

Florida 2.0 Digital Learning Group

Institutional Reform

Overview: Institutional Reform

- Vision
- Background
- Florida Status
- Next Steps
 - Examples from other states and school districts
- Discussion

2.0 Institutional Reform

What is the role of the state and what policies should be advanced?

- Policy
 - Customization and Choices
 - Quality and Accountability
 - Competency-Based Education
- Funding
 - Achievement-Based Funding

Vision

*Harness the power of technology
to prepare all students to succeed
in college and 21st century careers*

Background: Digital Learning

Digital Learning: learning facilitated by technology that gives students some element of control over time, place, path and/or pace.

- Anywhere
- Anytime
- Interactive
- Adaptive
- Data-Rich

Background: Blended Learning

“Blended learning is any time a student learns, at least in part, at a supervised brick-and-mortar location away from home and, at least in part, through online delivery with some element of student control over time, place, path, and/or pace.” (Michael Horn)

“Blended learning is a shift to an online environment, for at least a portion of the student day, made to improve learning and operating productivity. First, this definition of blended learning means that technology is core to instructional delivery and it incorporates some student choice over time, location, and/or rate. Second, it requires differentiated (different levels) and distributed (different locations) staffing.” (Tom Vander Ark)

“Courses delivered in the traditional school setting by personnel providing direct instruction through virtual instruction or through blended learning courses consisting of both traditional classroom and online instructional techniques pursuant to s. 1003.498.” (Florida Law)

Types of Blended Learning

Virtual Blending

- Part-time / Individual Online Courses
- Anywhere, Anytime
- Students and Teachers in difference locations

Blended Brick-and Mortar

- Full-time
- Supervised Setting
- Students and Teachers in the same location

Background: Choices

- State Virtual School
 - Not-for-Profit: Michigan
 - Charter: Arizona, Indiana
 - Dept. of Education: Washington
- District Virtual Charter with Statewide Access
 - Tennessee, Virginia
- Online Program with Multiple Providers
 - Missouri, Ohio, West Virginia
- Blended Schools
 - Rocketship, Carpe Diem, K12 Flex

Florida: Choices

- Choices:
 - Florida Virtual School (Statewide)
 - District Virtual Instruction Programs (District)
 - Virtual Charter Schools (District)
 - Blended Schools (District and Charter)

Next Steps: Choices

- Florida's Charter Law
- Florida's High Performing Charter Law
- Florida Charter Growth School Fund
- Innovation-Achievement Zones: Louisiana Recovery School District
- Competitive Grant Program for Transition: Rhode Island
- Regulatory Relief
 - Class-Size

Florida: Quality and Accountability

- Florida's Data Warehouse
- School Accountability
 - Data-Based: Proficiency and Progress
 - Range of Performance: A-F School Grades
- Teacher Effectiveness
 - Data-Based: Annual Growth
 - Range of Performance: Four Levels

Next Steps: Quality and Accountability

- “Data Backpack”
- Use of Data to Improve Instruction
- Course Numbering System
- Accountability for Outcomes
 - District of Record, School of Record, Teacher of Record
- Accountability for Providers
 - Individual Online Courses
- Measures of Quality
 - Competency
 - Proficiency
 - Progress

Background: Competency-Based Learning

Definition:

- Students advance based on mastery.
- Competencies include explicit, measurable, transferable learning objects that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Student receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and create of knowledge, along with the development of important skills and dispositions.
 - International Association of K12 Online Learning

Background: Competency-Based Learning

- Advancement Based on Mastery, Not Time
 - No Carnegie Unit
 - No “seat-time” (minimum number of instructional hours and/or school days)
 - No social promotion
 - High School Redesign – New Hampshire
- Demonstrating Mastery
 - “Annual” Assessment
 - Badges
 - End-of-Course Exams
 - Portfolio

Florida: Competency-Based Learning

- For more than thirty years, Florida has had a high school exit exam.
 - In 2002, test was raised from an 8th grade test to a 10th grade test. Students had to earn a level 2 in math and reading to earn a high school diploma.
 - In 2012, students must score on grade level to earn a diploma.
- In 2002, Florida ended social promotion for students who couldn't read by the end of the third grade.
 - Results: Illiteracy in the third grade dropped from 29% in 2000-2001 to 5.9% in 2009-2010.
- Florida is implementing a comprehensive plan for end-of-course exams.

Next Steps: Competency-Based Learning

- Competency-Based System
 - Implications for College and Workforce Recognition, Scholarship Programs, Military, NCAA, Florida High School Athletic Association

Background: Achievement-Based Funding

- Funding based on achievement, not attendance
- Funding follows the student to the school or course that provides them with the best opportunity for achievement

Florida: Achievement Based Funding

- Florida funds based on Full-Time-Employee (FTE)
- Florida funds upon completion for virtual courses
- Florida School Recognition Program
- Advanced Placement Teacher Bonuses

Next Steps: Achievement-Based Funding

- Implications for funding different models
 - Virtual, Blended Brick-and-Mortar, Traditional Brick-and-Mortar
- Mastery-based funding models – Utah, Arizona

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