



Key Facets of the Model

Heavily Vendor Reliant

From technology to curriculum to furniture placement and design we are a heavily vendor reliant school and this can sometimes impede responsiveness.

Edgenuity, ALMA SIS, NWEA & Envision Technology Advisors

Virtual desktop and Thin Client technology

In addition to the benefits of seamless use regardless of the location, the lack of computing power at the workstation and laptop makes administration and user friendliness a breeze.

Students' Expanding Skill Sets

In addition to the academic skills gained our students are in "as close to an adult work environment" that you provide in a school setting and the 21st Century "soft skills" are a natural by-product of the model.

Trust as a key Element of the Flex Model

When teachers become "data analysts and skill gap interventionists" the ratio of 1:10 or 1:12 can be altered and administration has to trust that each teacher is making a wise and informed decision when the 1:10 or 1:12 ratio in Workshop is not adhered to.

Inter-personal Dynamics between Adults and Teens

- This model advances the collegiality between Adult learners and Young adult learners
- Teachers are coaches and facilitators, students are empowered in their control of learning
- We do not hear ... I am bored, I am not learning anything, the teacher doesn't like me or I have a personality conflict with that teacher.

Edgenuity (and each student) is the primary “grader” of student work with teachers assessing writing and the 21st Century components.

We have achieved “face validity”

- Because our program is designed for typical consumers of public education our school has a greater chance of replicability.
- VGV is not designed to serve credit recovery, home schooled or medically fragile students. Our kids are the same kids as you’d see at Central, Hope, Mt. Pleasant, Shea, Central falls or Cranston East.
- This is not typical because most “disruptive innovations” target non-consumers” as an initial customer base.

Best practices taken into account in the 2012 VGV design

- *Digital Learning Now!* (Bush & Wise, 2010). Foundations for Excellence in Education.
- 10 elements of high quality digital learning: eligibility, access, personalization, advancement, content, blended instruction, providers and partners, assessment and data systems, funding, delivery.

School-wide Goals in Blended Learning

The goals are to:

- Continually differentiate both with on-line tools and face to face teaching;
- Empower students in their learning;
- Offer acceleration and remediation ... often to the same student at the same time;
- Understand that some students will need workshop time more than others;
- Build pathways and unique opportunities for student who are ahead of target;
- Workshop instruction should always be targeted, based on short cycle data analysis and relevant because it’s tied to assessment and proficiency; and that
- Teachers should control decisions in a flexible environment where they are data analysts and skill gap interventionists

Use of Workshop Time

There are several ways to incorporate Edgenuity into the Workshop Spaces:

- Guide Students together through the Edgenuity lesson
- Re-teach using the Edgenuity lesson after students have attempted on their own
- Flip the class and have students view the video lesson prior to instruction
- Use stations within the Workshop for individual help on a varied number of lessons
- Non-Edgenuity lesson such as our School-wide Writing, Research and Exhibition Program

- Use of Edgenuity as a source of a theme for deeper contextual conversations

Debunking Myths

First, bricks and mortar virtual schools are not an effective personnel reduction strategy.

- Teachers are critical and you need more of them
- We have a 1:10 ratio and that is not watered down with Library, Guidance, Nurse, etc.
- This may be a function of RI Virtual School regulations, however, even if we could have five certified teachers for our student body we do not believe it would be prudent or effective.

Second, there is a lack of socialization in a virtual school.

- Patently untrue, teens are still teens and this is still high school ...
- Students do not become “laser-focused” and insulated within their own learning.

Third, today’s students are so high-tech and plugged in that they take to virtual education like “ducks to water”

- While they may be good electronic consumers, gamers, “Media Socialites” and have brain patterning which is different due to exposure to a high-tech world this model is hard to master

School goals for system improvement

- At this stage of our development Dr. Butler has created the following goals for his logistics side of the house:
- Reduction of RTTI or “response time to intervention.” How do we get faster at analyzing short cycle assessment data from Edgenuity?
- Reduction of data flow redundancy
- Development of comprehensible data reports such as school-wide snapshots, report cards and progress reports
- Predictability models
- Four year snapshot report cards
- Deep study of the relation between time, pace, curricular demands and Edgenuity scope
- Study and gauge sustainability with regard to 4-year student engagement
- Study on the effect of technological glitches and student motivation during CBA high stakes testing