



# BUILDING A BOLD AGENDA

To create a high quality digital learning environment, the Foundation for Excellence in Education recommends states adopt policies to implement all 72 metrics of the 10 elements. To assist states move toward the ultimate goal, the Foundation has created “policy combo-packs” that mix and match complementary policies that will accelerate the transition to a high-performing, high-achieving, world-class education. For example, states that want to create a college and career ready high school diploma should consider legislation that addresses metrics 8, 31 and 32. Doing multiple reforms in the right combination will amplify and accelerate the results.

The policy combo-packs can also provide a path for multi-year reform agendas. Governors, lawmakers and policymakers can develop a clear path for transformation, communicate the vision to parents and the public, and advance reforms sequentially and systematically to ensure an organized and orderly transition. Change won’t happen overnight, but it won’t happen at all unless steps are taken every year to improve.

## **In developing their plans, states should adopt a sense of urgency around certain policy areas:**

- establishing a competency-based education that requires students to demonstrate mastery of the material,
- providing a robust offering of high quality courses from multiple providers,
- ending the archaic practice of seat-time,
- funding education based on achievement instead of attendance,
- funding the student instead of the system,
- eliminating the all-too-common practice by school districts of prohibiting students from enrolling with approved providers, either by withholding funding or credit, and
- breaking down the barriers, such as teacher-student ratios and class size limits, to effective, high quality instruction.

Most importantly, states should measure the range and results of digital learning. States should collect data on how many students are enrolled in digital learning, where students are enrolled, types of digital learning being used and how well students perform in those courses and schools. Linking this information to student achievement outcomes will provide the empirical bases for identifying success technologies and strategies.

While learning should be blended, data should not. Data should be disaggregated to make it easier for lawmakers and policymakers to understand what’s really happening. For example, reporting systems should differentiate between enrollments in blended brick-and-mortar schools and individual online courses to determine which schools or individual online course providers are performing better than others.



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Disaggregated data also allows apple-to-apple comparisons. Without the appropriate context, an online credit recovery program with graduation rates lower than the state average may be considered a failure. However, when compared to brick-and-mortar schools that didn't graduate any of the same students, even lower-than-average graduation might be considered a success.

Ultimately, data provides the empirical basis for lawmakers and policymakers to develop sound policy.

## Create a 21st Century College and Career Ready High School Diploma

- Require Online Courses to Earn a Diploma (8)
- Adopt Competency-Based Promotion (31, 32)
- Fund Digital Learning in the Formula (14, 15, 16)

## Empower Students to Customize Education for Individual Student Success

- Empower Students and Parents with Decisions (15, 16, 55)
- Provide a Robust Offering of High Quality Choices (35-36, 42-53)
- End Barriers to Access (3, 4, 12, 13, 17, 18)
- Foster Blending Learning (22-28)
- Fund Digital Learning in the Formula (14, 15, 16)

## End the Achievement Gap

- Adopt Test-Based Promotion (31, 32)
- End Seat-Time (34)
- Adopt Performance-Based Funding (63)
- Fund Digital Learning in the Formula (14, 15, 16)

## Support High Achievers

- Foster Acceleration for Middle School Students (23, 29, 30)
- Foster Acceleration for High School Students (29, 30, 33)
- End Seat-Time (34)
- Fund Digital Learning in the Formula (14, 15, 16)

## Extend the Reach and Results of Great Teachers

- Recruit and Retrain Effective Educators (37, 38, 39, 62)
- Provide Teachers with Ability Support for Digital Learning (40, 41, 68, 69)
- Replace Class-Size Limits with Workload Guidelines (9, 10, 11)

## Modernize Infrastructure

- Administer Tests Digitally (56, 57)
- Provide Content Digitally (64, 67)
- Provide Internet Access Devices (68, 70)

## Ensure a Quality Education for All Students

- Provide a Robust Offering of High Quality Choices (35-36, 42-50, 53)
- Demand Accountability for Student Learning (58-61)