Recommendations of Definitions Related to Online Learning

RESPECTFULLY SUBMITTED TO
THE JOINT EDUCATION OVERSIGHT COMMITTEE

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Ohio | **Department of Education**

Introduction

This document has been prepared for the Joint Education Oversight Committee pursuant to a statutory request for proposed definitions related to online learning, the processes used to ensure learning opportunities are being appropriately provided and ensuring students are appropriately engaged in those opportunities. Online learning is an important part of Ohio's education system. It is one way the vision of the state's Strategic Plan for Education, *Each Child, Our Future,* is made manifest — where *"each child is challenged to discover and learn, prepared to pursue a fulfilling post-high school path and empowered to become a resilient lifelong learner who contributes to society."*

Online learning provides a meaningful opportunity for students and families to choose a mode of acquiring knowledge and skills that, for some students, is more effective, meaningful and responsive to an individual student's needs or circumstances than the more traditional school-based learning. Ohio desires to have an online learning sector that is of high quality, appropriately funded and accountable for results. Clear definitions are an important aspect of any regulatory environment. The recommendations in this report are offered in the interest of continuing to support Ohio's efforts to ensure fairness and accountability within its education system.

Online Learning in Ohio

BACKGROUND

Online learning has become increasingly popular in Ohio. Online delivery of content for educational purposes opens doors because of the flexibility it allows. Students who may not have access to other educational options need only a computer and internet access to enter virtual classrooms with others from around the state. These students often can take courses they may otherwise never have been able to access. Online learning also can provide important flexibility for students who may be challenged in traditional environments. Students with working parents, bullied students and exceptionally gifted children may find online learning options better meet their unique needs.

Online learning is not for everyone. This approach to education requires a student to be disciplined and motivated to study independently in a nontraditional setting. Many students do not have the time management and focusing skills necessary to succeed in an online learning setting.

Online learning comes in many forms in Ohio's K-12 system. Some online learning takes place in traditional school settings as supplemental resources inside certain classrooms. Other schools use traditional settings for some courses and online instruction for others. There are schools that use online learning as their primary mode of instruction and schools that use it as a secondary tool. Schools make judgements about how digital learning opportunities can be more effective for their students in the context of student and community needs and expectations.

Ohio law[1] outlines the criteria and requirements for internet- or computer-based community schools. These schools are defined as *"community school(s)…in which the enrolled students work primarily from their residences on assignments in nonclassroom-based learning opportunities provided via an internet- or other computer-based instructional method that does not rely on regular classroom instruction or via comprehensive instructional methods that include internet-based, other computer-based, and noncomputer-based learning opportunities.*"[2]

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[1] ORC 3314.013
[2] ORC 3314.02(A)(7)

For the 2018-2019 school year, 14 community schools enrolling approximately 27,700 students are authorized as internet- or computer-based community schools (commonly referred to as e-schools or online schools). Each community school works with its sponsor to establish an education plan, determine methods of instruction and select its desired curriculum, subject to statutory requirements. These features of each school are generally specified in the contract between the community school and its sponsor. So long as each community school establishes a minimum school year calendar of at least 920 hours, online community schools can set their own local expectations for students' participation, such as a minimum expected number of hours per week. While such expectations for participation exist, the reality of online education is the flexibility the model provides. Students are afforded the opportunity to work at their own pace, often outside of the traditional school calendar, including evenings and weekends.

In Ohio, e-schools are funded based on a student's participation in learning opportunities. To accomplish this, the state requires documentation that details a student's participation in all learning opportunities — online or otherwise. It is important to recognize that in online schools, students' participation in learning opportunities is not always accomplished through computers. Measuring a student's time spent online does not capture the breadth of a student's engagement. Reading a book, exercising for physical education class, meeting with a teacher for tutoring or attending a class field trip are all educational pursuits that cannot be measured by the click of a mouse.

VERIFYING ENROLLMENT, ATTENDANCE AND PARTICIPATION IN LEARNING OPPORTUNITIES

State law[3] gives the Ohio Department of Education the responsibility to ensure enrollment and attendance data are accurately reported to the state by public schools, including community schools. All community schools, including e-schools, report the enrollment and attendance data for their students in the Education Management Information System (EMIS). EMIS data populates the Ohio District Data Exchange System's (ODDEX) School Options Enrollment System (SOES). The Ohio Department of Education uses SOES data to inform public districts about students who are district residents who are enrolled in community schools.

Employees of the Ohio Department of Education, known as area coordinators, conduct full-time equivalency (FTE) reviews to verify the accuracy of the enrollment and attendance data reported by community schools in EMIS. The Department's authority to conduct FTE reviews, as well as the process for such reviews, is outlined in Ohio law.[4] FTE reviews are not conducted for all schools each year. The Department conducts reviews using a number of risk factors and ensures each school receives an FTE review at least once every five years. Many schools receive FTE reviews more frequently than every five years.

A Department FTE review team examines enrollment and attendance policies, student enrollment data and the school's procedures for maintaining enrollment data, attendance documentation and, in the case of e-schools, learning opportunities to ensure the data reported to the Department is accurate. The review also seeks to ensure the school's policies are compliant with governing laws and rules. For e-schools the review team compares the school's enrollment, attendance documentation data and participation in learning opportunities documentation with the EMIS data submitted by the community school. The team also ensures the individualized education programs (IEPs) and Evaluation Team Reports (ETRs) for students with disabilities are current and properly identify disability conditions and funding category codes.

The Department has long used a manual, known as the FTE Review Manual, to serve as guidance to both Department staff who conduct the reviews to set forth the criteria and documentation requirements for student participation in community schools.[5] The FTE manual clarifies expectations, describing in detail how the review process is carried out, including the procedures and forms reviewers use to conduct FTE reviews. It gives information on what documentation community schools must collect and maintain and addresses issues involved in conducting FTE reviews. The manual provides detailed explanations of how to conduct reviews in e-schools, including the expectations for the documentation of the learning opportunities. The FTE manual is updated on an annual basis. The most recent FTE Review Manual is available here.

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[3] ORC 3301.0714
[4] ORC 3314.08(K)
[5] ORC 3314.08(H)(2)

AUTHORIZATION AND REQUIREMENTS FOR THIS REPORT

Ohio law, effective Nov. 2, 2018, as enacted in Senate Bill 216 of the 132nd General Assembly, requires the following:

(A) With regard to the use of the department's manual for determining full time equivalency for student enrollment in an internet- or computer-based community school to determine student attendance and engagement, the superintendent of public instruction shall recommend to the joint education oversight committee definitions for all of the following terms:

(1) "Documentation of online learning";
(2) "Idle time";
(3) "Educational" and "noneducational";
(4) "Participation";
(5) "Classroom."

(B) The recommendations made under division (A) of this section shall include alternatives and options, and shall include the advantages and disadvantages of each alternative and option.

(C) In developing the proposed recommendations, the state superintendent shall do all of the following:

(1) Review the methods and procedures used in other states;
(2) Analyze the feasibility of each recommendation to be proposed;
(3) Consider whether each recommendation is effective in assuring participation by internet- or computer-based community school students;
(4) Research the availability, effectiveness, and affordability of monitoring technology; and
(5) Consider any other matters that the superintendent determines necessary to provide a clear and accurate analysis of the effects of the proposed recommendations.

(D) The state superintendent shall submit the recommended definitions to the joint education oversight committee not later than November 30, 2018.[6]

OUTREACH ACTIVITIES

As part of producing these recommendations, Ohio Department of Education staff completed the following activities:

- Convened a group of Department staff who met several times to discuss the definitions;
- Conducted a conference call with representatives from all Ohio e-schools where the discussion centered around the definitions; and
- Conducted a 21-question written survey of e-school leaders, with a 71 percent return rate. Ten Ohio e-school leaders responded to the survey.

The feedback the Department received played an important role in informing the following recommendations. The survey results are included as an appendix to this report. In addition, the Department surveyed several states, as discussed below.

Recommended Definitions

Before making any recommendations on the definitions of the terms specified in SB 216, it should be noted not all these terms are currently used in state law. For example, "documentation of online learning" currently is not used in state law nor is the term "educational" used to distinguish any aspect of online learning. Instead, current state law uses terms like "participation in learning" and "learning opportunities."

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[6] ORC Sec. 3314.231

"DOCUMENTATION OF ONLINE LEARNING"

Recommended definition:

"Documentation of Online Learning" means either of the following:

(a) Reliable, system-generated reports detailing a student's participation in online learning opportunities while using the online system(s) provided by an online school to deliver an online curriculum.

(b) Reliable student- or parent-generated and teacher-verified reports or reports from a technology monitoring system detailing a student's participation in online learning opportunities that are outside an online school's system for delivering an online curriculum.

Reports provided under (a) or (b) above should include, at a minimum, for each online session by each student:
- Start date and time;
- End date and time;
- Activity description; and
- Duration.

Feasibility: This definition generally reflects the standard currently applied relative to online learning opportunities, including those managed through a provider's learning management system or those that may take place outside the learning management system. The current practice does not appear to be beyond the capability of any operating online community school. Consequently, it appears to be feasible.

Effectiveness in assuring student participation: This definition likely would not have an impact on student participation as long as the student is well informed of the school's requirement for documentation and the school establishes expectations and routines for student documentation.

Alternatives and options/advantages and disadvantages: The alternatives and options related to this definition center on two components. One alternative might be to specify that documentation need not be "system generated." An alternative might also provide a more or less specific list of required components. The advantage of the selected definitions is that they rely on technology as the best and more effective way to track online learning but also accommodate other ways as may be needed.

Discussion: Many online schools use a Learning Management System (LMS) to track students' time and participation in online curriculum. These tracking systems are valuable to schools as they can easily summarize the online portion of student participation. However, not all online learning occurs within a school's LMS, and the LMS may not be able to track other computer-based learning opportunities. For example, it is common for a student working on a course or lesson within an LMS to click on a link that would take the student to content outside of the main platform and outside the tracking capability of the LMS. Similarly, a student writing a research paper may be using a separate computer application outside of the LMS to prepare the paper. While the work outside the system may be directly connected to the work within the system, there may be challenges in documenting this time electronically.

Restricting the definition of online learning to that which can be documented by a school's LMS may limit the ability of an online school to fully document student learning in a variety of online environments. To address this issue, some online community schools have begun to use third-party tracking software to capture the online educational time not inherently captured by the LMS. Tracking systems range from off-the-shelf products to proprietary software developed by the school. Consequently, this definition also contemplates documentation of a student's online learning outside an LMS system either through a technology monitoring system or through a student- or parent-generated report that is teacher verified.

"Documentation of online learning" should not be defined in such a way as to discourage or limit options for students to engage in educational activities through computer delivery. A student should be able to move easily between systems, applications, websites and programs, as well as nontechnology driven learning. Nevertheless, it is important that schools capture and document all participation in learning opportunities.

"IDLE TIME"

Recommended definition:

"Idle time" is the time during which a student is logged in to the Learning Management System or other technology monitoring software provided by the online school but does not take any action or perform any task that is documentable by the system or software.

Defining and tracking idle time can be an issue for online education. When a student is moving or clicking the mouse, using the keyboard or otherwise electronically engaged with online content, it is generally clear that participation in learning is occurring. When such activity stops, the question becomes whether the student still is engaged in the learning opportunity or has terminated participation.

In some systems, a specified amount of idle time can trigger a forced system log-off. Some systems, both proprietary and off-the-shelf, have the ability to measure the duration of inactivity and force a log-off after a certain interval of time. An overly rigid application of any idle time policy could lead to schools and students failing to receive credit for educational activities.

The treatment of idle time is related to documentation of online learning. In situations discussed in the prior section, a student sometimes will leave a school's LMS to visit an external website or application. While these activities may be part of the expectations of the course, some schools do not have systems that track this time. In these situations, the idle time may represent time when a student is outside of an LMS but still engaged in learning. If a student returns to the LMS before the forced log-off, the system begins recording activity again, and the idle time that exists in between represents work that occurred outside of the LMS. In other situations, idle time simply may occur when a student walks away from a computer without first closing the LMS or logging out. In this case, idle time may reflect time during which a student is not engaged in educational activity.

From a state policy perspective, the question is to what extent should the state recognize idle time as part of online learning. The practical answer to this is that a reasonable amount of idle time should be allowed to be included as part of the learning experience of the student. Currently, schools establish the parameters for allowable idle time while still maintaining the responsibility, under law, of documenting participation in learning opportunities. The amount of idle time, the trigger for such a classification and the practices of each school vary based on the system each school uses and the ability to program the respective Learning Management Software accordingly. The Department has observed the range of idle time prior to a forced log off averaging between 30 minutes to one hour.

"EDUCATIONAL" AND "NONEDUCATIONAL"

Recommended definitions:

"Educational" describes activities directly related to meeting the learning objectives of a specific course or learning module in which a student is participating as part of the education program offered by a school.

"Noneducational" describes activities not directly related to meeting the learning objectives of a specific course or module in which a student is participating as part of the education program offered by a school.

Feasibility: This definition generally reflects the standard currently applied. The current practice does not appear to be beyond the capability of any operating online community school. Consequently, it appears to be feasible.

Effectiveness in assuring student participation: Once again, the definition itself likely has little bearing on student participation. What is important is ensuring students (and parents) are aware of what constitutes "educational" and "noneducational" activities and their responsibility to adhere to these definitions when documenting learning time and other activities.

Alternatives and options/advantages and disadvantages: Some people suggest that everything a student does should be considered educational. While there is some conceptual sense to this, it is not practical in the context of determining student participation in learning activities for purposes of reviewing the practices of a

school. Some also may suggest that "educational" should include various interactions with school employees that do not necessarily involve specific learning. While such activities may be worthy of being allowed as part of what an online school should provide and for which they should be paid, it creates a more ambiguous definition. Rather, it would make sense to specify some amount of noneducational school-related activity as appropriate when reviewing the practices of a school and when identifying the activity for which a school should be paid.

Discussion:
Under current practice, educational opportunities can be:
- Online work in an LMS or another school-approved system;
- Student-reported and teacher-verified time for activities related to the acquisition of skills and knowledge required to complete the student's courses and the learning objectives of those courses;
- Time reported by a student for approved work study, as verified by the teacher; and
- Additional services provided to a student with disabilities per the student's individualized education program.

Currently, the concepts of "educational" and "noneducational" are not recognized in state law. Under current law, the Department pays online schools based on documented "learning opportunities." Ohio Administrative Code 3301-102-02(M) defines "learning opportunity" as the following (applicable to all community schools):

(M)"Learning opportunity" means classroom-based or non-classroom-based supervised instructional and educational activities that are defined in the community school's contract and are

(1) Provided by or supervised by a licensed teacher;

(2) Goal oriented; and

(3) Certified by a licensed teacher as meeting the criteria established for completing the learning opportunity.

The definitions offered here for "educational" and "noneducational" activities should not be used to delineate fundable activities and non-fundable activities respectively. Rather, the definitions should be used to provide a way to differentiate between the types of student activities and services that may be offered to students enrolled in e-schools. Measures of student participation, and the funding that is paid based on such participation, can include educational activities as well as some noneducational activities. Examples of such noneducational activities include counseling and career exploration, both valuable — even essential — services that should be available in every public school. Care should be exercised when establishing definitions so they do not prohibit or discourage certain beneficial activities or services from being included for funding purposes and thereby denying students access to important services.

It also is important to note that the diverse activities and practices of e-schools provide a challenge and should serve to caution the use of overly prescriptive definitions. Community schools, including e-schools, operate under contracts with their sponsors that detail the schools' missions, education plans and expected performance. Many of these schools serve at-risk students or address specific student needs. Policy decisions related to specific definitions and their applications must carefully balance the need for strong accountability with the diversity of schools and the students they serve.

"PARTICIPATION"
Recommended definition:
"Participation" means the active engagement in learning opportunities by a student that can be evidenced through the documentation of online learning or other documentation that describes, in detail, activity performed away from a computer.

Feasibility: This definition generally reflects the standard currently applied. The current practice does not appear to be beyond the capability of any operating online community school. Consequently, it appears to be feasible.

Effectiveness in assuring student participation: Student participation, again, likely is impacted by ensuring students (and parents) have a clear awareness and understanding of the requirements and their responsibilities relative to participation.

Alternatives and options/advantages and disadvantages: There are no suggested alternatives to this definition.

Discussion:
E-schools currently are paid only for time during which students participate in learning opportunities. The Department, through the FTE manual, provides guidance for the documentation of learning opportunities — time tracked through an online system and noncomputer time tracked in a variety of ways. There is, understandably, some skepticism in accepting all documented learning opportunities as participation. Some people question whether students or parents are overrepresenting or fabricating participation. In online environments, there must be a level of trust between the student and the teacher, which relies on the teacher verifying the reasonableness of the representation of participation based on completed work, mastery of material, and knowledge or skill acquisition.

"CLASSROOM"
Recommended definition:
"Classroom" means a room in a physical building where students meet with a teacher who provides instruction.

Feasibility: This definition generally reflects the standard currently applied. The concept of a "classroom" has little relevancy to online school operations since the independence and personalization of learning are the cornerstones of online education. Consequently, this definition is feasible.

Effectiveness in assuring student participation: A definition of "classroom" should have no impact on assuring student participation.

Alternatives and options/advantages and disadvantages: There are no suggested alternatives to this definition.

Discussion:
Some e-schools offer classroom-like environments ("virtual classroom") where students log in to a system and engage in educational activities in groups, on fixed schedules, with assigned teachers. However, the students still are physically located in their homes and do not actually gather in a physical school building. In some cases, instruction provided in this manner also is recorded digitally, so students may access lessons outside of the scheduled time. Therefore, the live classroom is available for the student to participate in an asynchronous fashion. There is no advantage or disadvantage to online education being provided in this manner.

In addition to live and recorded sessions, some e-schools supplement online learning with in-person sessions with students and tutoring. While these activities represent learning opportunities, they do not represent classroom learning.

Highlights of Methods and Procedures Used in Other States
Pursuant to the legislative requirements in SB 216, the Department reviewed the methods and procedures used in other states in proposing the recommended definitions. Since states utilize a wide variety of funding models, there is great variety among states' definitions of terms to support those models. Generally, states that fund online community school students based on completion or a snapshot of attendance do not require definitions like those being considered in this report. Some states fund strictly based on student enrollment and

do not attempt to measure learning opportunities. Select information about other states gathered during the Department's review is included below.[7]

IDAHO
In Idaho, each student in attendance at an online school is funded based on either the actual hours of attendance converted to Average Daily Attendance (ADA) or the percentage of coursework completed, whichever is more advantageous to the school. Schools must choose one option, meaning schools cannot choose to fund some students based on attendance and other students based on completion. Online charter schools in Idaho have chosen both funding options.

For schools that use ADA, funding is provided based on the calculated ADA between the first day of school and the first Friday in November, as well as the best 28 weeks of attendance. Idaho's measure of ADA is calculated in either full- or half-day increments. A full day of attendance is satisfied when the school is open and students are under the guidance and direction of a teacher engaged in the teaching process for at least four hours, while a half-day represents at least two and one-half hours. Idaho only allows an online school to claim attendance during the school's reported calendar. This generally excludes hours students are engaged in learning opportunities during the weekend and outside of normal business hours and represents a slightly more restrictive standard than Ohio allows. However, the ADA calculation in Idaho is more simplistic in that students are either in full attendance (1.0), half-day attendance (0.5) or no attendance (0) on a specific day. Each day in the ADA calculation is averaged to determine each student's ADA — a number between 0 and 1 for each of the two reporting periods.

Regardless of the model, online schools must have policies for how they track attendance for state reporting. The requirements of those policies, however, are not directed by the state, and schools have the ability to define what constitutes a learning opportunity. Documented attendance and time reported, similar to Ohio, can include system-generated time, teacher-reported time and parent-reported time. It is incumbent upon the school to review the time submitted against the school's policy.

FLORIDA
Florida Virtual School (FLVS) is the first online-based public high school (not a charter school) in the United States. Established by the Florida legislature as an independent educational entity, FLVS is organized as its own school district, offering online instruction to Florida students in kindergarten through 12th grade. FLVS provides online content to all of Florida's 67 districts. Frequently used for part-time enrollment, FLVS content is free to Florida public school students and available on a tuition basis to schools across the country.

In 2013, Florida revised the funding for FLVS to a course completion model rather than enrollment. Students earning grades of 'D' or better are determined to have successfully completed a course. As a result, defining documentation of online learning and contemplation of educational vs. noneducational activities are not relevant in the context of a completion-based funding model.

TEXAS
The Texas Virtual School Network provides a course catalog, as well as the opportunity for full-time online enrollment. The course catalog provides students in schools and districts opportunities to enroll in high school, Advanced Placement and dual credit courses. Funding provided to both public and charter schools is based on course completion. Students earning passing grades of 70 percent or better are funded for up to three courses for each student per year. Similar to Florida, Texas does not require definitions like those being considered in this report.

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[7] In addition to the states mentioned in this report, the Department researched information about online community school funding in Arizona, North Carolina, Missouri, Pennsylvania and Illinois. The methods for funding students who participate in online community schools in those states did not have specific definitions for the terms included in this report.

MICHIGAN

In Michigan, cyber schools provide 100 percent of an enrolled pupil's public instruction through online learning. Administrative Rule 340.11 defines online learning as "a nontraditional method of receiving pupil instruction for courses that are taken through online learning or otherwise on a computer or other technology." The online instruction offered by Michigan cyber schools includes scheduled or synchronous instruction, blended, and self-scheduled or asynchronous online learning. Michigan, however, does not have specific definitions for the terms included in this report.

COLORADO

The state of Colorado funds online charter school students in the same way traditional district and brick and mortar community school students are funded — with a single count day (Oct. 1) based on student attendance. A student may be funded as less than a full-time equivalent if the student is enrolled in less than a full course load, but the time spent participating in those classes is not a factor in determining funding. Students who withdraw following this date continue to generate funding for the online school, and conversely, students who enroll after the count day are not eligible for funding. Agreements between charter schools and their authorizers (sponsors) detail requirements for participation and attendance. However, for purposes of funding, documented learning opportunities and related terms are not considered.

MAINE

The state of Maine has two online charter schools. Like Colorado, Maine uses a count on Oct. 1 to determine funding for both charter schools and traditional public schools. After the first five years, the state relies on prior-year data to determine funding. Therefore, the number of students enrolled on Oct. 1, 2017, determines funding for schools during the 2018-2019 school year. The Maine Charter School Commission relies on the school's local policies and procedures for timekeeping but, similar to Colorado, is not a factor in determining state funding.

Monitoring Technology

The legislative mandate guiding this document includes a requirement that the Ohio Department of Education *"research the availability, effectiveness, and affordability of monitoring technology"* for e-schools. As discussed above, some e-schools have chosen to use monitoring technology, apart from their LMS, to track the online activity of students. Generally, this is accomplished through software the schools require students to install on the computers they primarily use to engage in learning opportunities.

There are several monitoring software options available to e-schools. A brief survey of the available options shows potential costs ranging from $20 to more than $200 per student per year. These costs are within a reasonable range of affordability, especially in light of the fact that several online schools use some form of monitoring technology. Each option includes productivity reports for each student. Some of the more expensive options give schools the opportunity to see full video playbacks of any activities.

While this is not meant to be an exhaustive list of all opportunities a school would have, some of the companies offering monitoring software include the following:

- Teramind: www.teramind.co/
- Veriato 360: www.veriato.com
- SentryPC: www.sentrypc.com
- SoftActivity: www.softactivity.com
- InterGuard: interguardsoftware.com
- ActivTrak: activtrak.com

This list is not intended to reflect an endorsement by the Department of any of these products or services.

Monitoring technologies may be helpful in further documenting learning opportunities. If such technologies are used, it is important they are tailored to capture specific activities, that schools are deliberate and purposeful in their deployment of these additional products, and they ensure parents' and students' understanding of the use of the products and the responsibilities they bear to use them appropriately.

Conclusion

We appreciate the opportunity to help inform the General Assembly's policy deliberations as part of our collective and continuing pursuit of a fair and reasonable regulatory environment for the operation of community schools. It's important to note the charge of the Department in recommending definitions of these terms is separate and apart from recommendations on funding models for online schools. These definitions do not necessarily lend themselves to a prescriptive online school funding model. The flexibility afforded to community schools and the unique nature of the educational plan established by each school must be taken into consideration. The school and teacher must retain some level of control in establishing policies around the certification of learning opportunities. State lawmakers have found it a reasonable public purpose to offer various choice opportunities to Ohio students. We all work with an interest in ensuring those choices are of high quality and that the state provides adequate financial resources for the educational services provided.

We look forward to ongoing conversations about this work as we continue to ensure every learning opportunity for students is a quality one that is focused on helping each child achieve success.

APPENDIX

Q1 What is the definition of "Documentation of online learning" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Online learning has become popular because of its potential for providing more flexible access to content and instruction at any time, from any place. Different technology applications are used to support different models of online learning. One class of online learning models uses asynchronous communication tools (e.g., e-mail, threaded discussion boards, newsgroups) to allow users to contribute at their convenience. Synchronous technologies (e.g., webcasting, chat rooms, desktop audio/video technology) are used to approximate face-to-face teaching strategies such as delivering lectures and holding meetings with groups of students. Earlier online programs tended to implement one model or the other. More recent applications tend to combine multiple forms of synchronous and asynchronous online interactions as well as occasional face-to-face interactions. Online learning offers rich educational resources in multiple media and the capability to support both real-time and asynchronous communication between instructors and learners as well as among different learners. Online learning can be enhanced by giving learners control of their interactions with media and prompting learner reflection. Studies indicate that manipulations that trigger learner activity or learner reflection and self-monitoring of understanding are effective when students pursue online learning as individuals.	9/28/2018 2:57 PM
2	Documentation of student learning activities in our school includes a combination of attendance and documentation of online learning activities and the amount of time students are spending in their course work.	9/28/2018 9:18 AM
3	Time in which a student is in the LMS and WORKING on material for courses.	9/26/2018 3:13 PM
4	Documentation of online learning is any record of student participation in educational activities associated with the school's program.	9/26/2018 8:13 AM
5	Online Classroom Hours are any hours documented and tracked by the Virtual Learning Academy Curriculum program while logged in and actively completing assignments.	9/25/2018 11:00 AM
6	Documentation of time a student is actively engaged in any online system relating directly or indirectly to their education.	9/24/2018 2:04 PM
7	Documentation of online learning is evidence of online and offline activity completed by an e-school student related to their schedule or provided services	9/24/2018 1:02 PM
8	Engagement in our online learning management system that is tracked by an online timer. This can be seen in a combination of lesson/assessment completion, Live classroom instruction, phone calls, etc.	9/23/2018 9:14 PM
9	The time students are actively participating in our learning management system.	9/21/2018 11:56 AM
10	Activity time in an online educational program is defined as the actual time that a student is actively engaged in their online coursework, as documented within the LMS. Activity time is time spent by a learner working in online lessons (tutorial, application, mastery test, assessment, etc.). It is usually reported on a particular learning path, course, module or other online activity.	9/21/2018 10:59 AM

Q2 What should be considered when creating a statewide definition of "Documentation of online learning"?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Many policies affect digital learning, These include: Funding mechanisms that determine school funding based on student seat time or require that students be in a classroom to generate funding can hinder innovative schools that are using digital learning to move towards mastery-based learning. Many states have some type of alternative to seat time requirements, but often they are poorly defined, or cumbersome. For example, many schools in California that wish to generate funding for online students in the past have needed to use independent study mechanisms to generate funding, leading some blended schools to require that students attend the physical school during school hours—whether that is educationally appropriate or not (Pg. 45 Center for Education Reform, Charter School Laws Across the States: Ranking & Scorecard https://www.edreform.com/content/uploads/2014/03/2014 CharterSchoolLawScorecardLink.pdf KEEPING PACE WITH K-12 DIGITAL LEARNING KPK12.COM). No single policy creates, and no state has, a perfectly conducive regulatory environment for digital learning, but each overall set of state policies is predictive of digital learning opportunities for students. States that have inter-district student choice at the district and course level, strong charter school laws, funding for online schools and courses that is at or near the overall state average, funding mechanisms that allow for easily implemented alternatives to seat time, and funding and/or policy incentives for digital learning, have the most digital learning activity. Even though some of these policies may be aimed at charter schools or state virtual schools, they often spur activity at the district level as well.	9/28/2018 2:57 PM
2	Duration of school hours State approved learning systems and their requirements	9/28/2018 9:18 AM
3	There should be an ODE login from which student could then jump to the LMS used for the school. The state would track ALL events while students are logged in. This would allow districts to pick the curriculum for online learning yet still have uniformity in data collection for time.	9/26/2018 3:13 PM
4	A uniform format for documentation of online learning is difficult, as vendors provide different levels of information. Some vendors may not be able to provide the detail that the department determines is necessary. If that is the case, schools will need time to find a suitable replacement.	9/26/2018 8:13 AM
5	The make-up and capabilities of each LMS.	9/25/2018 11:00 AM
6	Variances in the many LMS systems used across the state, how each school conducts classes ie... virtual or self paced, and time spent in the building	9/24/2018 2:04 PM
7	Online and offline learning completed by an e-school student	9/24/2018 1:02 PM
8	That online learning can manifest itself in a number of different ways in our environment. There are a lot of different items that contribute to a students engagement at an online school.	9/23/2018 9:14 PM
9	All learning management systems work differently and has differing abilities to track and report data.	9/21/2018 11:56 AM
10	When creating a statewide definition of documentation of online learning, online schools should be required to have a forced log out if there is idle time for 20 or more minutes. The system should first give a one minute warning that the user they will be logged out for inactivity, then the system should log the user out. Schools should be required to be able to produce an activity report of the users' activity time that includes time spent in a student's user ID number, student name, course ID and title, item ID and title, date, time, time spent is both seconds and minutes, and it should include a requirement that overlapping time be excluded. This is very important since many online systems allow students to open multiple activities at the same time and then court the time in each activity as if it was a separate time. For example, if from 8:00 am until 8:30 am a student opens a math tutorial and a math activity (worksheet, for example) at the same time, the LMS will count 30 minutes for the tutorial and 30 minutes for the activity and show 60 minutes of learning activity even though the student was only working online for 30 minutes. The definition MUST require that overlapping time be excluded from the student's activity time (documentation of online learning).	9/21/2018 10:59 AM

Q3 What is the definition of "Idle time" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	We have not defined - students are not actively clicking when reading an embedded document and/or watching a webinar/video. - students are not idle.	9/28/2018 2:57 PM
2	Anytime students are not engaged in the online curriculum	9/28/2018 9:18 AM
3	Idle time is when there is an absence of keystrokes (work)	9/26/2018 3:13 PM
4	Idle time is defined as the period in which a particular authenticated system does not register activity from a user. I would also add that, while we (the school) define idle in this way, we have no control over how vendors determine what it means to be "idle."	9/26/2018 8:13 AM
5	Any time between the last activity (save) and automatic log out at 45 mins. The time between, would be considered idle time and not counted in each students daily accumulation of hours. Time on the student homepage is also considered idle time and not counted.	9/25/2018 11:00 AM
6	Idle time is defined as the time a student spends not actively engaged in an online system but is still working towards an educational goal. Example, student is required to watch a YOUTube video before proceeding with an assignment.	9/24/2018 2:04 PM
7	At present, a set time without a key stroke would be considered "idle". Students may be working offline during that time and the time offline will be entered accordingly	9/24/2018 1:02 PM
8	Idle time is defined by a student who isn't active in our system for 55 consecutive minutes.	9/23/2018 9:14 PM
9	Our system times students out at 55mins	9/21/2018 11:56 AM
10	Idle time is the time when a student first logs onto their online school, often referred to as login and logout times, and the time a student is not activity working in online lessons (tutorial, application, mastery test, assessment, etc.). Generally, a student should be permitted a certain number of minutes of idle time, according to the time needed to write a paper, read an online book, formulate ideas, etc. However, anything more than 20 minutes of idle time should force an automatic logout.	9/21/2018 10:59 AM

Q4 What should be considered when creating a statewide definition of "Idle time"?

Answered: 9   Skipped: 1

#	RESPONSES	DATE
1	Students are working this is very dicey	9/28/2018 2:57 PM
2	Common MAX/Minimum Logout time (Idle time)	9/26/2018 3:13 PM
3	We have found idle periods to be greatly unreliable and inconsistent from system to system. Vendors and how they've programmed their systems, determine what is considered idle. We also utilize LTI within our LMS, which creates access to vendor content through iframes within the LMS. It does not appear that activity within the iframe registers as activity within the LMS. So, the student can be actively engaged, yet the student is seen as idle.	9/26/2018 8:13 AM
4	We don't count time on the homepage because we haven't been given an example of what an appropriate amount of time would be for homepage accumulation. Parameters in this area should be considered in the definition of idle time. A consensus on length of automatic log out would be helpful as well.	9/25/2018 11:00 AM
5	How a school conducts classes, ie...virtual or self paced; grade levels and the system used to capture on line time.	9/24/2018 2:04 PM
6	Students may be working offline so although online time may be idle within the online platform, students may be continuing to work. Examples include: workbooks, research, written, practice work, and instruction in BBC to name a few	9/24/2018 1:02 PM
7	It is important to note that during this idle time, it doesn't necessarily mean that a student isn't engaged in learning that would be considered time a student could count for attendance.	9/23/2018 9:14 PM
8	We will need to come to a consensus on what is fair and reasonable for the system to time a student out.	9/21/2018 11:56 AM
9	Generally, a student should be permitted a certain number of minutes of idle time, according to the developmental appropriate time needed to write a paper, read a passage, formulate ideas, etc. However, anything more than 20 minutes of idle time should force an automatic logout.	9/21/2018 10:59 AM

Q5 What is the definition of "Educational" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. All aspects of a child's well-being are addressed in education, including the physical, social, emotional and intellectual aspects. Each component works harmoniously to support the whole-child approach. Ohio identified four equal learning domains that contribute to the holistic success of each child. These include foundational knowledge and skills, well-rounded content, leadership and reasoning skills and social-emotional learning. The four equal learning domains challenge, prepare and empower students for success beyond school by giving them tools to become resilient, lifelong learners. Beyond foundational knowledge and skills, students need exposure to a broader range of subjects and disciplines. These include social studies, science, world languages, arts, health, physical education and career technical education fields, among others. The exploration of these disciplines helps students identify their passions and aspirations, as well as enables them to discover connections and relationships among ideas and concepts. Future success will not depend just on academic content knowledge. It will require students to exhibit leadership skills. Among other things, leadership includes learning from mistakes and improving for the future, listening to others and working to achieve a common goal and giving and receiving feedback. Reasoning skills are important too. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas. Specific reasoning skills include critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics. Life skills come hand in hand with reasoning. These skills will serve students well in any postsecondary path. SOCIAL-EMOTIONAL LEARNING—Life is a shared journey. Research shows that being a part of a community improves life satisfaction and health. Living as part of a community involves understanding the importance of social interaction and personal feelings. Social-emotional learning includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making. The elements of social-emotional learning give children the tools to become resilient and persistent in life.	9/28/2018 2:57 PM
2	Educational Experience is made up of the following components: This includes the qualifications of the staff, and the ability to review educational materials and content provided by the school district	9/28/2018 9:18 AM
3	Learning towards a benchmark/Class/goal/test/skill	9/26/2018 3:13 PM
4	Everything we do is educational. From the academics within our courses, to the social-emotional support/guidance our social work and counselors provide. Every interaction with a student is for educational purposes.	9/26/2018 8:13 AM
5	Our definition of "Educational" would include the definitions we have developed concerning online and offline hours. Online Classroom Hours are any hours documented and tracked by the Virtual Learning Academy Curriculum program while logged in and actively completing assignments. Offline Hours are any teacher approved hours worked while not logged into the Virtual Learning Academy Curriculum Program. These hours are linked to Activity Logs which serve as guidelines for students and teachers. Work Study hours and time spent taking state tests are also considered offline hours.	9/25/2018 11:00 AM
6	Activities in any online or offline system that relates directly or indirectly to a students education.	9/24/2018 2:04 PM
7	Documentation of online learning is evidence of online and offline activity completed by an e-school student related to their schedule or provided services	9/24/2018 1:02 PM
8	Time spent engaged in the curriculum. This can be fulfilled with a combination of online and offline time.	9/23/2018 9:14 PM
9	Everything we do here has an educational purpose just as any brick and mortar school does.	9/21/2018 11:56 AM
10	The action or process through which a student is engaged in a field of study that deals with knowledge standards as defined by an institution of education.	9/21/2018 10:59 AM

Q6 What should be considered when creating a statewide definition of "Educational"?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Matching the state vision. All aspects of a child's well-being are addressed in education, including the physical, social, emotional and intellectual aspects. Each component works harmoniously to support the whole-child approach. Ohio identified four equal learning domains that contribute to the holistic success of each child. These include foundational knowledge and skills, well-rounded content, leadership and reasoning skills and social-emotional learning. The four equal learning domains challenge, prepare and empower students for success beyond school by giving them tools to become resilient, lifelong learners. Beyond foundational knowledge and skills, students need exposure to a broader range of subjects and disciplines. These include social studies, science, world languages, arts, health, physical education and career technical education fields, among others. The exploration of these disciplines helps students identify their passions and aspirations, as well as enables them to discover connections and relationships among ideas and concepts. Future success will not depend just on academic content knowledge. It will require students to exhibit leadership skills. Among other things, leadership includes learning from mistakes and improving for the future, listening to others and working to achieve a common goal and giving and receiving feedback. Reasoning skills are important too. Reasoning means that students know how to draw on multiple disciplines to synthesize information, develop creative solutions and generate new ideas. Specific reasoning skills include critical thinking, problem-solving, design and computational thinking, information evaluation and data analytics. Life skills come hand in hand with reasoning. These skills will serve students well in any postsecondary path. SOCIAL-EMOTIONAL LEARNING—Life is a shared journey. Research shows that being a part of a community improves life satisfaction and health. Living as part of a community involves understanding the importance of social interaction and personal feelings. Social-emotional learning includes competencies like self-awareness, self-management, social awareness, collaboration, empathy, relationship skills and responsible decision-making. The elements of social-emotional learning give children the tools to become resilient and persistent in life.	9/28/2018 2:57 PM
2	Staffing Curriculum	9/28/2018 9:18 AM
3	meeting benchmarks for grade as per the state standards	9/26/2018 3:13 PM
4	The recently released Strategic Plan from the department outlines four equal learning domains. If these are truly equal, and are essential to supporting the whole child, all the work we do has an educational purpose. Even working with students in a disciplinary function is educational in a PBIS framework.	9/26/2018 8:13 AM
5	Any and all activity related to each specific school's LMS including offline activities that are related to the curriculum within the LMS. This would include testing, tutoring, and support programs.	9/25/2018 11:00 AM
6	How all schools answer	9/24/2018 2:04 PM
7	All educational activities a student participates in, whether online or offline, school or standard driven	9/24/2018 1:02 PM
8	Educational time can vary in any environment, not just in the virtual environment. It is imperative that we stop trying to confine the definition of what educational time can be in an online environment.	9/23/2018 9:14 PM
9	ESchools should not be treated grossly different than brick and mortar schools. We need to be able to provide all aspects of a school experience to children and receive payment as any other brick and mortar school.	9/21/2018 11:56 AM
10	The action or process through which a student is engaged in a field of study that deals with knowledge standards as defined by an institution of education.	9/21/2018 10:59 AM

Q7 What is the definition of "Noneducational" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Special Education Services, PBIS, Truancy Intervention plans and meetings, home visits - state and federal required activities that are not part of the student documented hours.	9/28/2018 2:57 PM
2	Not related to or for the purpose of education. Failing to educate.	9/28/2018 9:18 AM
3	time not working on benchmarks/courses needed to progress towards graduation.	9/26/2018 3:13 PM
4	Noneducational for our program, references websites that we have identified as not supporting student learning. As a result, any time associated with such websites is not included in our documentation of learning.	9/26/2018 8:13 AM
5	We are not claiming any hours for non-educational activities. There are no live components to our classes and the only face to face integration with students is for testing, tutoring, and orientation. There are no blended components to our school.	9/25/2018 11:00 AM
6	Everything is educational	9/24/2018 2:04 PM
7	Activities that do not relate to a student's schedule or services	9/24/2018 1:02 PM
8	Time a student is not engaged in curriculum based learning.	9/23/2018 9:14 PM
9	We do not do anything that does not have an educational purpose. This is a school.	9/21/2018 11:56 AM
10	Restroom breaks, time transitioning from one area to another (walking from lab to nurse's office, walking to restroom), time in restroom, time during a break from the educational activity, time eating lunch or breakfast.	9/21/2018 10:59 AM

Q8 What should be considered when creating a statewide definition of "Noneducational"?

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	Legislation requires eschools to do the same activities as traditional districts with no compensation for required activities.	9/28/2018 2:57 PM
2	defined as outside of the course/benchmark goals for a given student within a given grade as per the adopted ODE standards	9/26/2018 3:13 PM
3	Can be a very difficult definition to apply for sites like YouTube. We have chosen not to include YouTube in any of our documentation, however, we know it is being used by teachers for academic purposes. However, we do not have the capacity to filter out and identify the specific academic uses, vs the noneducational content students may be accessing. There are countless other websites that present the same challenge. We use white-listing as our method to identify educational vs noneducational for documentation purposes. This essentially means every website is considered noneducational unless we identify it as educational.	9/26/2018 8:13 AM
4	Still unsure of the definition they are looking for in this instance. We have no lunch time, recess, passing time etc.	9/25/2018 11:00 AM
5	How all schools answer	9/24/2018 2:04 PM
6	Activities that do not relate to a student's schedule or services	9/24/2018 1:02 PM
7	When developing a statewide definition of noneducational, the state should take into account current research as to instruction delivery and methods.	9/21/2018 10:59 AM

Q9 What is the definition of "Participation" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Participation requires that individuals are entitled to participate in the decisions that directly affect them, including in the design, implementation, and monitoring. In practice, meaningful participation may take on a number of different forms, including informing people with balanced, objective information, consulting the community to gain feedback from the affected population, involving or working directly with communities, collaborating by partnering with affected communities in each aspect of decision making including the development of alternatives and identification of solutions, and empowering communities to retain ultimate control over the key decisions that affect their education.	9/28/2018 2:57 PM
2	For a typical class, a student needs to plan approximately 5.5 hours per day to stay on track with assignments.	9/28/2018 9:18 AM
3	Not sure what this is asking. Participation should me	9/26/2018 3:13 PM
4	Participation is defined as engaged in learning opportunities.	9/26/2018 8:13 AM
5	Participation at the Greater Ohio Virtual School is defined by accumulating a minimum of 25 hours of combined online and offline hours per week documented by the Virtual Learning Academy Curriculum Program while completing a minimum of 5 lessons per week to accumulate the appropriate amount of credits towards a diploma. The Greater Ohio Virtual School Week runs from Monday through Sunday evening. Students are only permitted to complete a maximum of 10 hours per day of combined online and offline hours and may accumulate hours 7 days a week and 24 hours a day.	9/25/2018 11:00 AM
6	Time spent in our virtual classroom	9/24/2018 2:04 PM
7	Online and offline learning completed by an e-school student	9/24/2018 1:02 PM
8	Participation at GRCA is specifically calculated in a students engagement/participation in the curriculum. This is through a combination of both lesson and assessment completion. Participation can also manifest itself in during online/offline time.	9/23/2018 9:14 PM
9	Participation is making progress with our curriculum and being engaged with teachers by phone, webmail and Live Lessons.	9/21/2018 11:56 AM
10	Active engagement in educational activities that research suggest is likely to contribute the student achievement.	9/21/2018 10:59 AM

Q10 What should be considered when creating a statewide definition of "Participation"?

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	Participation requires that individuals are entitled to participate in the decisions that directly affect them, including in the design, implementation, and monitoring. In practice, meaningful participation may take on a number of different forms, including informing people with balanced, objective information, consulting the community to gain feedback from the affected population, involving or working directly with communities, collaborating by partnering with affected communities in each aspect of decision making including the development of alternatives and identification of solutions, and empowering communities to retain ultimate control over the key decisions that affect their education.	9/28/2018 2:57 PM
2	not sure	9/26/2018 3:13 PM
3	There should be distinction between this definition based on the type of school. The definition of classroom will be different in a blended school or a school with some type live component as opposed to our school in which there are no live components to the curriculum other than tutoring and testing. Clear definitions of the "types" of schools need to be communicated with the legislature. I realize we are all different! I have struggled when trying to explain what a Drop Out Prevention Recovery/Electronic/Community School is to politicians.....but it's important!	9/25/2018 11:00 AM
4	How all schools answered	9/24/2018 2:04 PM
5	Online and offline learning completed by an e-school student	9/24/2018 1:02 PM
6	I think that participation is pretty straightforward.	9/21/2018 11:56 AM
7	Active engagement in educational activities that research suggest is likely to contribute the student achievement.	9/21/2018 10:59 AM

Q11 What is the definition of "Classroom" in your school?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Classroom is the world	9/28/2018 2:57 PM
2	Classroom is defined as any location where student learning is taking place. Examples: Online classrooms Digital classroom lab	9/28/2018 9:18 AM
3	virtual or real space where work is done (LMS is a classroom)	9/26/2018 3:13 PM
4	Classroom would refer to the computer with which students are accessing the online program.	9/26/2018 8:13 AM
5	A student who is logged in to the Virtual Learning Academy.	9/25/2018 11:00 AM
6	Site of student participation	9/24/2018 2:04 PM
7	The grouping of students assigned to a homeroom teacher or course teacher	9/24/2018 1:02 PM
8	Students have opportunities to log into a teachers Live "classroom" daily for full class, small group, and possibly one on one instruction.	9/23/2018 9:14 PM
9	It is the homeroom and the group of students in Live Lesson classroom.	9/21/2018 11:56 AM
10	A classroom may be a physical or virtual space where participants can interact, communicate, view content, and engage with learning resources while working independently or within groups.	9/21/2018 10:59 AM

Q12 What should be considered when creating a statewide definition of "Classroom"?

Answered: 7   Skipped: 3

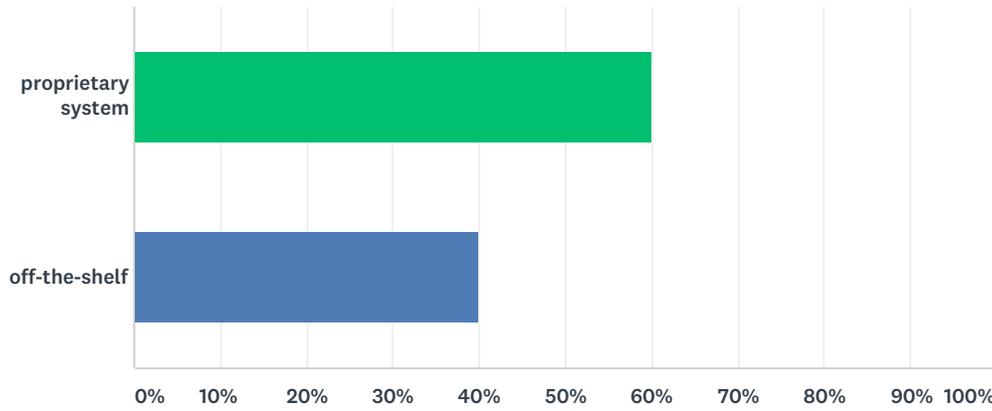| #	RESPONSES	DATE
1	not limit	9/28/2018 2:57 PM
2	diversity in LMS like a classroom allows for diversity (physical)	9/26/2018 3:13 PM
3	Again, there should be distinction between this definition based on the type of school. The definition of classroom will be different in a blended school or a school with some type live component as opposed to our school in which there are no live components to the curriculum other than tutoring and testing. I feel like schools that are 100% virtual should have their own school specific FTE manual and set of guidelines.	9/25/2018 11:00 AM
4	How all schools answered	9/24/2018 2:04 PM
5	The grouping of students assigned to a homeroom teacher or course teacher	9/24/2018 1:02 PM
6	Other schools may have a different thought about this depending on their programming. We will need a definition that captures the diffferent formats schools have.	9/21/2018 11:56 AM
7	A classroom may be a physical or virtual space where participants can interact, communicate, view content, and engage with learning resources while working independently or within groups.	9/21/2018 10:59 AM

Q13 What is your current learning management software (LMS)

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Canvas	9/28/2018 2:57 PM
2	Odyssey Ware	9/28/2018 9:18 AM
3	Brightspace	9/26/2018 3:13 PM
4	BrightSpace	9/26/2018 8:13 AM
5	Virtual Learning Academy	9/25/2018 11:00 AM
6	Canvas (Instructure)	9/24/2018 2:04 PM
7	K12 proprietary system and Desire to Learn	9/24/2018 1:02 PM
8	Connexus	9/23/2018 9:14 PM
9	Connexus	9/21/2018 11:56 AM
10	Buzz, which is part of Accelerate Education	9/21/2018 10:59 AM

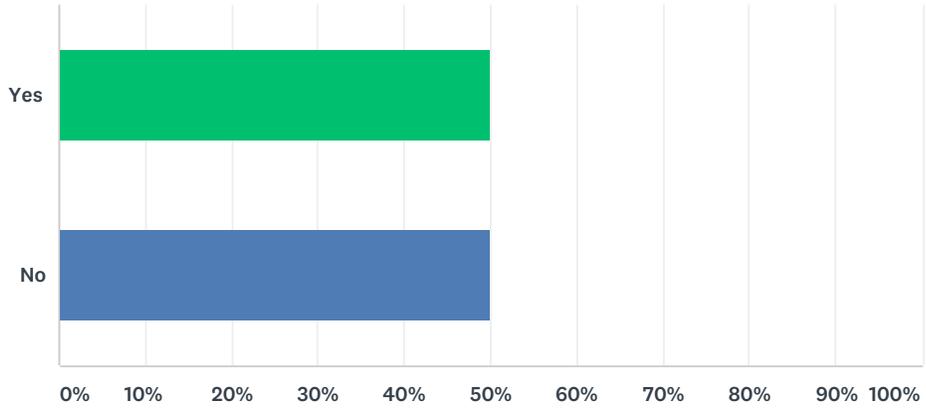# Q14 Is this a proprietary system or off-the-shelf product?

Answered: 10   Skipped: 0

ANSWER CHOICES	RESPONSES	
proprietary system	60.00%	6
off-the-shelf	40.00%	4
TOTAL		10

Q15 If off-the-shelf, do you have the ability to customize the settings?

Answered: 4   Skipped: 6

ANSWER CHOICES	RESPONSES	
Yes	50.00%	2
No	50.00%	2
TOTAL		4

Q16 What, if any, limitations exist in your LMS to capture learning opportunities?

Answered: 9   Skipped: 1

#	RESPONSES	DATE
1	The LMS was not created to measure durational time. It is the LMS used by Ohio State University and many K-12 schools in Ohio.	9/28/2018 2:57 PM
2	Auditory learners have a difficult time--- due to a lot of independent reading	9/28/2018 9:18 AM
3	Sometimes navigating to different sites like CDC or National Geographic is not recorded and time is lost even though the student is ON POINT. A single state login first would fix this.	9/26/2018 3:13 PM
4	While the answer to question 15 is YES, for ours and most LMS packages; it depends on the settings you want to customize. We have some ability to customize within the LMS, however, many functions are pay to play. We have struggled with our LMS vendor, to get reporting to where we would like for time tracking. It has taken considerable time and resources to have reports created that provide the data in a format that we can use to import alongside data from other systems.	9/26/2018 8:13 AM
5	We have been able to adapt to whatever changes might come our way but need at minimum a period of 3-4 months to make any significant changes. These changes would need to be implemented before the start of the school year. Trying to re-train students on the fly in a virtual school once the school year has begun is very difficult.	9/25/2018 11:00 AM
6	There are no limitations to capture time in the LMS system	9/24/2018 2:04 PM
7	None known	9/24/2018 1:02 PM
8	Learning opportunities that happen within the LMS can be tracked. Opportunities that occur outside the LMS can not be tracked in a highly quantifiable manner.	9/21/2018 11:56 AM
9	The biggest limitation is that currently students and parents are unable to differentiate between actual activity time and activity time that include overlapping time. The systems team for Accelerate Education is currently working on a fix for this. In the meantime, we have warned our students and parents of the following: "Students should not have multiple assignments open at the same time. Opening multiple assignments at the same time may appear as if a student has more attendance minutes than they actually have. When running attendance reports, the Findlay Learning Center is required to exclude overlapping time when calculating a student's activity time."	9/21/2018 10:59 AM

Q17 Are there any other third-party software packages your school uses in addition to LMS that track durational time? If so, please list them.

Answered: 9   Skipped: 1

#	RESPONSES	DATE
1	Yes we have created a program utilizing file maker pro	9/28/2018 2:57 PM
2	No	9/28/2018 9:18 AM
3	NO. It is a spreadsheet. We use Google Sheets to view	9/26/2018 3:13 PM
4	We use ActivTrak to capture time in educational sites that do not require authentication.	9/26/2018 8:13 AM
5	No	9/25/2018 11:00 AM
6	Adobe Connect (our live virtual classroom)	9/24/2018 2:04 PM
7	PowerSpeak, Blackboard Collaborate, A+, Cengage	9/24/2018 1:02 PM
8	No.	9/21/2018 11:56 AM
9	No.	9/21/2018 10:59 AM

Q18 Does the school's LMS force log out the student? In other words, how does the school or vendor handle a student who doesn't show any activity?

Answered: 10   Skipped: 0

#	RESPONSES	DATE
1	Yes	9/28/2018 2:57 PM
2	Yes-- after a student is idle or if there is a technology interruption the program shuts down and does not save.	9/28/2018 9:18 AM
3	30 min. Fueled Brightspace	9/26/2018 3:13 PM
4	We have asked our vendor to set this forced logout to 90 minutes. However, that only applies to our LMS. I would think any authenticated system has a forced logout.	9/26/2018 8:13 AM
5	There is an automatic log off after 45 mins of inactivity. This means there have been no keystrokes or mouse clicks for 45 consecutive minutes. The time between the last activity and the automatic log off are not calculated into the student's seat time. Students are not permitted to log into VLA and click on the page once every 45 minutes in an attempt to accumulate hours without doing any coursework. This is monitored daily and if detected will result in disciplinary action. Additionally, students will not be given credit for time spent on the homepage. Students must be logged into VLA and completing coursework in a class to receive credit for their online work.	9/25/2018 11:00 AM
6	Yes	9/24/2018 2:04 PM
7	Yes, student is logged out after a period of inactivity	9/24/2018 1:02 PM
8	Yes...our system force logs out students	9/23/2018 9:14 PM
9	It times out the student at 55 mins.	9/21/2018 11:56 AM
10	Yes. Students who fail to obtain the required minutes of weekly activity, and do not have a legitimate absence excuse as defined by Ohio Revised Code receive unexcused absences for the deficient time. We then follow all of the state protocols regarding absenteeism including attendance letters, Absence Intervention Plans, and finally court intervention if the Absence Intervention Plan is unsuccessful.	9/21/2018 10:59 AM

Q19 How long is the period of inactivity before the LMS or vendor's software force log out the student?

Answered: 8   Skipped: 2

#	RESPONSES	DATE
1	15 minutes--- this short span is included, but time after force log out is not.	9/28/2018 9:18 AM
2	30 min	9/26/2018 3:13 PM
3	90 minutes	9/26/2018 8:13 AM
4	45 mins	9/25/2018 11:00 AM
5	15 minutes	9/24/2018 2:04 PM
6	55 minutes	9/23/2018 9:14 PM
7	55mins.	9/21/2018 11:56 AM
8	20 minutes	9/21/2018 10:59 AM

Q20 How did the school determine the interval of forced log out time?

Answered: 7   Skipped: 3

#	RESPONSES	DATE
1	Time was determined to protect the user and their work.	9/28/2018 9:18 AM
2	We did not. The company did.	9/26/2018 3:13 PM
3	We considered the amount of time students may take on activities assigned within the LMS, that may result in idle status while they work.	9/26/2018 8:13 AM
4	Trial and error over the past few years. 90 mins seemed like too much time and gave the students too much room to abuse the idle time. 45 mins seemed fair for students who work slower or like to print their work off and enter the answers once completed.	9/25/2018 11:00 AM
5	A reasonable time as determined mutually between the school and ODE	9/24/2018 2:04 PM
6	Our parents were frustrated when taking formative assessments that were timing students out before being completed. We chose 55 mins so we would give the students a reasonable amount of time to complete an online assignment.	9/21/2018 11:56 AM
7	We collect data early on when the school started to help us determine optimal interval of forced log out time according to the developmental needs of our students. We are a K12 Blended Learning School, and the interval of forced log out time is domain-wide, so we needed to find an interval that was appropriate for all grade levels.	9/21/2018 10:59 AM

Q21 Is the forced log out time included in the time that the school claims for funding?

Answered: 10   Skipped: 0
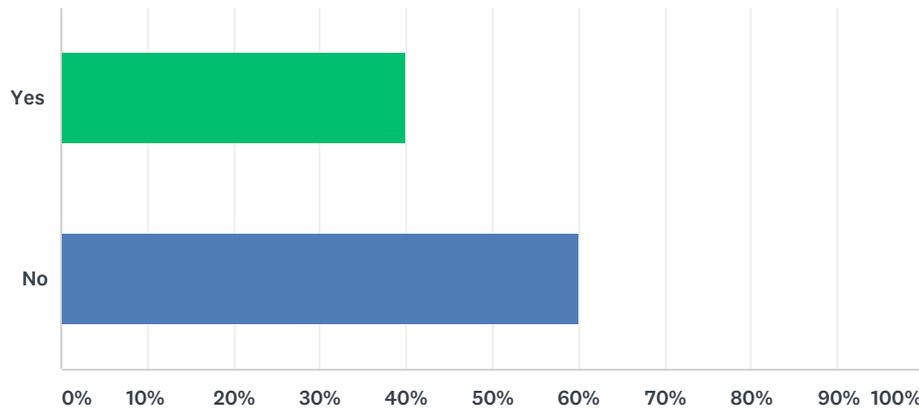
ANSWER CHOICES	RESPONSES	
Yes	40.00%	4
No	60.00%	6
TOTAL		10