students engaged in online courses through their districts is now more than a million, a 47% increase since 2006.



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The bottom line: Online learning is a SMART INVESTMENT with a proven payoff for students, schools and society.

Online learning has been shown by research to be academically effective, providing student performance “as good or better” compared to face-to-face instruction.¹⁶ Online learning has also demonstrated that it can cost-effectively meet urgent educational needs by providing necessary courses that are otherwise unavailable, leveraging our best teachers, addressing the dropout crisis and serving students with unique educational needs. Preserving and expanding investments in online learning will help ensure a brighter future for our children and our nation as a whole.

Endnotes

¹ The Sloan Consortium, K-12 Online Learning: A 2008 Follow-up of the Survey of U.S. School District Administration (January 2009).

² U.S. Department of Education, Schools and Staffing Survey, www.ed.gov

³ Research Findings from the West Virginia Virtual School Spanish Program, 2006, http://wvde.state.wv.us/evaluation/pace_findings.htm

⁴ Strong American Schools, <http://www.strongamericanschools.org/sas-says-facts>

⁵ U.S. Department of Education, Expanding the Advanced Placement Incentive Program, <http://tinyurl.com/czrh2j>

⁶ National Center for Education Statistics, Status and Trends in the Education of Racial and Ethnic Minorities, 2007, http://nces.ed.gov/pubs2007/minoritytrends/ind_3_13.asp

⁷ U.S. Department of Education, Expanding the Advanced Placement Incentive Program, 2006, <http://www.ed.gov/about/inits/ed/competitiveness/expanding-apip.html>

⁸ The U.S. Census Bureau as reported by the Heritage Foundation, The Cost of American Education, <http://tinyurl.com/dxauuc>

⁹ Civic Enterprises for the Bill and Melinda Gates Foundation, 2006, <http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06FINAL.pdf>

¹⁰ Public High School Graduation and College Readiness Rates in the United States, 2002, The Manhattan Institute, www.manhattan-institute.org

¹¹ Strong American Schools, <http://www.strongamericanschools.org/edin08pr/4188>

¹² Students with Disabilities who Drop Out of School—Implications for Policy and Practice, National Center on Secondary Education and Transition, <http://www.ncset.org/publications/viewdesc.asp?id=425>

¹³ iTunes University Better Than the Real Thing, New Scientist, February 18, 2009, <http://www.newscientist.com/article/dn16624-itunes-university-better-than-the-real-thing.html>

¹⁴ Virtual Schools and 21st Century Skills, iNACOL and the Partnership for 21st Century Skills, www.inacol.org

¹⁵ The Sloan Consortium, K-12 Online Learning: A 2008 Follow-up of the Survey of U.S. School District Administration (January 2009).

¹⁶ NCREL Synthesis of New Research on K-12 Online Learning, 2005, North Central Regional Education Laboratory/Learning Point Associates, www.ncrel.org/tech/synthesis/



Online learning extends the reach of our best teachers across the state and creates economies of scale in rural areas.