Virtual Learning Reporting Technical Assistance

As part of RI's efforts to improve access to quality blended and online learning, RIDE collects information from LEAs about virtual learning education opportunities. This information fulfills the annual reporting responsibility required by the RI Statewide Virtual Education Act. More importantly, this is valuable information that informs RIDE where additional technical assistance and resources are needed to ensure implementation of high quality virtual learning opportunities across Rhode Island.

The required reporting elements include information about the following:

- **Virtual course participation rates** with participation information disaggregated for core content areas
- **Expenditures related to virtual education** in aggregate and by district

This information is collected from districts through the **Teacher Course Student (TCS)** and **Uniform Chart of Accounts (UCOA)** data collections.

Teacher Course Student (TCS) Data

There are three ways that LEAs report on the setting in which instruction is taking place in the TCS data collection. Data managers and those scheduling courses should refer to the [SECTIONSETTINGID] found in the TCS Data Collections Specification on the RIDE web site. The following definitions and examples further clarify this data element.

1. **Classroom**
   Instruction takes place mainly in a ***traditional classroom setting*** in a traditional brick-and-mortar building with a teacher present. Use of technology or online content is not an integral part of teacher instruction. Online content may be used as a supplement for students to research information or for some students to do extra study on their own.

2. **Hybrid**
   Hybrid learning, often referred to as ***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.*** The difference from supplemental online content is that in blended learning situation the online content is an integrated component of instruction.
   Some examples include, but are not limited to:
   - A classroom or course in which the educator makes use of open educational resources (OER) or content such as Kahn Academy, CK12, Thinkfinity, Sophia, etc. in the instruction;
   - A classroom or course in which the educator makes use of purchased online content such as Edginuity, DreamBox, Compass Learning, Raz Kids, NovaNet, Read180, etc. in the instruction;
   - A classroom or course in which the educator uses flipped classroom strategies;
   - A classroom or course that makes regular use of online or digital tools;

> **In a blended learning situation, the online content is an *integrated* component of instruction.**

> ***Who is the Teacher of Record in a HYBRID setting?*** *The teacher of record is the educator who is primarily responsible for the instruction that takes place in the classroom.*

For more information on blended learning visit:
- What is Blended Learning? (video) http://vimeo.com/78871778
- Reimagining Teaching and Learning - http://www.ride.ri.gov/StudentsFamilies/EducationPrograms/VirtualLearning/ReimaginingTeachingLearning.aspx

3. **Online**
Instruction and content are ***primarily delivered over the Internet*** with an instructor in a location other than the supervised brick-and-mortar location.

Some examples include, but are not limited to:
- Courses offered through Virtual High School (VHS) and Virtual Learning Academy (VLA);
- Online dual-enrollment courses;

Who is the Teacher of Record in an ONLINE setting?
The teacher of record is the educator who is primarily responsible for the instruction that takes place in the online classroom.

Regulations Governing Virtual Learning Regulations in Rhode Island:
In order to ensure that appropriately qualified or certified instructors are providing online credit-bearing coursework, instructors shall meet one of the following requirements
 a) *K-12 teachers providing online instruction directly to students in an online environment shall be content certified in the state from which they are providing the online content; or*
 b) *K-12 site-based teachers who are responsible for supervising students participating in credit-bearing online coursework that is not provided directly by an online instructor shall have appropriate Rhode Island content certification; or*
 c) *Instructors providing instruction for dual enrollment courses, which are identified as credit-bearing courses, shall be appropriately qualified from an accredited post-secondary institution.*

Uniform Chart of Accounts (UCOA) Data

The two UCOA data elements relating to Virtual Learning expenditures include Virtual Classrooms (53221) and Supplemental Instructional Programs (53222). Business managers and those entering related UCOA data should refer to the UCOA Accounting Manual found on the RIDE web site. The following definitions and examples further clarify these data elements.

1. **Virtual Classroom - UCOA 53221**
This UCOA element is described as "Fees paid to third party vendors for "Virtual Classrooms" that provide instructional programs via the Internet. It includes instruction provided via the Internet in lieu of face-to-face instruction time." Examples include: Online courses provided through organizations such as Virtual High School and Virtual Learning Academy.

2. **Supplemental Instructional Programs - UCOA 53222**
This UCOA element is described as "Fees paid to third party vendors for web-based programs that are a supplement to instruction (not in lieu)." Examples include: Content used in a Hybrid or blended learning environment such as Read180, DreamBox, Raz-Kids, Compass Learning, NovaNet, Edginuity, etc.

Monitoring Student Progress in Online Settings

Whether in a traditional **Classroom**, **Hybrid** or **Online** setting, LEAs are responsible for student learning progressions and competencies regardless of where the learning takes. Local policy and practice must include details on how students demonstrate proficiency and the evidence collected and documented by LEAs that support rigor and student progression through a course.

Some examples of collecting and documenting evidence in this situation may include, but are not limited to:

- Verifying participation such as when students log on and off of their computers, and logging when students call or contact their teachers through email or other modalities; and
- Monitoring student performance through the online program assessments, local formative and summative assessments, as well as state administered assessments.

State Required Attendance Reporting

High-quality, detailed attendance data provide schools, districts and the state with information that can be confidently used to guide improvements in policy and personalized learning practices. The Attendance data submission is an existing submission that LEAs have been submitting to RIDE since the 2008-09 school year on a daily basis. State level attendance data is required and includes information for every school day for every student describing the student's attendance in a school regardless of the instructional modality. The flexibility occurs at the local level in regards to how student participation and attendance in hybrid and online settings occurs through the collection and documentation of evidence as stated above.

Hybrid and Online Setting Scenarios:

- A student is considered present if physically present in a brick-and-mortar classroom.
- A student is considered present if engaged in learning and the school has supporting evidence.