Meeting Information

Date: May 24, 2017
Location: Natrona County School District #1 Central Services Building located at 970 N. Glenn Road in Casper
Time: 9:00 am - 3:30 pm
Attendees: **Brent Bacon, Shelley Hamel**, Jed Cicarelli, Kim Morrow, Laurel Ballard, Robin Grandpre, Lori Thilmany, Amy Starzynski, Andrea Johnson, Richard Parker, Steve Hopkins, Jeff Verosky, Zeta Anderson, Angelique Littlejohn, R.J. Kost, Summer Stephens, Representative Freeman, Nick Bellack, Mike Maloney, Nancy Johnson, and Katie Swistowicz
Guests: Drew Walker, Bob Jensen, Tanya Sisneros, and Rick Skutela

Agenda

Time	Agenda Item
9-9:30	Welcome, Introductions & Icebreaker
9:30-9:50	Timeline, Work Plan Highlights, and Rules Revisions Process
9:50-10:20	Statewide LMS Progress Update
10:20-10:30	Intro into ADM Calculations
10:30-10:45	Break
10:45-noon	Chapter 8 Emergency Rules - ADM calculation methodology recommendations
	Chapter 41 Emergency Rules - Attendance documentation
noon-1	Lunch (on your own)
1-3	ADM Calculation and Documentation continued
3-3:15	Public Comment
3:15-3:30	Next Steps and Future Meetings

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Notes:

Icebreaker: The committee broke into five groups and were asked to come back to the table with one word to describe the virtual education committee work: visionary, virtual, innovative, guided-consistency and techup.

Timeline:

- Chap 8 & Chap 41 emergency rules revisions around the ADM calculation and documentation are the first priorities.
- The disaggregation of assessment reporting for full-time virtual students
    - Because full-time students are assigned to brick and mortar schools, the DETF made the recommendation to separate out the data to assess how the students in online are performing.
    - The separate assessment and WAEA reporting will provide more transparency and a way for parents and the state system of support and other programs to identify the efficacy of online learning and address any shortcomings.
- WSN website
    - The site is developed and is now being refined by collecting stakeholder input and feedback.
    - The 2017-18 courses will be posted to the site with an anticipated launch of fall 2017.
- In addition to emergency rules revisions, the regular rules revisions process will need to occur.
    - The definition of virtual ed courses need to be more fully developed to help districts clearly identify courses that fall into this category for more accurate reporting and support.
    - The statewide LMS requirements for attendance and student monitoring documentation.
        - Can parents sign up their students for VE courses without going through their resident district?
            - It depends on whether or not they want the resident district to record the credit on the student's transcript.
    - The responsibilities of the primary enrollment districts will be described.

Statewide LMS Initiative

- The work on the LMS began late fall 2016 and has been in progress since then to find an LMS for the community colleges, UW and the 48 school districts to utilize.
- The DETF recommended the statewide LMS to facilitate the process of districts offering online courses across the state.

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- Working on one login (single sign-in) for all K-12 and postsecondary brick and mortar and virtual education courses and content.
- One LMS will facilitate the process of supporting students in the online environment.
- Working on a way to fund the LMS since the appropriation wasn't included in the passing of SF35.
- Working on offering professional development for the technical and support staff as well as the administrators and classroom teachers.
- The state is planning on going with Canvas because UW just renewed their contract.
  - WDE is working on behalf of K-12 and all 48 school districts.
  - UW and five community colleges are also working on the initiative.
  - Trying to get contract negotiations done by the end of June.
  - Training will occur during the 2017-18 school year.
  - An LMS strand is included in the Innovations in Learning conference Nov 2-3 and Canvas will also provide training the afternoon of the 3rd.
- Districts will have a cost burden associated with joining the LMS and there are some technical issues to also be addressed.
  - There is a challenge with syncing information from the LMS with the SIS but there is development work being done to address this issue.
  - Canvas (owned by Instructure) is the vendor and Kimono is the integration tool used to sync the LMS with the SIS but right now two way integration is a struggle.
  - PowerSchool has gone through an update that provides for two way integration but the postsecondary student information system Colleague and the K-12 Infinite Campus are not quite there.
- In the contract pricing, there will be separate components that the WDE will pay for and components that the school districts will have to pay for.
  - WDE will pay for the integration.
  - There are six districts using Canvas so those integration costs won't be incurred.
  - Any existing Canvas contracts in the districts will be moved to the negotiated state pricing which will be less than they are paying now.

ADM Calculation Methodology

Amy wondered if course completion could be interpreted as "completion of academic benchmarks" but Laurel explained that the focus would be more on meeting instructional time.

Amy also wondered if we could define "present" and "absent" differently for the purposes of taking virtual education attendance.

Representative Freeman asked how ADM is calculated - by the day or by the class. Jed and Kim explained that it is calculated by the day in elementary and by the class at the higher

grade levels. Also, it is calculated based on the number of days the student is in membership which means excused absences are included in the days of average daily membership.

Kaitie told us Fremont 21 had a method of tracking students in their progress online (time online, work submitted, etc.) when they had the WeAVE virtual education program. If students weren't meeting those requirements, then they were required to attend the brick and mortar school and their "seat time" was tracked for attendance.

Angelique pointed out that when looking at Solution 2, you have to consider that the 1100 hours will not be entirely online. The minimum hours will need to be adjusted for virtual ed courses.

Mike made the point that the example we're working off of is perfect attendance and asked if a student only shows up once every 10 days would they still get the ADM for that student in brick and mortar. In theory that scenario would hold but in reality schools would intervene in those instances. The same is true in virtual education, Angelique explained that WyVA has a set protocol once a student falls behind. Mike was trying to point out that there has to be an expectation that is between the two extremes (perfect attendance or minimal participation).

Representative Freeman explained that from the legislative perspective, legislators don't want to fund a student only showing up once every ten days. At the other end of the spectrum, they don't want to fund over one ADM if a student finishes a course early and advances to the next grade level in a school year. For example, if a student finishes a course before the school year is over and are advanced to the next course, the ADM will be the same as students who stay in one course all year.

Katie said that the balance is the performance ratings the school receives. She pointed out that we are a small state and that a bad reputation sticks so chasing the money (full funding even if a student is only showing up once every 10 days) will not be something districts will want to do.

After the committee broke into three groups and discussed the two ADM solutions proposed by the Virtual Education Funding Committee, they agreed to the following parameters for virtual education calculation methodology:

- Full ADM should be awarded for completed courses even when a student finishes early and regular "attendance" is no longer being taken
- Districts should determine the participation requirements for the virtual education courses they offer and teachers should verify attendance based on those requirements
- The participation requirements for virtual education shall be based on active engagement (not just logging on to an LMS and not completing work) and course participation and the requirements for each class should be included on the WSN website

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Open Action Items

- ❏ Schedule meetings through August

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