

# Pilot Programs

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Per Colorado Revised Statute (C.R.S.) 22-30.7-112(2014), the OTF is charged to identify pilot programs that meet the unique challenges of on-line schools by providing innovative strategies for providing on-line education, “including strategies for enhancing and measuring student academic growth and success.”

The top five ranked pilot programs were agreed to by the OTF members for continued recommendation:

## 1. Measures of Student Achievement

The use of objective, verifiable, and multiple measures of student achievement as indicators of school quality is absolutely necessary, but a comprehensive accountability measure requires multiple data points. The current accountability system in Colorado is heavily based on singular assessments, and it has a misalignment of incentives and consequences for schools, teachers, students, and parents.

Suggested Deletion
“,and it has a misalignment of incentives and consequences for schools, teachers, students, and parents.”

Suggested Addition
Multiple data points beyond state assessments can and should be used to determine accountability. The use of objective, verifiable, and multiple measures of student achievement as indicators of school quality is absolutely necessary, but a comprehensive accountability measure requires multiple data points.

Some educational providers in Colorado have begun to use school-specific composite accountability measures that could be used for further study in the pilot program(s) that may provide schools with in-depth analysis and explanation of academic, financial, and organizational performance outcomes for the purpose of demonstrating repeatable results in multiple settings.

Suggested Addition
In no way should the pilot move towards accountability that would include different outcome standards between traditional and online students.
Anything that is included in this pilot should ensure that the pilot has high-quality, outcomes-based quality assurance metrics.
Other objectives could include the following: <ul style="list-style-type: none"><li>• Historic SPF data</li><li>• Formative Assessments</li><li>• UIP</li></ul>

- How the school is performing in the following areas of :
  - School Wide Planning
  - Curriculum
  - Instruction
  - Classroom Assessment and Evaluation
  - Adoption of a performance-based, time-flexible state assessment

**2. Student Academic Needs**

\*Language from Gretchen regarding differing needs (IEP, ELL, GAT, etc.). Need an example of a pilot program to craft an example or flesh out the description of this pilot\*

**3. Student Count Process**

<b>Suggested Change</b>
<b>Student Count Process/Competency-Based Funding Models</b>

To use a student-count process that is based on course completion and student competency rather than enrollment (from C.R.S. 22-30.7-1113).

<b>Suggested Addition</b>
<b>Improved student count measures</b>

For all schools, but particularly for online and blended learning, any student count model needs to de-emphasize seat time. A step toward a competency-based system could be achieved by implementing a count process based on participation in the form of work completion rather than seat time. A pilot program would provide an opportunity to study the details of a participation-based count no matter what student count model is used in Colorado.

<b>Suggested Change</b>
A pilot program would provide an opportunity to study the details of a participation-based count, <b>or outcomes-based counts</b> , no matter what student count model is used in Colorado.

<b>Suggested Addition</b>
<b>Course-level, proportional &amp; competency-based funding</b>
The stakeholder group should explore how to implement course-level, proportional, and competency-based funding for schools. There are several educational systems currently exploring these concepts that can be utilized as relevant examples. In these models, students are able to earn recognized course credit for taking a number of digital courses from a choice of providers outside the school or district where they are enrolled. This model creates a system where schools can explore course-level, proportional, and competency-based models and move away from a seat time requirements.

<b>Suggested Addition</b>
it is important to be clear on what CBE is:
1) Students advance upon demonstrated mastery.

2) Competencies include explicit, measurable, transferable learning objectives that empower students.
3) Assessment is meaningful and a positive learning experience for students.
4) Students receive rapid, differentiated support based on their individual learning needs.
5) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions. - See more at: <a href="http://www.christenseninstitute.org/competency-vs-mastery/#sthash.AVbWXNpi.dpuf">http://www.christenseninstitute.org/competency-vs-mastery/#sthash.AVbWXNpi.dpuf</a>

<b>Suggested Addition</b>
<b>Other Objectives to consider:</b>
Modified school calendars
Local school board policy changes
Collaboration between school districts, BOCES, and IHE's to specifically meet students' needs, passions, and learning styles. Look at the California Independent Study schools, how do they address funding?
Pilots that instruction is paced to learning needs tailored to learning preferences and tailored to the specific interests of different learners.
Funding models that show specific teacher and mentor support unique staffing models and budget efficiencies.
Districts that are proving student-based budgeting models

<b>Suggested Addition</b>
<b>College Readiness</b>
Ensuring meeting requirements for college acceptance
Programs and pilots with a program focus of fulfilling new grad requirements and students ICAPS

#### 4. Tiered Interventions

<b>Suggested Change</b>
<b>Student Academic Needs/Tiered Interventions/Requirements and Responsibilities for Student Success</b>

To examine methods of using tiered interventions in on-line education to support individual students through a well-integrated system that is matched to students' academic, social-emotional, and behavioral needs (from C.R.S. 22-30.7-1113).

In order to serve students, online schools, in partnership with parents, need to initiate interventions and practices to support the individual students based on a well-integrated system that is matched to students' academic, social-emotional, and behavioral needs.

<b>Suggested Addition</b>
<b>Raising student success and performance through tiered interventions</b>
Explore how students can be supported through the use of tiered interventions. In order to serve students, online schools in partnership with parents need to initiate interventions and practices to support the individual students based on a well-integrated system that is matched to students'

academic, social-emotional, and behavioral needs.
<b>This other section of the report could include:</b>
<b>Determine the student requirements and responsibilities associated with success in online education</b>
Online education is an excellent choice for many, but not all, of Colorado’s students. The transition to an online education may be difficult, misunderstood, or not the appropriate educational path for the student. In order to serve these students and ensure their success, student, parents, and online schools all need to understand and accept their requirements and responsibilities.
<b>Other Objectives could include:</b>
Creative onboarding activities that ensure compliance and readiness of online learning for both students and parents.
Instructional services and procedures are provided to students to address individual needs
Evidence of Online teachers regularly adapting courses and learning activities to meet students’ needs.
Before and after school interventions
Comprehensive social and career pathway support that focuses interventions for individual student needs.
Programs that offer flexible grouping in an online and blended environment
Parental Involvement programs in an online and blended environment
Online programs that offer a strong Early Literacy Interventions
Cultural Awareness programs in an online and blended environment
Independent Study and pathway schools and programs
Programs that offer scheduling accommodations for teacher training in personalized instruction
Programs that offer creative personalized learning spaces for online and blended students
Creative staffing and student level support
instruction that is paced to learning needs, tailored to learning preferences and tailored to the specific interests of different learners

## 5. Requirements & Responsibilities for Student Success

To identify and explain the requirements students must meet and the responsibilities that students must accept to succeed in on-line education (*from C.R.S. 22-30.7-1113*)

Online education is an excellent choice for many, but not all, of Colorado’s students. The transition to an online education may be difficult, misunderstood, or not the appropriate educational path for the student. In order to serve these students and ensure their success, student, parents, and online schools all need to understand and accept their requirements and responsibilities.

<b>Suggested Addition</b>
A pilot should study ways in which state policy could make it possible for virtual schools to assess the readiness of potential students to succeed prior to enrollment. As the Illinois Commission on virtual schooling reported, there is probably no “bright line test” of virtual school readiness, state policy options to require schools to establish criteria for enrollment based on existence of needed student supports should be evaluated.