

Top Eight Reasons Full-time Stride K12-Powered Online Schools Differ From District Emergency Remote-Learning Models

<u>REASON</u>	<u>HIGH QUALITY FULL-TIME ONLINE SCHOOLS</u>	<u>EMERGENCY/CRISIS REMOTE TEACHING</u>
EXPERIENCE	<p><u>Best Practices.</u> K12 was founded in 2000 and has been committed to helping students reach their full potential through inspired teaching and personalized learning since day one. An integrated delivery platform enables two-way communication, provides ongoing data collection to monitor student progress, and features a student/parent-facing gradebook.</p>	<p><u>Panic Response.</u> Emergency remote learning includes one-to-many teaching, attempts to replicate the in-class experience through endless video conference classes, lack of integrated offline materials, and multiple channels for communication. Reduction in rigor, lack of high expectations and minimal active learning experiences permeate the emergency remote model. Expectations and often learning mode changes frequency with students bouncing from in-person to remote learning with little time to prepare.</p>
ACCESS AND EQUITY	<p><u>Guaranteed.</u> K12-powered schools adopt policies to provide equitable access to technology and internet. Curriculum meets accessibility standards and accommodations are implemented to ensure access for all students.</p>	<p><u>Inconsistent.</u> Lack of one-to-one technology or access to internet prevented equal access to instruction and curriculum. Paper packets were implemented as a desperate alternative.</p>
CURRICULUM	<p><u>Cohesive.</u> Master teachers, cognitive scientists, subject-matter experts, technologists, interactive designers, writers, and researchers develop a comprehensive, cohesive K12 curriculum. Feedback from parents and students through surveys, focus groups, lesson reviews, round-table discussions, and product testing drive improvements. Necessary physical materials such as trade books or microscopes are provided. Course catalog contains extensive elective options, including career-learning pathways.</p>	<p><u>Disjointed.</u> Emergency model curriculum has limited online capability and is not cohesive or comprehensive. Teachers are often left on their own to develop materials with no guidance or district-wide expectations. Teachers resort to lecture through a video platform or a haphazard collection of busy work that may be delivered through multiple online platforms with no single sign-on option or paper packets. Limited course offerings available.</p>
TRACKING	<p><u>Continuity.</u> K12-powered schools did not miss one day of teaching because of the systems and processes they've been utilizing for years. Student engagement and attendance is monitored and tracked.</p>	<p><u>Dysfunctional.</u> A Bellwether Education Partners report estimates 1 to 3 million students have been missing from schools since March. Emergency remote models lack systems to track student attendance.</p>

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TEACHER TRAINING AND EVALUATION	<p><u>Thorough and specialized.</u> K12-powered teachers are state-certified and thoroughly trained in online instructional pedagogy. New teacher training consists of thirty hours of synchronous and asynchronous training. Mentors provide additional support to new teachers. After initial training, K12-powered teachers receive ongoing professional development guided by a robust teacher observation evaluation system.</p>	<p><u>Not transferrable.</u> Emergency model teachers are only trained in brick-and-mortar pedagogy and classroom management. Little to no tech training is provided. Teacher observations and evaluations are not conducted.</p>
PARENT AND STUDENT SUPPORTS	<p><u>Robust.</u> K12-powered schools implement programs to meet the needs of all learners, including intervention programs and specialized instruction for students with disabilities and English Learners. Extended supports and options include extensive parent support, family communication plans, student orientation, social-emotional learning, collaborative projects, and socialization opportunities.</p>	<p><u>Limited.</u> Emergency model does not contemplate how to meet needs of all learners and lacks in parental support and training. Limited onboarding programs and lack of on-demand help leaves families to struggle on their own. Inability to maintain school community persists.</p>
TRANSPARENCY	<p><u>Established Best Practice Protocols.</u> K12 partners with school boards who follow a budget adoption process and makes finances available to the public.</p>	<p><u>No Protocols.</u> Many updates from school districts were scattered and contradictory.</p>
CHOICE	<p><u>Chosen Option.</u> Online schools provide an option to families whose needs are not being met at their zoned school. Teachers elect to teach in this innovate model and are dedicated to adapting their skills to the online environment.</p>	<p><u>Forced Instructional Model.</u> Most students do not have a choice about whether to attend their districts' emergency learning models. Teachers are forced to teach in a model out of their comfort zone.</p>