Remote Learning Update

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Ken Greenbaum, Director of Digital Learning & Well Rounded Access
Allie Ivey, Digital Learning Program Specialist

Purpose of the Work

Revisit policies related to remote learning in Oregon through engagement efforts centered on remote/online learning models with an emphasis on full-time programs.

Working Definitions

Generally, any educational model of instruction where the student and the teacher are not in the same physical location for more than half of the instructional time.

This includes:

- Online schools/programs (full virtual and focus virtual)
- Virtual public charter schools
- Schools/programs that provide non-virtual, home-based instruction
- Asynchronous
- Synchronous
- Hybrid
- And other forms of personalized learning

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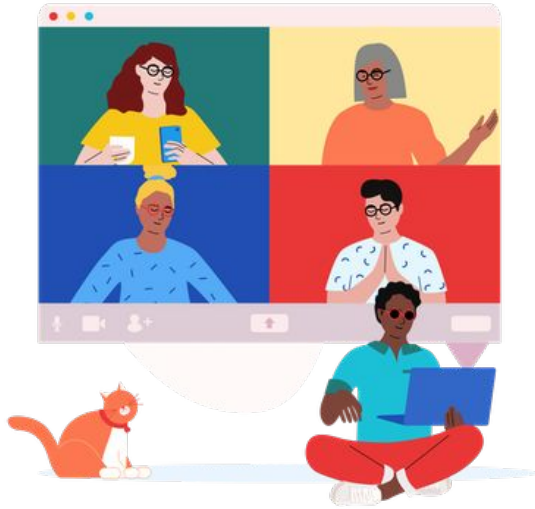
Why Do This Work Now?

Over a Decade of Growth: Virtual schools have continued to grow at a rapid pace.

COVID-19 Pandemic Response: Emergency response that included the shift to distance learning, then Comprehensive Distance Learning (CDL), and new permanent remote schools and programs.

2017 Secretary of State Audit: Call for increased accountability, oversight, and improved outcomes for students in online education.
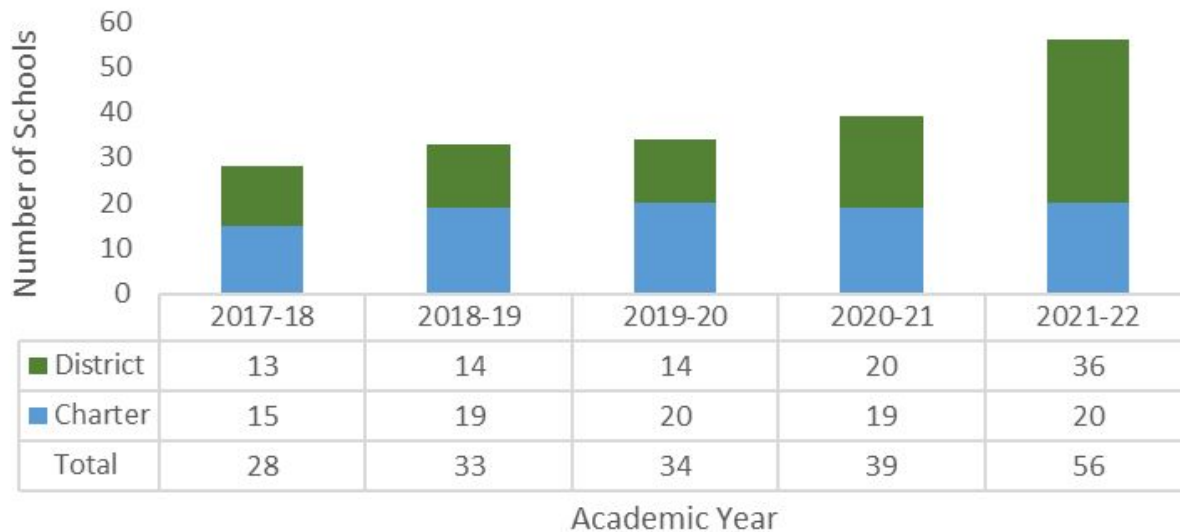
Not Virtual: The school does not offer any virtual instruction.

Supplemental Virtual: The school offers virtual courses but virtual instruction is not the primary means of instruction.
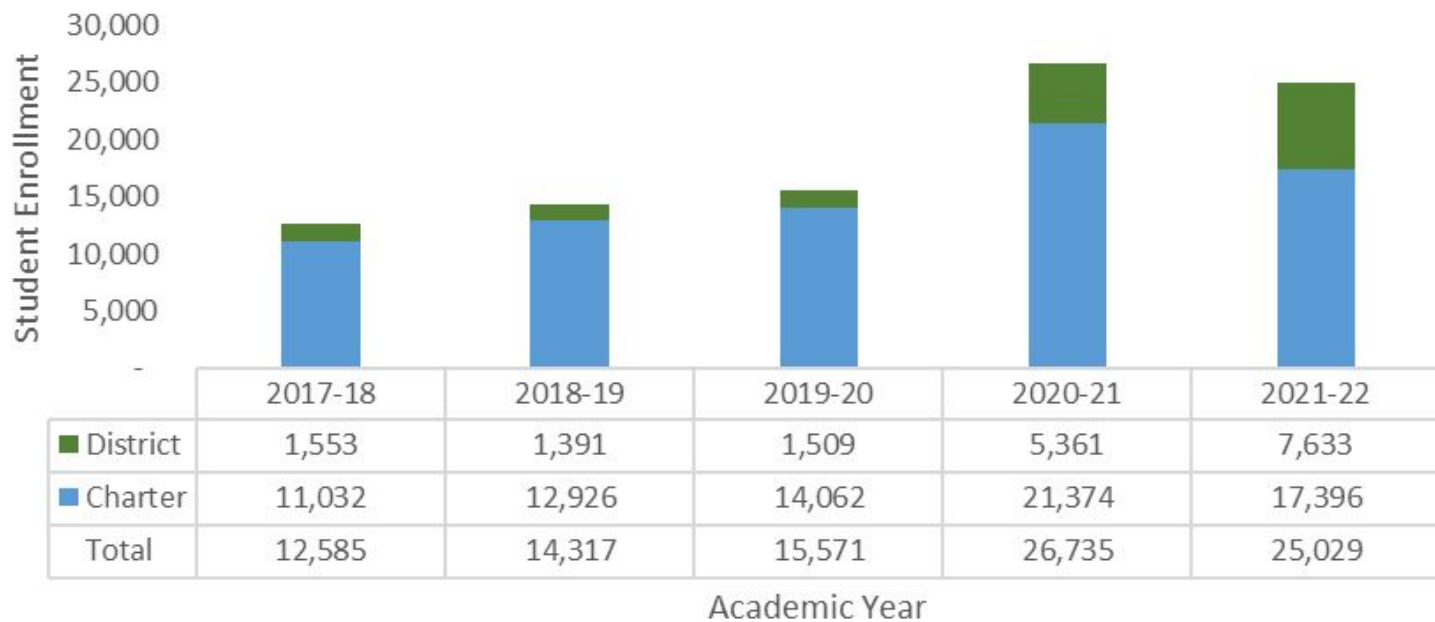
Focus Virtual: The school focuses on a systematic program of virtual instruction but includes some physical meetings among students or with teachers.

Full Virtual: The school has no physical building where students meet with each other or with teachers, and all instruction is virtual.

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Number of Focus and Full Virtual Schools, by District/Charter Status: 2017-18 to 2021-22

Academic Year	2017-18	2018-19	2019-20	2020-21	2021-22
District	13	14	14	20	36
Charter	15	19	20	19	20
Total	28	33	34	39	56

District and Charter Full/Focus Virtual School Enrollment Over Time: 2017-18 to 2021-22

	2017-18	2018-19	2019-20	2020-21	2021-22
■ District	1,553	1,391	1,509	5,361	7,633
■ Charter	11,032	12,926	14,062	21,374	17,396
Total	12,585	14,317	15,571	26,735	25,029

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Short-Term Approach and Outcomes

- Develop shared understanding of the opportunities/challenges of remote learning instructional models currently operating in Oregon

- Identify any opportunities for clarification or support that may impact the 2022-23 school year.

Remote Learning Program Standards Timeline

OCT-FEB 2021   MAR 2022   JUN 2022   JUN 2023

Multiple rounds of engagement, voluntary school site visits, and establish the Remote Learning Advisory Committee

Publish Remote Learning Report and FAQ Resource on current rule/statute.

Implement policy recommendations and continue engagement as needed

Remote Learning Engagement

- **Educators and Administrators:** Teachers, instructional coaches and leaders, school and district administrators, and other school, district, and ESD staff connected to online and remote learning
- **State education partners** including: COSA, OSBA, OEA, OASC, Oregon PTA
- **Statewide Advisory Groups** including: African American Black Student Success Advisory Group, the Latino/a/x & Indigenous Student Success Advisory Group, the English Learner/Emergent Bilingual Advisory Group, Native American/Alaska Native Advisory Committee, and the State Advisory Council for Special Education (SACSE).
- **Quality Education Commission**
- **Rules Advisory Committee**
- **Government-to-Government Education Cluster**

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Snapshot of Engagement Themes

Opportunities	Challenges	Priorities
• Some students feel safer within a remote setting due to social anxiety, microaggressions, etc. • Can allow for increased access and support as well as flexible times for schooling. • Opportunities for students to be challenged based on their individual academic needs. • Opportunity for increased relationships with families, as families are in the room learning with students.	• Limited technology and lack of reliable and robust internet connectivity. • Asynchronous instruction, particularly when students are also tasked with supporting the learning for younger siblings. • Lack of synchronous instruction can be difficult for students navigating disabilities. • Obtaining high quality and inclusive curriculum and instructional materials. • Limitations on enrollment.	• Create consistent accountability structures, specific to remote schools and programs. • Provide professional learning for online instructional strategies. • Ensure any student in remote learning has access to interventions, supports, and a well-rounded education. • Reliable and robust internet connectivity needed to access learning.

Ongoing Remote Learning Engagement

- **Remote Learning School Visits**
- **Student and Family Engagement:** Student and Family Surveys
- **Remote Learning Advisory Committee:** This committee advises Department staff by providing input and feedback on remote learning policies. Members may also support the engagement process outlined by the Department. The committee does not have decision-making authority.
- **Listening Sessions**

The Work Ahead

- **Continued Communication:** Enrollment trends, student characteristics, and academic outcomes within remote schools in Oregon, and themes and priorities named during engagement sessions.
- **Continued Engagement on the Remote Learning Program Quality Standards**