PROGRAM EVALUATION OF A 9-12 LOCAL SCHOOL ONLINE LEARNING PROGRAM

by

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Abstract

This program evaluation of the local school Online Center provides online learning opportunities for 9-12 graders with an Online Center facilitator's assistance. As online school teachers provide the academic support and course content, the Online Center facilitator and local school counselors provide personal and logistical support. As data were collected on the current supports given to students based on the Online Center's Program Goals, student success rates were also evaluated in the form of averaged final course grades. Student Lexile scores were also gathered to if a relationship existed between reading comprehension abilities and student success rates in the online learning environment. In reviewing the literature, it was noted that students might be experts in using technology for socializing; however, many students struggle to use technology to learn. To help students achieve online success, assistance from the online school teachers, Online Center facilitator, and local school counselors are imperative. They are the experts in the environment in which students learn. In evaluating student Lexile scores, research suggests online reading requires students to locate information online and evaluate that online information effectively. Collecting and correlating Lexile scores with final student course grade averages helped shed light on potential reasons why students' passing rate was 57%. Upon further review of the correlated data, there was a slight positive significance using Spearman's rank-order correlations, $\mathbf{r_s}$ (185) = .426, $p < .001$. Although the slight positive significance, other factors could contribute to the lack of student achievement. The qualitative analysis consisted of online school teachers, Online Center facilitator, and local school counselor surveys. This evaluation aimed to address the supports stakeholders give students to help them achieve standards mastery. In reviewing the data, it was found that there was a slight disconnect between what participants believed were the Program Goals. Many responded by stating it provided an

alternative learning environment. Although this is true, the statements merely indicated how they achieved the goals, not specifically the program's goals. Overall, participants agreed the most significant factor that promotes student success would be the Online Center facilitator and their role in communicating student progress with online school teachers and local school counselors. Additionally, participants noted the importance of communication and its current success in providing feedback to each stakeholder group. Still, measures could be put into place to provide a more streamlined experience.

Dedication

First and foremost, I would like to thank God for my salvation. Without the understanding of what it means to be a follower of Christ, I would have never been instilled with the desire to do everything with excellence and for God's glory because of what Jesus did for me at Calvary. Amid the many uncertainties that have plagued our society in recent history, one consistency has remained: the completion of my terminal degree in the field of education. If it were not for my loving, caring wife pushing me through the most difficult challenges that the past two years have brought, both professional and personal, I would not have attained my goal of receiving my doctorate before age 30. Even with my beautiful daughter's unexpected birth, my wife has been consistent in providing me with the motivation and encouragement I have needed to complete this degree. For that, Amber, I am forever grateful. To my family, thank you for supporting me and instilling in me the drive and dedication to accomplish what I started. If it were not for you all, I would have never attempted this journey, and for that, I am forever grateful.

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EXECUTIVE SUMMARY

SECTION ONE: BACKGROUND AND CONTEXT

Program Description

The Online Center was established to provide online learning opportunities for students in the local school. In its three-year existence at the local school, student enrollment has grown exponentially, and the model for the Online Center has since been established in eight total schools. Based on student final course average data that was pulled during the 2019-2020 school year, the online school that established the Online Center and provided students with learning opportunities noticed a pass rate of 50%. This program evaluation aimed to assess the reasons behind this low failure rate by analyzing final student averages and Lexile scores. Additionally, surveys were sent to online school teachers, the Online Center facilitator, and local school counselors to assess the individual supports and accommodations that are currently provided within the program.

Organizational Context

The local school is a Title I school where 76% of the student population is free or reduced lunch. The online courses are provided on top of the current course load students take during their regular school day. In conversation with the online school administrators, they noted the Online Centers' lack of student success. As the local school's first Online Center facilitator, I felt the need to evaluate the current program based on the Online Center's Program Goals. With the quantitative data collected from the local school and surveys provided to online school teachers, the Online Center facilitator, and local school counselors, the evaluation was conducted with the full support of local school and online school administrators.

Rationale for the Evaluation

In three years, the Online Centers have grown from one to eight Centers within the school district. Due to its exponential growth, the researcher felt the need to assess the procedures, supports, and accommodations given to students using Stufflebeam's (1968) Context, Input, Process, Product (CIPP) model. Using the model allowed the researcher to define the program goals, identify stakeholders and discuss the tools, resources, and strategies used for implementing the Online Centers, assess those aspects in their current state and provide the overall effectiveness and growth areas for future implementation. The researcher surveyed online school teachers, the Online Center facilitator, and local school counselors to collect necessary data. The researcher also collected final student averages and Lexile scores. With this information, the researcher aimed to address the reasons behind the Online Center's pass rate of 57%.

Review of the Literature

Students in a Title I community have various disadvantages compared to students in more affluent communities. According to Leu, et al. (2015), there is an achievement gap for online reading ability based on income inequality that is separate from the achievement gap in traditional offline reading (p. 37). With many low-income students facing reading comprehension disparities, it could be argued that students in this setting may not thrive in an online learning environment. As Greene, et al. (2015) stated, "…students may be experts at online socializing; however, many of them struggle to navigate computer-based resources to complete academic tasks" (p. 89). Additionally, with the rise of increased internet and technology use among schools across the country, the need for internet access through the means of a computer is even more necessary. However, due to the monetary restraints of many low

socio-economic families, many students' sole means of internet connectivity is through their cellular devices. As Smith (2017) stated, an estimated 12% of American adults only access the internet through their smartphones due to them not having readily accessible home WIFI access. With this limited access in American adults, it can be surmised that school-age children percentages that have limited access is even greater. With access to only a smartphone, the ability to fully navigate the internet is greatly impeded. Additionally, the ability to multitask through videos, internet speeds, and word processors is an additional barrier that would potentially keep a student of low socio-economic status from succeeding in an online course. With this research in mind, collecting the necessary quantitative and qualitative data helped shed light on the reasons behind student achievement.

Program's Theoretical Framework

In evaluating the online school's theoretical framework, it is essential to consider the "community of inquiry model" developed by Garrison, Anderson, and Archer (1999). In this model, all stakeholders establish a learning environment of collective learning to support student academic achievement and develop much-needed 21st-century skills. Additionally, Picciano, 2017, furthers the online school's theoretical framework by establishing the core focus of the Online Center program: community-centeredness, knowledge-centeredness, learner-centeredness, and assessment-centeredness.With the online school teachers, Online Center facilitator, and local school counselors working in unison to support student achievement, they naturally develop a learning community focused on supporting students as they learn online.

Evaluation Model

The evaluation model that was used during this program evaluation was the Context, Input, Process, Product (CIPP) model. To assess the Online Center procedures and practices, it

was essential to evaluate qualitative data in participant surveys. This model analyzed the organizational site of the Online Center within the local school (Context), established the program goals and intended procedures of the program (Input), gathered the current beliefs, policies, and practices of the current program based upon participant surveys (Process), and assessed the current outcomes of the program based on the quantitative data that was also gathered (Product). This model helped expose areas of growth necessary for the Online Center's continual growth.

Specialization-related Theory

To establish and maintain a successful program, it is vital to consistently evaluate its current practices; maintaining a constant evaluation mindset is critical. To do this successfully, one must adhere to the five-dimensional framework that defines successful instructional leadership, "(1) establishing goals and expectations; (2) strategic resourcing; (3) planning, coordinating, and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development; and (5) ensuring an orderly and supportive environment" (Hou, Cui, & Zhang, 2019 p. 544). By utilizing this framework, as was done throughout this program evaluation, the researcher grew their instructional leadership capacities by identifying growth areas for an already existing program to make it better for the future.

Systems and Change Theory

According to (Branson, Penney, Franken, and Marra, 2018), the Trans relational leadership theory emphasizes the relationships between stakeholders. The researcher utilized this leadership principle by working directly with online school teachers, the Online Center facilitator, and local school counselors to assess needs and create changes in the Online Center program's structure. While most educational organizations employ a top-down approach to create

change in their programs, using the trans relational leadership theory used those stakeholders directly to create a system that pleases all involved. Lewin's Change Management was also applied to the program evaluation process. Lewin's model comprises of three steps: Unfreezing, Change, and Refreezing. By breaking down the current program's practices and assessing their effectiveness, the researcher was able to identify gaps in the program to elicit changes for future growth.

SECTION 2: EVALUATION METHODS

Evaluation Plan

To assess the overall effectiveness of the Online Centers, it was imperative to evaluate the success of the current program as it relates to students' ability to master the standards. To effectively evaluate this measure, the researcher gathered final student grade averages for each course taken in the Online Center. Additionally, a Spearman rank-order correlation was conducted to assess the correlation of those final student grade averages with student Lexile scores. To promote the mastery of standards within each course, online school teachers, the Online Center facilitator, and local school counselors were asked to provide the supports given to those students enrolled in the Online Center through an administered survey. Those stakeholders also provided their overall thoughts of the current success of the program along with areas for growth. To provide stakeholders with a plan on how the evaluation was conducted, a presentation was created to provide them with the steps and procedures utilized throughout the evaluation process. An evaluation report was also provided, but the researcher felt a personal presentation in a formal setting provided those stakeholders with the summarized information they needed to establish an informed decision on the areas of growth revealed from participants involved in the program's evaluation.

Stakeholders, Participants, and Target Audience

The program's stakeholders include the online and local school administrators who established the Online Center at the local school. Stakeholders also include present and future students that are enrolled in the program. As the program grows, future schools that establish an Online Center will benefit from this study. The evaluation provides current practices that promote student achievement and growth areas to continue the program's growth, therefore district-level and school board members also seek to benefit from this study. Participants of the evaluation include online school teachers that teach those students enrolled in the Online Center, the Online Center facilitator, and local school counselors. Lastly, the program evaluation's target audience includes future schools that desire to implement an Online Center within their local school. Due to the lasting impact of this program in future school clusters, community members and those families within each cluster stand to benefit from this online learning opportunity due to its potential success and alternative learning environment for students to master the standards as required for graduation.

Evaluation Questions

To evaluate the Online Center program effectively, the evaluation includes the following evaluation questions: (1) Will 70% of students enrolled in the Online Center pass their online courses , (2) Is there a correlation between success in online courses provided by the Online Centers and Lexile scores, (3) Are online school teachers and the Online Center facilitator providing effective course guidance with online learning, (4) Are online school teachers providing tutoring and other remediation to promote individual student standards mastery, and (5) Are local school counselors providing students with the proper guidance on how to communicate effectively with the Online Center facilitator and online school teachers and how to

advocate for themselves to promote successful online learning outcomes? By creating these specific evaluation questions, the researcher assessed the program's academic success. The researcher received qualitative feedback through surveys to address potential needs and growth areas for the Online Center.

Data Sources and Collection Procedures

To effectively assess the Online Center's programs, policies, and procedures, it was necessary to collect quantitative and qualitative sources. Quantitative data consisted of archived student final course averages and Lexile scores housed within the local school's registrar's office and the State Longitudinal Data System (SLDS). To eliminate bias and maintain confidentiality, all identifying information was coded. Additionally, qualitative data was collected through staff surveys administered to online school teachers, the Online Center facilitator, and local school counselors. Mass emails were sent to these groups to eliminate human subjects research requirements. Responses were anonymous, and themes were gathered from the data collected. All data was housed within the district's Google Apps for Education account and secured through my district portal login.

Data Analysis Methods

To analyze data effectively, final student course averages and Lexile scores were coded and aggregated. A Spearman's rank-order correlation was used to draw a potential correlation, as this is a reliable and valid quantitative data analysis tool. As data were correlated, the researcher drew a correlation between reading comprehension (Lexile scores) and final student course grade averages. As participants engaged in the surveys, data were categorized through Google Forms Responses and themed according to the CIPP model. Once data was coded and themed,

correlations could be drawn among participant responses to address the Online Center program's growth areas.

Limitations

Limitations included participant engagement in the survey. To ensure the test instruments' reliability, a field test was conducted to reassure the participants of the test validity. Additionally, this study also provided transferability. A program evaluation needs to ensure no limitation in providing timely feedback for the program to promote its growth. This program evaluation provided transferability due to the results that can promote the growth of the local school Online Center and future schools that decide to provide the same online learning opportunities.

Ethical Issues

Participants were reassured of the program evaluation's ethics through the reliability and validity of the survey questions' field test. Additionally, participants were provided with anonymity to provide honest feedback to promote the Online Center program's growth. Additionally, FERPA laws were adhered to by coding student data and survey responses. The data collected was also housed within the district's Google Apps for Education Drive that is also FERPA protected.

SECTION 3: FINDINGS AND RECOMMENDATIONS

Data Analysis

Quantitative Data Analysis

Data were collected from 113 students in final course averaged grades from the 2019-2020 school year. Upon further examination and aggregation, results indicated a 57% pass rate, with 43% of students receiving a failing grade. It is important to note that multiple students took more than one course, and all first and second-semester course grade averages were correlated with student averaged Lexile scores. When correlated with those Lexile scores, Spearman's indicated a slight positive correlation, r_s (185) = .426, $p < .001$. Although the data showed a weak positive relationship, Spearman's still proved that this measure could be considered when determining a student's ability to engage in the online work successfully on their own accord.

Qualitative Data Analysis

Fifteen adults participated in the survey, four local school counselors, one Online Center facilitator, and ten online school teachers. Based on the 2019-2020 online school course teachers, 43 teachers were the teacher of record for students at the local school Online Center. These numbers equate to 23% online school teacher survey participation. It is important to note that there was 100% participation between the Online Center facilitator and local school counselors. The survey consisted of eleven questions, with one question contingent on the previous question's response. Additionally, there were two Likert-scale questions, two yes/no questions, and seven short answer questions. Depending on the question type, graphs were made showing Likert-scale question responses and yes/no responses. Short answer data was compiled and aggregated based on the following themes: communication, supports, and beliefs about the current program.

Findings

Evaluation Question 1

Regarding the question, “Will 70% of students enrolled in the Online Center pass their online courses,” the data shows the highest percentage of grades represented indicate a failing grade. However, taking the passing grades all together (100+ to 70) was 57%. Comparing these two data points does not support the argument that students master the standards and pass their content area courses in the Online Center.**Evaluation Question 2**

Evaluation question 2 aimed to draw a correlation between Lexile scores and final student course averages. As Hung, et al. 2010 stated, “…learning how to navigate and investigate one's understanding is a critical factor in online learning success”. Data were correlated using Spearman’s and showed a slightly positive correlation. Although the *R*-value is 0.426, with 1 indicating a significant positive correlation, it can still be argued that lower reading abilities could potentially impact student success in an online learning environment. The *P*-value of < .001 shows that the correlation between Lexile scores and passing content area courses is statistically significant (Mathur, 2005). This data can be utilized as a potential entrance qualification for students to take an online course. However, it is essential to note that many other factors could potentially contribute to the lack of student success in the online classroom setting.

Evaluation Questions 3, 4, and 5

Based on teacher feedback on the surveys, qualitative data was collected to address whether online school teachers and the Online Center facilitator provide effective course guidance (i.e logistical structures, course layouts, scheduled support systems, etc.) with online learning, if online school teachers provide tutoring and other remediation to promote individual students standards mastery, and if local school counselors provide students with the proper guidance on how to communicate effectively with the Online Center facilitator and online school

teachers and how to advocate for themselves to promote successful online learning outcomes Those responses were evaluated using the Context, Input, Process, Product (CIPP) model.

Context component. The Context component addressed the organizational site of the Online Center within the local school. According to the Online Center's Program Goals, online school teachers and the Online Center facilitator's sole purpose is to provide individual supports and accommodations to students enrolled in the Online Center to help them succeed through the school year and pass their content area courses.

Input component. The Input component established the program goals and intended procedures of the program. According to the online school's Instructional Model Overview of the Online Centers (McCurley, 2020), the partnership between the three groups of stakeholders includes collaboration between the online and classroom teachers to provide strong academic support. Additionally, student progress is monitored by the Online Center facilitator while the online school teacher provides support throughout the school day via text, email, phone, or virtual tutoring rooms. Local school counselors serve students by addressing their graduation requirements and placing them in the appropriate online course. They also support by helping them with online learning etiquette. With this partnership, the Online Center offers a "Blended learning opportunity [that utilizes]…technology and innovation, quality instruction, and collaboration [among stakeholders]" (McCurley, 2020).

Process component. The Process component involved gathering overall thoughts of the current success of the program along with areas for growth based upon participant surveys. Stakeholders noted the areas they felt are positively impacting student success. Online school teachers noted that they communicate with students, provide them with interventions and provide them with interventions and extended time on assignments. The Online Center facilitator noted

that they provide students with his phone number to contact him if they need assistance. Local school counselors stated they support students by providing them with teachers in the local school building to assist them in their course work if they need it. Additionally, they show students how to contact their teachers through email and by phone. When it comes to supports, participants indicated they monitor student progress and communicate with one another via email regarding student progress and needs. The Online Center facilitator also noted their support as providing students with academic and computer troubleshooting assistance. Lastly, to address areas for growth and current success of the program, participants frequently indicated the Online Center's program goal was to provide an alternative learning environment. Local school counselors also noted that the Online Center was a place for students to make up missing credits. Although these may be aspects of the Online Center, it was clear that respondents addressed how the Online Center was structured, not the program's specific goals. Stakeholders also noted the need to improve communication among online school teachers, Online Center facilitator, and local school counselors. Even though there is communication among those stakeholders, it is clear that they believe improving communication will directly impact student success.

Product component. The Product component assessed the program's current outcomes based on the quantitative data that was also gathered. Based on participant feedback, stakeholders value the opportunities students have to take online courses in an alternative setting. By providing students with the Online Center facilitator to assist them academically and technologically in a physical learning environment, participants noted this significant advantage to other students that may take an online course. Although blended learning opportunities make up the structural component of the Online Centers through a physical teacher in the classroom coupled with the academic and online structural knowledge of the online school teachers, the

Program Goals remain the same: student mastery of the standards and the personal and academic supports the online school teachers, Online Center facilitator, and local school counselors provide them. Based on the overall pass rate percentages and based upon the quantitative and qualitative data analysis, it is clear that the Online Centers have room to grow in their ability to collaborate to provide students with the common supports they need to learn online successfully.

Recommendations

Although the analysis of final student course averages and their correlation with averaged Lexile scores showed a slight positive correlation, other factors could contribute to students' lack of success in their online courses. As (Purdue University Global, 2020) stated, online learners face four common challenges: digital literacy, technical issues, time management, and motivation. With any established organization, stakeholders must understand the mission and vision of that organization. As Miller (2017) stated, “Establishing and sharing high standards and expectations of what is expected from students and teachers helps everyone to attain the desired outcomes…In building a culture of cooperative learning, school leaders should develop a plan, share beliefs and values, have clear goals and a vision of change” (p. 33). It is easy to dismiss participants' feedback with a narrow focus as it did not align with the Online Center's Program Goals. However, upon more in-depth analysis, participants' feedback shed light on recommendations that can be used to help improve the program. Lastly, participants noted an imperative need to improve communication among online school teachers, the Online Center facilitator, and local school counselors. As Staszewski (n.d.) stated, “Effective communication is critical in maintaining school achievement and creating a positive school climate” (p. 6). Suggestions include weekly reports, while others suggested physically meeting the Online Center facilitator to establish a shared responsibility to ensure student success.

Conclusions

The program evaluation aimed to highlight areas of strength of the Online Centers. It also sought to identify potential areas of growth through both quantitative and qualitative data analysis. Quantitative results showed a slight correlation between Lexile scores and student final course averages. However, it was clear that other factors could potentially contribute to the lack of failed course grades. Additionally, qualitative results from stakeholders identified disconnects between the program's assumptions and its original intent in being established. Improving on the understanding of the Program Goals of the Online Center, supports given to students, and increasing the ability to communicate effectively among the online school teachers, Online Center facilitator, and local school counselors will effectively promote a positive learning environment that is aimed to assist students in achieving standards mastery within their online courses.

SECTION ONE: BACKGROUND AND CONTEXT

The Capstone site is a Title I School in a suburban state in its largest school district. Based on the 2018-2019 school data, there are currently 144 educators at the school with a student population of 2,056. Seventy-six percent of the school's population is on free or reduced lunch. The breakdown of staff certification level includes 69 teachers holding a master's degree, 43 holding a bachelor's degree, 25 holding a specialist's degree, and 7 holding a doctorate degree. Thirty-eight teachers have 6-10 years of experience, and 36 teachers have 0-6 years of experience. The school's mission statement states, "[The Local School] strives to be a model learning environment where all students reach their highest academic and civic potential." The vision statement, collaboratively created by internal and external stakeholders, states, "Together,

[The Local School] and the [local] community are united in inspiring all students to develop the academic knowledge, skills, and character required to become engaged, productive, and responsible global citizens.

Administratively, the local school currently has eight administrators, each presiding over a specific academy. The school includes four career academies, including:

- Law, Entrepreneurship, and Public Services
- Medical and Healthcare
- STEM
- 9th Grade Academy

Teachers are randomly assigned to teach at a career academy and relate their lessons and content area expertise to careers in each academy field. Besides these designations, teachers are divided into department area teams and curriculum Collaborative Learning Teams.

In partnership with the district's online school, online learning opportunities are provided for students at the local school, which provide them with core content online courses used for academic credit recovery opportunities or as an alternative learning environment from the traditional brick-and-mortar setting.

Program Description

Under the online school's goal of implementing an Online Center, administrators and stakeholders of the online school strive to provide online learning opportunities for students in the brick-and-mortar school as an alternative learning method on top of their assigned curricular responsibilities in their local school. The Online Center programs are supplemental courses in addition to traditional course work in the local school. Three years ago, the online school established an Online Center at the local school. The original goal was to give students at the

brick-and-mortar school supplemental access to online programs throughout the school day to gain credits and master standards to advance to the next grade level. On top of students' seven other courses at the local school, students can take an online course in a classroom with a teacher facilitator who serves as a guide to help students be successful. Over the past three years, the program has grown to eight schools. After pulling weekly data in the form of student grade averages among those eight schools, the online school noticed a 50% pass rate of students taking online courses. By evaluating the program, the researcher can gather much needed qualitative and quantitative data to provide the online school with the necessary information they need to shift gears in establishing a more reliable framework of success for those students taking their online courses in the brick-and-mortar setting.

Organizational Context

The research site is a Title I school in a suburban city within its largest school district. The district prides itself on being "World-Class," providing top-notch educational opportunities to all students. The district offers numerous educational technology tools to teachers and students, including the learning management system Desire2Learn. Therefore, students are adept to the LMS structure and how to navigate their course pages. This LMS was chosen because it provides what Al-busaidi and Al-shihi (2012) describe as three major characteristics of an information system. These include system quality, information quality, and service support quality. They go on to state that having a high quality LMS with features that teachers can use will increase the effectiveness of the teaching and learning in the classroom. At the local research

site, 76% of the students are on Free or Reduced Lunch (Results-Based Evaluation System Accountability Report 2019-2020). For the 2018-2019 school year, the graduation rate was 77%. With this low number, school administrators and district leaders sought to provide additional means for students to make up credit and provide additional learning avenues outside the traditional brick-and-mortar setting. To increase the graduation rate, the online school began an Online Center at the local school to help give students an alternative to learning in a face-to-face setting

The local school was the first school to establish an Online Center in the local school district. As the first Online Center facilitator, my experience was used in selecting an evaluation that was needed to promote growth and expose areas of weakness that can be improved upon. Discussions with online school administrators and the local school counselors highlighting the need for a program evaluation were mentioned and fully supported. The need to evaluate student assessment scores and establish a potential framework for stakeholders' roles and responsibilities was necessary to ensure all future Online Centers are provided with the tools, resources, and foundation they need.

The Online Centers currently serve students in eight high schools across the district. The Online Center's primary goal is to provide additional course offerings for students at the local school in an online format. These courses are provided on top of the current course load students take during their regular school day. Because of the independent, online environment that students are given with the Online Centers, the evaluation determined whether the online course offerings were beneficial for students thus far in assisting students in achieving standards mastery, which results in passing course grades. Based on feedback from counselors, Online Center facilitators, and online school teachers, along with final student course averages and

Lexile score data, the effectiveness of assisting students in passing courses and mastering the standards in the Online Centers was determined. Based on this determination, measures can be put in place to provide students and other stakeholders with the tools they need to make this learning environment more effective.

Online Centers were established to provide additional and alternative learning opportunities for students across the district. For students who tend to be more independent learners, the online environment affords them the engagement they need to be successful. As Rodríguez-Ardura & Meseguer-Artola (2016) stated, "The more control over the environment the e-learner perceives, the more willingness he/she will have to experience presence" (p. 1010). Additionally, they state that the more the e-learner can pay attention, the more willing he/she will have in engaging in the work. With the online learning format, students are given tasks that challenge their thinking and research skills. The online school prides itself on creating lessons that are differentiated, highlighting the individual strengths of students. Students may engage in a WebQuest for any given course, create a brochure, Prezi, or PowerPoint, or may be required to create a visual describing a specific set of standards. With this learning method, the online school teachers that make these courses carefully utilize and integrate Universal Design Principles. As Scott and Temple (2017) stated, "To address student needs, three principles [must be] created: 1) provide multiple means of representation; 2) provide multiple means of action and expression; and 3) provide multiple means of engagement." In other words, giving individual students multiple ways to express their learning is a great way to let students show what they know through the learning style that is tailored to their preference.

As a leader in online learning within the district, the online school prides itself on providing online learning opportunities for all students, regardless of ability or disability. With

their push to provide online learning environments for all students, their determination has helped them grow from one to eight schools in three short years. This "can-do" attitude is also exemplified in the way teachers deliver instruction to students through the Online Centers and their full-time and supplemental programs at the online school. The persistence of encouragement is supported by Basham, Hall, Carter, & Stahl (2016). They stated teachers promoted student self-regulation and provided them with the tools, strategies, and scaffolds for success. Ultimately, the researcher noted that the main focus of all teachers was the students and their "can-do" attitude, and "Learners were empowered to continually make choices for how to gain new information and instruction using available multiple media resources" (p. 133). With the teacher's encouragement and clear indicators of success, students can rise to the occasion and challenge themselves in an uncomfortable learning environment due to teachers giving them the support and instructions they need.

The researcher is currently employed as a social studies teacher at the organization where the program evaluation will occur. The researcher started the Online Center program at the local school and helped it grow to over 100 students taking online courses. After assisting the current teacher in the Online Center, The researcher noted many difficulties with students completing their assignments and maintaining the pacing required to succeed in their online courses. With this feedback, the researcher felt a need to address the Center's issues and help create a systemic change to support the program's success. The online school faculty also indicated the need to address the low completion rate for my school and the other schools within the district with Online Centers. Since the local school was the first school to establish an Online Center, their experience as the Center's first Online facilitator was used in selecting an evaluation that was needed to promote growth and expose areas of weakness that could be improved upon. The need

to evaluate student assessment scores and establish a potential framework for stakeholders' roles and responsibilities was necessary to ensure all future Online Centers are given the tools, resources, and foundation they need.

Rationale for the Evaluation

In the Online Center at the local school, 75 students are currently served in online courses developed and instructed by the online school teachers. For 2019-2020, the pass rate for students enrolled in the Online Center was 57%, as gathered from the local school's correlated data. Because of the excessive failure numbers, the need to assess students enrolled in online courses in the Online Centers was necessary. In addition to an online instructor, the Online Center employs a teacher facilitator to sit in a room with students to assist them in completing their work. Essentially, the students have two teachers, the online instructor and the teacher, who supports them in the f2f setting to complete their online work. Bourelle, et al. (2016) stated that student success in online learning hinges on student motivation, prior knowledge, and instructor assistance. Lewis, Whiteside, & Garrett Dikkers (2014) support instructor assistance in a Title I setting by suggesting, "…an individualized, face-to-face support system with a dedicated coordinator who assists the at-risk learner" (p. 7). Burgoyne and Chuppa-Cornell (2015) suggested that the presence of an expert in the room to assist students in navigating their online facilitated courses should promote student success in those online courses. Because this has not been the case at the local school's Online Center, an investigation into characteristics and factors that may define why students are not successful is necessary.

No previous evaluations have been conducted in the three years since the online school has implemented its Online Centers. To promote the program's future success, identifying the potential reasons for low academic achievement was imperative for the online school and the

Online Centers implementing this program. Investigating the Online Center's current supports and structures was essential for future growth and students' current success in the program. However, what makes this study unique is that it contained valuable insight into students currently enrolled in an online program through the Online Centers. It also provided insight from counselors who enroll students in the program and online school teachers teaching them. With this valuable feedback, measures could be put in place to provide all participants in this online learning environment with the tools, resources, and strategies they need. Coupled with quantitative data provided by the local school and the state's longitudinal database, a better picture of the program's realities offered the online school the information necessary to create Online Centers in future schools that are free of the complications and weaknesses of current Online Centers are experiencing.

The evaluation was a mixed-methods approach. Data sources included counselors, the Online Center facilitator, and online school teacher surveys administered through Google Forms (managed by the district through Google Apps for Education). Quantitative data was also collected from the registrar's office at the archived student grades' online school. Student Lexile Data was also compiled and gathered to correlate the students' final course average scores in a Title I setting. This data was housed in the State Longitudinal Data System (SLDS) provided by the state.

This study's evaluation model was the Context, Input, Process, Product (CIPP) Evaluation Model that assessed the effectiveness of online learning programs offered through the Online Centers. The CIPP model, created by Daniel Stufflebeam in the 1960s, helps a researcher identify strengths and limitations of a program in order to improve program effectiveness for the future. According to Zhang, Zeller, Griffith, Metcalf, Shea, & Misulis (2011), the model "…is

considered a decision-oriented model that systematically collects information about a program to identify strengths and limitations in content or delivery, to improve program effectiveness or plan for the future of a program.", This model focuses on four areas of the program: the overall goal, the plans and resources, the activities or components, and the outcomes (CIPP model). The Context portion of the model focused on the underlying goals of establishing Online Centers. The Input component of the model identified stakeholders, including counselors, students, the Online Center facilitator, and online school teachers. Additionally, the tools, resources, and strategies for implementing the Online Centers were also discussed. The Process portion of the model assessed those tools, resources, and techniques based on the evaluations from both qualitative and quantitative data from online school teachers and Online Center facilitator surveys. Lastly, the model's Product aspect provided overall effectiveness and growth areas through counselor surveys and final course average collection for the Online Centers.

The Online Center has been in place for three years. In this time, it has grown from one institution at the local school to eight centers in high schools across the district. With stakeholder surveys and quantitative data analysis, the program's strengths and weaknesses were determined to help the online school create a more robust model that will help all students address and close the achievement gap.

Review of the Literature

To assess online learning programs' success, it is vital to research the best evaluation practices and methods. Prior, Mazanov, Meacheam, Heaslip, & Hanson (2016) surveyed 360 teachers to assess students' comfortability by using a learning management system to learn. In determining the efficacy of the Online Center's programs, collecting quantitative data from students and qualitative data from counselors who enroll students into courses, the Online Center

facilitator, and online school faculty members in the form of surveys helped shed light on the inner-workings of the Online Centers, highlighting potential weaknesses in the program that have hindered student success. Additionally, collecting quantitative data through final course averages helped determine what is and what is not working within the online facilitation and f2f support of the online courses. By utilizing a mixed-methods approach to evaluating the Online Centers, the results allowed stakeholders to understand why the achievement is minimal and identified strategies to improve the program.

The evaluation model used for this program evaluation is the Context, Input, Process, Product (CIPP) Evaluation Model. This model was used to analyze the Online Center's effectiveness in providing online learning opportunities for students at the local school, a Title I school. The Context part of the evaluation focused on the Online Centers' mission and vision and investigated the online resources and course structures available to students. In the Input evaluation stage, stakeholders were identified, and both physical and support systems that are in place to provide the learning opportunities for students were assessed. Through the Process stage, data was collected from online school teachers and the Online Center facilitator surveys to evaluate the Online Center program's effectiveness compared to the overall goals of the program's implementation. Lastly, the Product stage was applied to assess the program's effectiveness through local school counselor surveys and student quantitative data in the final course average collection. Through the CIPP Model components, the qualitative survey data and quantitative assessment scores were gathered and analyzed.

When it comes to online learning, studies have been scarce on programs in the K-12 educational setting. However, the same principles used for successful online learning programs at the collegiate level are still applicable to high school level students. Greene, et al. (2015)

evaluated the success of using technology to learn content-specific standards. They stated, "…students may be experts at online socializing; however, many of them struggle to navigate computer-based resources to complete academic tasks" (p. 89). In a study of a Title I school, merely placing students in a room to engage in learning online without proper facilitation was challenging. Many students use technology strictly as a form of entertainment, not for knowledge growth (Greene, et al. 2015). The authors go on to state that without the proper structures in place to assist students in using technology for scholarly and research-based inquiry, students will fail to use technology to learn academic-specific content. According to Leu, et al. (2015), there is an achievement gap for online reading ability based on income inequality that is separate from the achievement gap in traditional offline reading. Based on their assessment of two schools, a low-income school and a more affluent school, the researcher found that there is indeed a larger gap among students who struggle with reading comprehension in an online format than through a f2f instructional delivery platform. In its most basic application, "Offline reading can take many forms, whereas online reading is typically much more focused on reading to solve a problem or answer a question – that is, to learn something one seeks to know more about" (Leu, et al. p. 39). In other words, students are not merely reading to gain knowledge about a topic. Online reading requires students to define essential questions, locate information online, and with that information, critically evaluate that online information, and synthesize it effectively. Greene, et al. (2015), explained that students must have the ability to self-monitor and self-regulate their learning in an online environment. They state, "Self-regulated learners… analyze academic tasks, specify clear learning goals, search for relevant information…monitor both their growing understanding and the relevance of the information encountered, and evaluate their learning based on the learning goals" (p. 89). For many students with low reading

comprehension abilities to be successful, a teacher or facilitator must guide them as they learn. An expert in the room, such as given in many face-to-face settings, is essential to create a thriving learning environment. Bourelle, et al. (2016) stated, "…from our student responses, we note the importance of the instructional assistants during the… [online learning] process" (p. 66). By enrolling students in online courses based on their Lexile scores, students will be better prepared for the independent learning that an online environment requires. Although teacher assistance is essential, learning how to navigate and investigate one's understanding is critical in online learning success (Hung, et al. 2010). Al-busaidi and Al-shihi (2012) support this by saying when used strategically and effectively, an LMS, such as D2L that is used by the online school teachers, can provide even the most struggling reader with much needed and valuable information and activities to help them be successful. However, even though there is ample teacher support systems in place, students need specific self-advocacy skills.

With the rise of increased internet and technology use among schools across the country, the need for internet access through the means of a computer is even more necessary. However, due to the monetary restraints of many low socio-economic families, many students' sole means of internet connectivity is through their cellular devices. As Smith (2017) stated, an estimated 12% of American adults only access the internet through their smartphones due to them not having readily accessible home WIFI access. With this access to only a smartphone, the ability to fully navigate the internet is greatly impeded. As Napoli and Obar (2015) point out, "Mobile Internet access represents an inferior form of Internet access on a number of fronts—content availability, platform and network openness, speed, memory, and interface functionality among other things" (p. 330). The ability to multitask through videos, internet speeds, and word processors is an additional barrier that would potentially keep a student of low socio-economic

status from succeeding in an online course. Additionally, the model year of the particular phone could hinder a student's ability to learn online due to processing speeds and inferior optimization to multitask online.

With online learning, students are forced to explore their learning and research independently to understand the material. As Hung, et al. (2010) stated in their study, "…two primary factors that predicted student success [in online learning], self-management of learning and comfort with e-learning" (p. 1080). Because Lexile scores measure a student's reading comprehension and fluency, and many students in a Title I school suffer from low Lexile scores, assessing students' achievement scores, evaluating the supports given by the Online Center facilitator through surveys, and gathering qualitative data from online school teachers and counselors highlighted the successes and weaknesses that this program has in bridging the achievement gap for students with lower reading comprehension and fluency scores.

Program's Theoretical Framework

By evaluating the Online Centers, the program evaluation data informed and supported the potential changes needed to make the program successful. Online learning is not a new phenomenon but has gained popularity over the years for students in the K-12 setting. Many conceptual, theoretical frameworks make up online learning. For the online school, a few stand out that support the Online Centers' mission and vision. The "community of inquiry" model for online learning was developed by Garrison, Anderson, and Archer (1999). It is based on three presences that are present when students are engaged in online learning. These presences are cognitive, social, and teaching. Altogether, these presences make up students' learning experiences (Picciano, 2017, p. 173). Second, Anderson (2008) sought to build a learning theory specifically for online education, noting the relationship between distance education and learning in general. His study of other learning theories established a framework with four converging

overlapping lenses: community-centeredness, knowledge-centeredness, learner-centeredness, and assessment-centeredness (Picciano, 2017, p. 176).

Evaluation Model

This evaluation utilized a mixed-methods design, both qualitative and quantitative, to understand online learning's impact in the Online Centers. The researcher used the Context, Input, Process, Product (CIPP) model to evaluate the Online Centers' effectiveness on their ability to assist students in completing and passing their academic courses. The CIPP model focuses on four primary areas: the overall objectives, resources, components, learning processes, and the outcomes (Aziz, Mahmood, & Rehman, 2018). The context evaluation focused on the underlying goals of establishing Online Centers. The Input component of the model identified stakeholders, including counselors, students, the Online Center facilitator, and online school teachers. Additionally, the tools, resources, and strategies for implementing the Online Center were also discussed. The Process portion of the model assessed those tools, resources, and techniques based on the outcomes of the evaluations from both qualitative and quantitative data from online school teachers and Online Center facilitator surveys. Lastly, the model's Product aspect provided overall effectiveness and growth areas through counselor surveys and final course average collection for the Online Center. Once data was compiled and assessed, a presentation was completed to present to stakeholders.

Specialization-related Theory

Instructional leadership is an essential aspect of my specialization. To elicit change within a program, taking the initiative in promoting personal reflection to perfect programs is imperative. For the Online Centers, assessing the strengths and adjusting practices based on areas of weaknesses is vital for any program's future success. For schools, engaging in active reflection

helps teachers and administrators provide an effective learning environment that students need to be successful. According to Hou, Cui, & Zhang (2019), there is a five-dimensional framework that defines successful instructional leadership, "(1) establishing goals and expectations; (2) strategic resourcing; (3) planning, coordinating, and evaluating teaching and the curriculum; (4) promoting and participating in teacher learning and development; and (5) ensuring an orderly and supportive environment" (p. 544). As an instructional leader, assessing the success of programs based on these criteria is essential to ensure the stakeholders are getting the most out of the program's intended use. This program evaluation touches on each of these criteria. Through the CIPP model, intended goals and objectives are assessed and analyzed based on feedback from stakeholders. Additionally, resources are considered, and the curriculum and teacher practices through the Input and Process steps of the CIPP model. Lastly, by evaluating these characteristics of the Online Centers, the researcher will assist the local school, the online school, and future schools that wish to implement an Online Center with much-needed data to promote teacher learning and course development and highlight growth areas for future development.

In alignment with the Topic Selection Guidelines, this program evaluation also aligns with the program outcome that asks researchers to use data to evaluate the impact of teaching and learning in a digital environment. Due to the need to dig into the data to improve students' online learning experience, the researcher can investigate student success through quantitative measures and gain valuable feedback on the current program's strengths and weaknesses. With this data collection, the online learning environment established for students across the district will be better served with this program evaluation.

Systems and Change Theory

Trans relational leadership theory emphasizes the relationships the leader develops with those they are leading (Branson, Penney, Franken, & Marra, 2018). By utilizing this approach to the program evaluation, leaders work directly with those involved, including students, local school counselors, online school teachers, and the Online Center facilitator, to assess needs and create changes in the program's structure. With most educational authorities utilizing a top-down approach to create change in their programs, using the trans relational leadership theory will use those stakeholders directly involved to create a system that pleases all involved.

Lewin's Change Management was also applied to the program evaluation process. Lewin's model comprises of three steps: Unfreezing, Change, and Refreezing. Unfreezing consists of opening and critically analyzing the current practices of a program. Change refers to analyzing data and creating structures to promote the shift identified as necessary for future growth. Lastly, Refreezing is taking those changes and implementing them into the program effectively. Hussain, et al. (2018) encourage those who use Lewin's three-step plan to "…elevate the awareness of change… [And] knowledge sharing is an important catalyst for the unfreezing stage" (p. 126). They go on to state that employee involvement is critical in shifting from one phase to the other. Using surveys from stakeholders, using their data to create shifts in the program based on feedback, is crucial in Lewin's success model.

Conclusion

Investigating the Online Center's current supports and structures are vital for future growth and students' current success in the program. However, what makes this study unique is that it contains valuable insight into students currently enrolled in an online program through the Online Center. It also provides insight from counselors who enroll students in the program and online school teachers teaching them. With this valuable feedback, measures can be put in place

to provide all participants in this online learning environment with the tools, resources, and strategies they need. Coupled with quantitative data provided by the online school and the SLDS database, a better picture of the program's realities gave the online school the needs assessment necessary to create Online Centers in future schools free of the complications and weaknesses current Online Centers are experiencing.

SECTION 2: EVALUATION METHODS

To effectively evaluate the Online Centers, explicit evaluation methods were considered to ensure the collected data provided the most accurate feedback to address the issues that potentially inhibited the program's success. Using a mixed-methods approach, the researcher was able to gather a wide array of responses and data to support the growth of the Online Centers. Additionally, recognizing the key stakeholders and target audience ensured the study maintained its focus. The evaluation methods considered were aligned with the proposed outcomes that those stakeholders sought to evaluate.

Evaluation Plan

The evaluation was conducted in a manner that maintained anonymity, reliability, validity, and honesty. The evaluation utilized various data collection methods, including surveys from participants over 18 years of age and quantitative data in the form of archived student final course averages and Lexile scores. Names of those underage students were not identified, and information gathered was triangulated and correlated appropriately. The data, interpretations, and conclusions, were shared with stakeholders, including those who benefited from this study's growth opportunities. The program evaluation was also independent of any funding, and the analysis was private. To ensure responsible practices, the local school district required a contract to be signed by me to ensure ethical practices were maintained.

To assess the overall effectiveness of the Online Centers, it was imperative to evaluate the success of the current program as it relates to students' ability to master the standards. To effectively evaluate this measure, the researcher gathered final student grade averages for each course taken in the Online Center. Additionally, a Spearman rank-order correlation was conducted to assess the correlation of those final student grade averages with student Lexile scores. To promote the mastery of standards within each course, online school teachers, the Online Center facilitator, and local school counselors were asked to provide the supports given to those students enrolled in Online Center. Those stakeholders also provided their overall thoughts of the current success of the program along with areas for growth.

The program evaluation results were presented to stakeholders of both the local and online schools in a presentation. Those stakeholders included both schools' principals and assistant principals that were involved in the Online Center. A report was also given to those stakeholders, including district-level school board members; however, a more in-depth presentation was beneficial. It was the most significant explanation for an environment of collaborative growth and decision-making (Lipsey, et al. (2012). This presentation was made available to community members and will continue to be made available should new schools in the district desire to implement the Online Center program into their school.

Those stakeholders involved in the presentation put forth recommendations on modifying the program should the evaluation have warranted such changes. The changes specifically impact the Online Center at the local schools. Still, other schools that currently implement this program were also considered to change based on this program's evaluation. The information was disseminated accordingly to those stakeholders, which included local school principals and assistant principals.

Stakeholders, Participants, and Target Audience

The Online Centers' evaluation provided stakeholders with much-needed data to support the online school's program goals: To provide an effective alternative to traditional learning that allows students to take courses online that do not fit their local school schedule. With this alternative learning method, online school teachers provide students with online virtual education to help them in mastering the standards and gain course credit to advance to the next grade level. This program evaluation gave online school administrators and local school administrators much-needed data to support the program's growth and success as the Online Centers continue to grow and develop.

Within this program evaluation, the key stakeholders were the administrators and principals of both the local and online schools. Working in partnership to establish the first Online Center, these administrators worked cooperatively to establish a beneficial program for both schools. As the program has grown, each school has its stake in ensuring their programs are successful. With this program evaluation, current programs and future schools wishing to implement this program were given much-needed feedback on the strengths and areas of growth within the Online Centers. The other stakeholders include online school teachers, the Online Center facilitator, counselors at the local school, and students enrolled in the online school courses. Additional stakeholders impacted by the program evaluation included students, administrators, online school teachers, and local school counselors of those potential future schools that decide to implement the Online Center programs and those students who will be enrolled in those online courses provided by that local school. Each will benefit significantly from the program evaluation. For online school teachers, getting a glimpse into what students at the local school were up against as it pertains to technology access and balancing a full load of

courses at the local school plus their online course helped shed light on what online school teachers could provide, such as specific accommodations or alternative learning methods. For the Online Center facilitator, hearing online school teachers make the program better from a logistical and organizational perspective and ensure students keep up with their work could be better communicated with the online and local schools' administrators. For counselors, having a better understanding of what an online course looks like and the workload required to be successful will help them enroll students in the future.

Additionally, the enrollment procedures could also be analyzed to ensure online school administrators can provide best practices when enrolling students. Lastly, students could benefit from the program evaluation in many ways. Final student course average scores provided timely feedback to online school teachers and administrators on learning gaps regarding online learning. Additionally, analyzing student Lexile scores compared to final student course averages could shed light on students who should not enroll in online courses.

The program evaluation employed a mixed-methods approach. Surveys and final student course average data were collected to determine the Online Center program's strengths and highlight growth areas. Qualitative data was collected through the district's Google Apps for Education account with Google Forms. The surveys contained information regarding the program's strengths, areas that potentially needed more consideration and planning, suggestions on making the program better, and overall thoughts on the program's success. The data collected provided the administrators of both the online school and the local school with best practices moving forward. The quantitative data collected consisted of final student course averages that were averaged to determine the program's overall course success throughout the fall 2020 semester.

Additionally, Lexile scores were collected for each student. With Lexile score data and final course averages, Spearman's was used to aggregate the data to ensure reliability and validity. Those stakeholders impacted by the evaluation were those students enrolled in online courses through the Online Center, counselors at the local school, the Online Center facilitator, online school teachers, and administrators of both the local school and the online school. Based on the 2019-2020 student enrollment in the Online Center at the local school, 113 students were enrolled in 32 online courses (some students took more than one online course at a time). Students enrolled were in grades 10-12. Four counselors participated in the study, one Online Center facilitator, and around ten online school teachers, depending on course enrollment numbers. Around 15 participants of both genders and multiple ethnic backgrounds and cultures were represented in the qualitative sample size. To maintain the anonymity of those participants and schools involved in the program evaluation, the online school was identified as "online school," and archived data were identified with numbers instead of names and other identifying markers that may have violated protected groups' rights. The evaluation duration began from October 2020 to December 2020, providing two months of data collection and evaluation to determine the program's strengths and potential areas of growth.

The target audience included creating the Online Centers at the brick-and-mortar locations within the local schools. The surveys and quantitative data analysis provided insight into the strengths, weaknesses, and areas of growth that could be implemented into the Online Centers as the program grows. Additionally, for the local school administrators, counselors, and the online facilitator, the program evaluation results provided these stakeholders with much-anticipated information that can be used further to impact the Online Center's programs and procedures positively.

Evaluation Questions

To effectively evaluate the Online Center program, the Program Goals and Outcomes needed to be considered. The evaluation questions, as related to the Online Center Program Goals and Outcomes, are:

1. Will 70% of students enrolled in the Online Center pass their online courses ?
2. Is there a correlation between success in online courses provided by the Online Centers and Lexile scores?
3. Are online school teachers and the Online Center facilitator providing effective course guidance (i.e logistical structures, course layouts, scheduled support systems, etc.) with online learning?
4. Are online school teachers providing tutoring and other remediation to promote individual student standards mastery?
5. Are local school counselors providing students with the proper guidance on how to communicate effectively with the Online Center facilitator and online school teachers and how to advocate for themselves to promote successful online learning outcomes?

The above evaluation questions were selected due to their significance in providing a framework supporting and promoting student success in mastering the standards. Additionally, by focusing on these goals, the researcher could utilize the identifiers within those questions to address the procedures and supports currently in place within the Online Center to promote student mastery of the content. To effectively assess these characteristics and practices, the Context, Input, Process, Product (CIPP) model was used to evaluate the Online Centers. The CIPP model's overall effectiveness and areas of growth were highlighted. This model focused on

four aspects to evaluate the program: the overall objectives, resources, components, and learning processes, and the outcomes of the program.

Data Sources and Collection Procedures

The program evaluation data included qualitative and quantitative data in surveys and archived student data from the 2019-2020 school year. This data was used to identify areas to improve upon within the Online Center program and also highlight areas of success within the program currently. To effectively assess the Program Goals and Outcomes for the Online Centers, the following data sources were used:

Table 1

Program Goals and Data Collection Sources

Program Goals or Objectives	Data to be Collected	Data Source
Students will master the standards and pass content area courses	Final course averages; Lexile scores Quantitative	Online school grading database; local school database
Online School teachers and Online Center Facilitators will provide academic and personal support to ensure student success with online learning Online School teachers will provide personal learning support to individual students to promote standards mastery Local school counselors will provide students with the proper online learning guidelines to promote successful online learning outcomes	Surveys via Google Forms Qualitative	Online Center facilitator, online school teachers, counselors

To assess whether students enrolled in the Online Centers were successful, the researcher gathered archived final course average data and Lexile score data from students enrolled in online courses and began to aggregate data. Final course average data was used to compare students' success in mastering the standards with the overall number of enrolled students.

Comparatively, student averages were coupled with their Lexile scores. This data was used to draw a correlation between student success in online learning and reading comprehension abilities. As Purvis (2017) stated,

> "As students build their reading fluency, they can successfully read the words on the page. This skill is a necessity for reading comprehension. Students must be able to correctly get the words off of the page before they can even begin to comprehend the meaning behind the words" (p. 77).

Participating in online courses requires students to read instructions and independently learn from a physical instructor. This evaluation aimed to address a potential correlation between student success in online classes and reading ability through Lexile score designations. To collect both final course averages and Lexile scores, administrators from both the local and online schools gathered the needed information. This process took me two weeks to collect the data. The data was stored in the district's Google Apps for Education account and was locked by my district's portal login information.

To collect information on the online school teachers' supports, Online Center facilitator and local school counselors, surveys via the district's Google Apps for Education, Google Forms were sent to those participants. To assess the specifics of the evaluation questions, i.e., personal learning supports to individual students and online learning guidelines to promote successful online learning outcomes, participants were sent a ten-question survey with both Likert-scale questions and open-ended questions that assessed their current practices concerning their job description with the Online Center environment. Over one month, data was collected, and responses were reviewed and coded. Themes were also gathered from data collected from those surveys.**Data Analysis Methods**

For data to be useful in evaluating a program, it is vital to utilize a valid and reliable methodology in aggregating data. In order for stakeholders to successfully utilize the results presented from the program evaluation, it is imperative for the researcher to translate raw data into reported findings in a format that is useful and easy to understand for the targeted

audience (Slater, et al. (2017). By utilizing a mixed-methods approach for this study, the researcher was able to give stakeholders a well-rounded approach to assist them in creating a learning environment that is best for the academic success of all students. For the program evaluation on the Online Centers, the data analysis procedures and methods are as follows:

Table 2

Data Sources and Procedures

Data Source/Type	Data Analysis Procedures
Student Final Course Averages; Lexile scores	Quantitative Analysis; Assessment averages will be manipulated using computational techniques; Spearman's rank-order correlation will be used to determine if a relationship exists between student final course averages and Lexile scores to assess the program's overall academic success.
Stakeholder surveys	Qualitative Analysis; Open-Ended survey questions and Likert-scale questions; Data will be gathered through Google Forms in the district's Google Apps for Education account (monitored and secured). Responses will be reviewed and coded; themes will be gathered from data collected from stakeholders.

To ensure the study's dependability, it was essential to utilize a tested and reliable instrument to evaluate and aggregate the data. Using Spearman's rank-order correlation, neither variable was manipulated (Price, Jhangiani, Chiang, Leighton, & Cuttler, 2017). With the program evaluation, final course average data was correlated with student Lexile scores with N=187. In connecting this data, the researcher could draw a correlation between reading comprehension and student success in online courses. By using Spearman's, this measurement tool ensured that the study was valid, and the results were reliable.

To assess the stakeholder surveys, the researcher gathered data by category natively using the district's Google Apps for Education Google Forms account. Responses were coded and themed while maintaining anonymity for those participants involved. Based on those themes

gathered, the researcher assessed the strategies and procedures to ensure student success using the Context, Input, Process, Product (CIPP) model for program evaluations.

Limitations

For the evaluation study, there were a few potential limitations to consider. Due to the various surveys administered to stakeholders, including counselors, online school teachers, and the Online Center facilitator, ensuring those surveys maintained reliability and validity was imperative. To circumvent this issue, it was essential to do a field test of the surveys to ensure they were valid instruments to administer to stakeholders. Another limitation that potentially posed a problem was the lack of participation for those asked to participate in the surveysThe researcher asked the online school's assistant principal to place the survey within their weekly newsletter to each teacher digitally to mitigate this issue. Providing the survey through this format ensured that the online school supported the study and was vetted by its administration.

Transferability pertains to the study results and how those results could be applied to other organizations or situations. With this program evaluation, not only did it celebrate the program's strengths, but it also highlighted areas of growth needed for the program to continue to grow positively. Detailed descriptions and analyses were used to ensure the evaluation was thorough and that the findings were free of any fault or misunderstanding. A detailed account of the data collection process was explained, and the security measures were taken to ensure data was protected and secured, and participants were assured of their anonymity. Although this program evaluation involved an online learning program at a local school, data gathered and results found could be utilized and implemented throughout other districts as they prepare to build their online learning environments.

Ethical Issues

Potential ethical issues included those participants who may have been reluctant to share their thoughts and opinions on program weaknesses that could have had the potential of skewing data. Privacy laws were adhered to by ensuring that participant survey information remained anonymous and not tied to their specific answers. Additionally, providing preliminary information to stakeholders regarding the study before the surveys being administered was also crucial to inform participants of what the evaluation was aimed to accomplish.

Another potential risk to ethical considerations was collecting student data regarding final course average scores and Lexile score data per FERPA guidelines and policies. To protect students' identities whose data was collected, the information was coded into the district-monitored Google Apps for Education account Google Drive. This drive is not only FERPA protected but also password-protected. Additionally, identifying student data and any other participant or school names was not used to ensure that the study's anonymity and integrity were maintained.

To ensure ethics with the surveys, potential survey questions were reviewed by the online school's principal and assistant principal, who are considered experts in their field, with both having doctorates in education. The surveys were also field-tested by three individuals not tied to the program evaluation to ensure ethics and reliability were ensured. To provide this same ethical consideration for collecting student final course average data, the school data clerk collected and coded the spreadsheet for those final student course averages enrolled in the Online Center during the 2019-2020 school year.

Conclusion

To provide a valid and reliable program evaluation for stakeholders, the researcher wanted to ensure that ethical practices were considered and adhered to. Additionally, by utilizing

a trusted aggregate model such as Spearman's rank-order correlation to evaluate final course averages and coding and theming surveys, this analysis provided stakeholders with trusted results that can be used to assess and evaluate the future of the Online Centers. With the valid and reliable CIPP evaluation model, procedures, supports, and program processes were also evaluated. Based on the models mentioned above and evaluation methods, findings and recommendations are discussed in the following section.

SECTION 3: FINDINGS AND RECOMMENDATIONS

To effectively evaluate the procedures, protocols, and processes present in the Online Centers and the online school to provide students at the local school with online learning opportunities, research analysis was required to determine correlations between student success and supports provided by Online Center facilitators, online school teachers, and the local school counselors. To disseminate the data collection appropriately, it was important to consider the audience in order to provide them with valuable feedback and areas to improve. For correlational research, taking known data sets and applying the results from the correlational analysis to a particular program is important to drive future decisions (Curtis, et al. 2016). The results of these analyses are exemplified in the sections below.

Data Analysis

To answer the evaluation questions to assess the effectiveness of the Online Centers in providing students with a quality online education, careful data collection was required to give the stakeholders the necessary information and feedback they needed to address needs and develop a plan to progress effectively within their program policies, procedures, and supports. To collect sufficient data, both qualitative and quantitative data were needed to provide stakeholders with a well-rounded analysis of current supports and course content success rates.

Quantitative Data Analysis

To effectively evaluate the Online Center's success, it was imperative to evaluate students' academic success for those students enrolled in the online school's online courses. To do this, data was collected in the form of student final course averages. To analyze achievement indicators, student Lexile scores were also gathered to see if a relationship existed between student final course averages and Lexile scores. To successfully analyze the data, a Pearson's

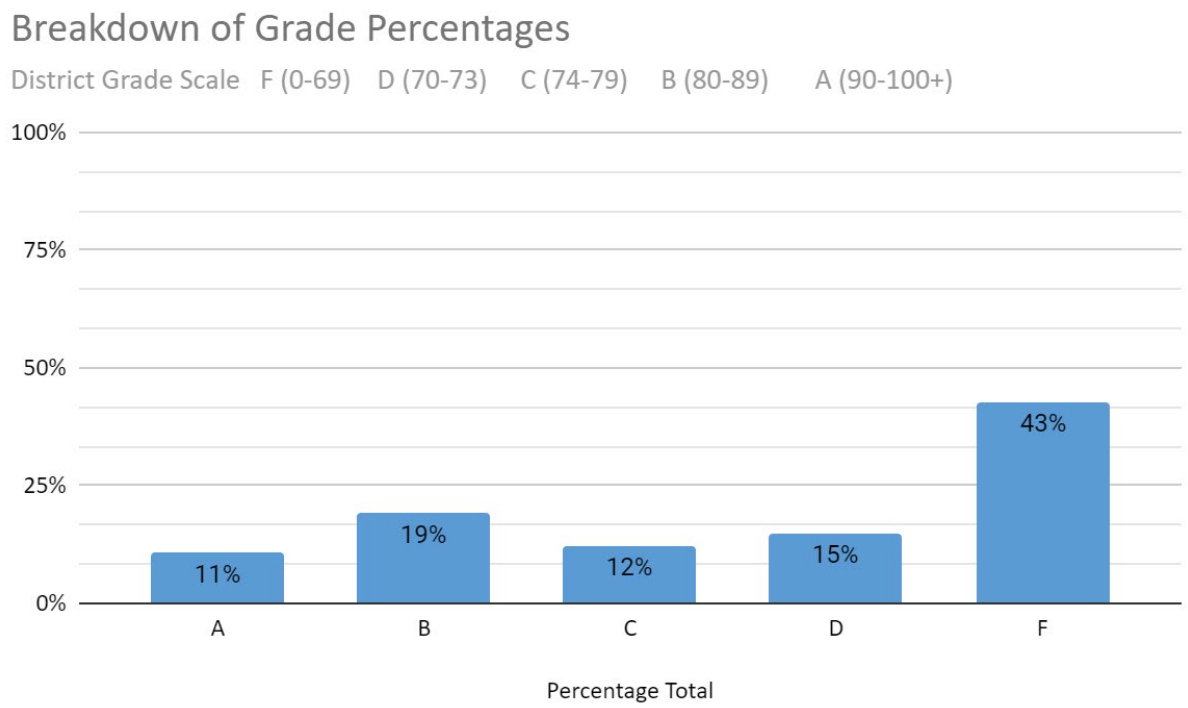
product-moment correlation was considered. However, it was determined that a Spearman rank-order correlation was necessary to determine the relationship between the data sets mentioned above.. More specifically, the data sets include student final course grade averages, as measured by a 0-100 scale, and student Lexile scores, as measured by a 150-1610 scale for students in a K-12 setting (MetaMetrics, 2017). With these data sets, the researcher sought to measure the association between the two ranked variables and if there was a positive correlation between high Lexile score and passing course grades in the Online Center program.

Descriptive Statistics

The quantitative data collected consisted of those 187 enrolled courses during the 2019-2020 school year. One hundred thirteen students were enrolled in 32 different content area courses, including high school elective courses offered by the online school. To effectively assess the Online Center's success, it was necessary to collect those students' final course averages. Archived data was compiled and collected by the local school's registrar's office to collect this information. If a student was enrolled in more than one course during the school year, the final course averages were notated next to the specific course taken during term code 1 (1st semester) or term code 2 (2nd semester). Overall, the pass rate for the 2019-2020 school year was 57%. If broken down into the district's grading scale categories, the results were as follows (see Figure 1):

Figure 1

Breakdown of Grades by District Grade Scale



Along with final course averages, the registrar's office also provided student Lexile scores that were averaged based on state end-of-course exams in various grade levels. For example, if a student took the 9th grade Language Arts end-of-course assessment and an 11th-grade end-of-course assessment, they would have two Lexile scores. The state's State Longitudinal Data System (SLDS) collects this data and averages the Lexile scores as students progress through high school. The information that was given to me was the average Lexile scores. Students who did not have a Lexile score attached to their final course average were omitted from this research study due to insufficient information. With the final course averages and Lexile scores of each student, the researcher sought to draw a correlation between the two data points to assess if reading comprehension abilities impacted a student's ability to succeed in an online course.

Assumptions and Normality

A Pearson's product-moment correlation was intended to evaluate the quantitative data collection results through student final course averages and Lexile scores. Preliminary analyses showed the relationship to be continuously linear, with both variables being paired as assessed by a simple scatter plot. However, based on the assumption of normality, a Shapiro-Wilk's test ($p < .05$) (Table 3) was conducted, which indicated that not all variables were normally distributed, and the test of normality failed. Therefore, Pearson's parametric test could not be conducted and a Spearman's rank-order correlation was required. Given the first two assumptions to qualify for a correlational study, the two continuous variables used were student final course averages and those students' Lexile scores. As previously attempted, the researcher desired to see if a relationship existed between higher Lexile scores and success in an online learning environment, as measured by those students' final course averages. In other words, the researcher aimed to assess if students with higher Lexile scores achieved better final course grade averages within the particular online course they were enrolled in. A Spearman's rank-order correlation was run to assess the relationship between those two data sets. With this correlation, there was no requirement for normality due to it being a nonparametric statistic (Laerd Statistics, 2018).

Table 3

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Lexile Scores	.078	187	.008	.983	187	.025
Final Averages	.232	187	.000	.871	187	.000

a. Lilliefors Significance Correction

Main Results

The Spearman rank-order correlation data set accounted for all students enrolled in the Online Center. However, it is essential to note that students who did not have a Lexile score from the SLDS system were not included in the data set. Therefore, 187 correlations were made, being that there were instances where the same student took multiple courses. Based on Spearman's correlation, there was a moderately positive correlation between Lexile scores and student final course averages, $\mathbf{r_s}$ (185) = .426, p < .001 (Table 4).

Table 4

Spearman Correlations

		Lexile Scores	Final Course Averages
Lexile Scores	Correlation Coefficient	1.000	.426**
	Sig. (2-tailed)	.	.000
	N	187	187
Final Course Averages	Correlation Coefficient	.426**	1.000
	Sig. (2-tailed)	.000	.
	N	187	187

**. Correlation is significant at the 0.01 level (2-tailed).

However, several other factors could potentially influence the low-grade averages and overall pass rate of 57%. Evaluating the supports given by online school teachers, the Online Center facilitator, and local school counselors helped shed light on their impact in achieving standards mastery in their online courses, regardless of student reading comprehension level and independent learning abilities.

Qualitative Data Analysis

To better understand how online school teachers, Online Center facilitator, and local school counselors support students in their courses, surveys were sent to those stakeholders.

Fifteen adults participated in the survey, four local school counselors, one Online Center facilitator, and ten online school teachers. There was 100 % participation from the local school counselors and Online Center facilitator. Based on the 2019-2020 online school course teachers, 43 teachers were the teacher of record for students at the local school Online Center. These numbers equate to 23% online school teacher participation. As surveys were collected, the researcher aimed to thematically categorize the results to summarize each stakeholder's thoughts and perceptions. Based on stakeholders' responses, the feedback can be categorized into the following themes: communication, supports, and areas of strength/areas of improvement about the current program. Participants were asked 11 questions, with one being conditional based on the answer to a previous question. The survey consisted of the following question types: two Likert-scale questions, two yes/no questions, and seven short answer questions (Appendix B). Data from the Likert-scale questions were aggregated and compiled into a chart (As shown in Figures 2 & 3).

When participants were asked if students enrolled in the Online Center were mastering the standards in their courses, there were a wide variety of responses. Given a Likert-scale response, Table 5 shows that respondents overall agreed that students were mastering the standards ($M = 3.06$, $SD = 0.96$). However, it is essential to note that the average of those responses indicates that students neither master nor fail to master their courses' standards, as indicated by participant 2, 5, 6, 8, 10, 13, 14, and 15 (As shown in Figure 2). Based on participants' responses, there could potentially be a correlation between student final course averages and the reasons that participants indicated that overall, students are at an average rating of mastering the standards. It was also unclear why participant 1 indicated an extremely

successful level of student mastery of the standards. However, it can be assumed that their particular course could be an elective course and not a core content area course.

Table 5

Participant Survey Question 4

Participants	*n*	*M*	*SD*
1-15	15	3.06	0.96

Note. Likert-Scale Questions were administered, with one being *Not at all* and five being *Extremely Successful*

When participants were asked how the communication between the three support systems in the Online Center program was between local school counselors, online school teachers, and the Online Center facilitator, responses indicated areas of growth to allow more fluidity among those support systems Based on participant responses, it is clear that there are areas of improvement in communicating student success and progress throughout the year. Seven participants noted that communication was good but could be improved. Five participants agreed that communication was fluid, and the online school teachers, the Online Center facilitator, and local school counselors work in unison to provide support for students to master the standards successfully (As shown in Figure 3). According to Table 6, results indicate an average of 3.26 (SD = 0.96). Once again, it is essential to note that participant responses were contingent upon how they decide to communicate with the various other people who make up the Online Center program's total support system. Overall, it is clear that online school teachers, the Online Center

facilitator, and local school counselors are satisfied with the current communication practices but agree that there is room to grow to inhibit students' further success academically.

Table 6

Participant Survey Question 8

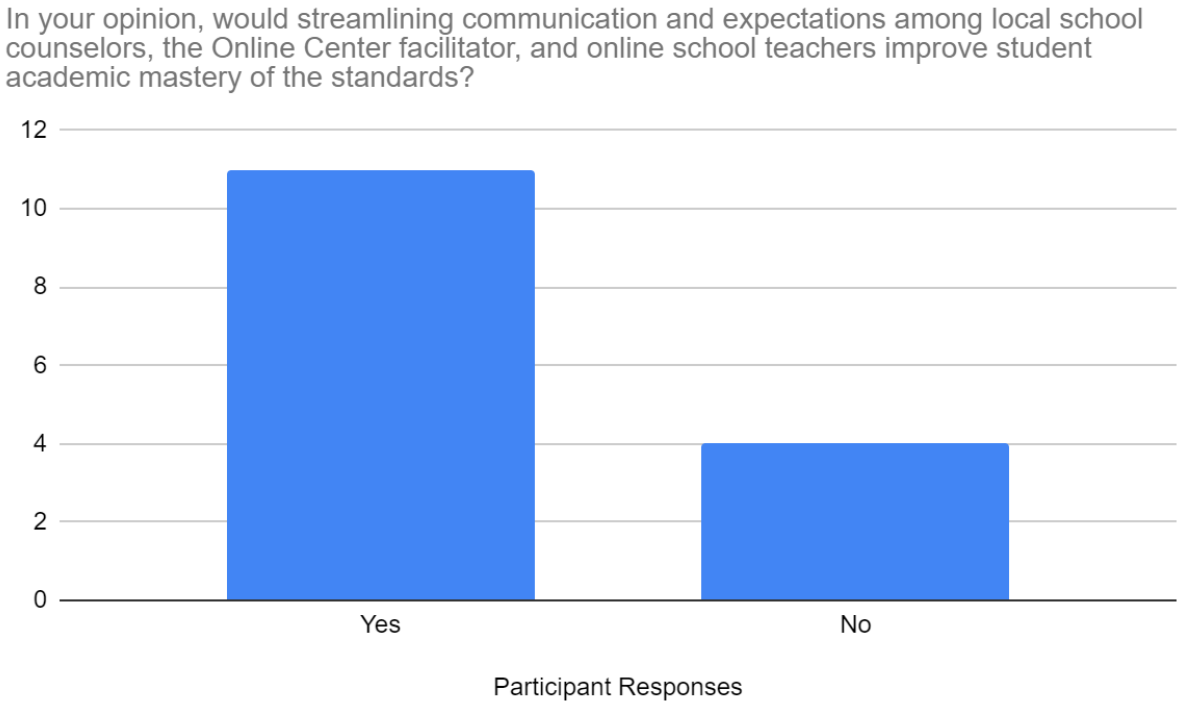
Participants	*n*	*M*	*SD*
1-15	15	3.26	0.96

Note. Likert-Scale Questions were administered, with one being "There is little communication" and five being "Communication is fluid among the three is fluid, and all are working together simultaneously for specific students."

When asked if communication could be streamlined more effectively to provide more timely support to students regarding course progress and success, eleven participants indicated that they did agree that streamlining communication would help students improve their ability to master the standards (As shown in Figure 4). However, it is essential to note that streamlining communication may look differently for each participant, which could account for the overwhelming majority of "yes" responses from participants.

Figure 4

Participant Survey Question 9



As a follow-up to this question, participants were asked to provide suggestions on how to improve communication within the program (Appendix C). Participant 1 indicated, “I believe the counselors need to take a more active role in their assigned students' education.” Participant 9 stated, “I have students at every Center - it would be nice for the Center [facilitator] to take the lead on communication to the [online school] teacher since they do not have the added responsibility of grading the coursework. I communicate with my students and their parents, but it would be good if the Center [facilitator] would send me a report about their students' needs etc.” Participant 14 noted communication between the online center facilitator and counselors is excellent, and the communication between the [online school] teachers [and] Online Center facilitator seems to be very good. As long as the [Online Center facilitator] keeps the communication going between themselves and these other two entities, I believe the program will stay healthy. Based on the participants' responses, it is clear that some believe communication can be improved. Upon further analysis, it can be surmised that, based on

participant feedback, communication can be improved upon in the following ways: (a) The Online Center facilitator should provide weekly student progress and needs to online school teachers, (b) local school counselors should take a more active role in providing support to students, and (c) online school teachers should provide feedback to local school counselors so they can provide the necessary interventions to support student success. In addition to providing students with more support through communication, participants also noted the current supports they provide students.

When participants were asked to explain the Online Center facilitator's role, responses indicated a shared responsibility of providing general support for students (Appendix D). More specifically, participants generally noted that the Online Center facilitator registers students for the correct online courses and provides logistical and organizational support. At the same time, they engage in the online learning environment. The Online facilitator also serves as communication support between online school teachers and those students enrolled in the Online Center program. In regards to the theme of communication, it is clear that the role of the Online Center facilitator plays a crucial role in creating an open environment of communication that not only supports the success of student progress in their online course but also facilitates a streamlined learning environment of communication among other stakeholders that provides a wider net of support for students to succeed.

Participants were asked to indicate the current supports they provided students enrolled in the Online Center (Appendix E). Overall, responses indicate a shared responsibility of providing students with one-on-one help sessions if needed to succeed academically. Online school teachers noted they provide weekly help sessions and individual virtual tutoring sessions if students request the need. The Online Center facilitator indicated they communicate individually

with students should they have technical issues and provide students with pertinent information regarding online school upcoming important dates (i.e., final exams, test make-up dates, etc.). Local school counselors also noted the individual communication piece. They helped them communicate appropriately with their online school instructors and ensure they are enrolled in the correct graduation requirements. With the theme of supports, participants work hard to provide students with the assistance they need to be successful with mastering the standards in their online courses. Without the technological, academic, and organizational supports that stakeholders provide to students enrolled in online courses, students would be left to independently engage in the online learning environment, which would further hinder their ability to master the standards. When provided with the opportunity to further reflect on the Online Center program's success and personal beliefs, participants indicated areas of growth needed for the Online Centers to be successful and areas of strength that currently characterize the Online Center.

When it comes to the theme areas of strength and areas of improvement on the current Online Center's program procedures and practices, it was important for participants to note their personal feelings about the program to elicit positive growth measures for the program's future. When asked to elaborate on the aspects of the Online Centers that are most useful or valuable, respondents indicated that the program gives students the ability to take online courses with the facilitator's assistance to provide face-to-face support. Additionally, multiple participants indicated that the program provides students with the option to take courses that are not offered in the local school setting (Appendix F).

Additionally, respondents were asked if they could change anything (logistical structures, course layouts, scheduled support systems, etc.) about the Online Centers what they would

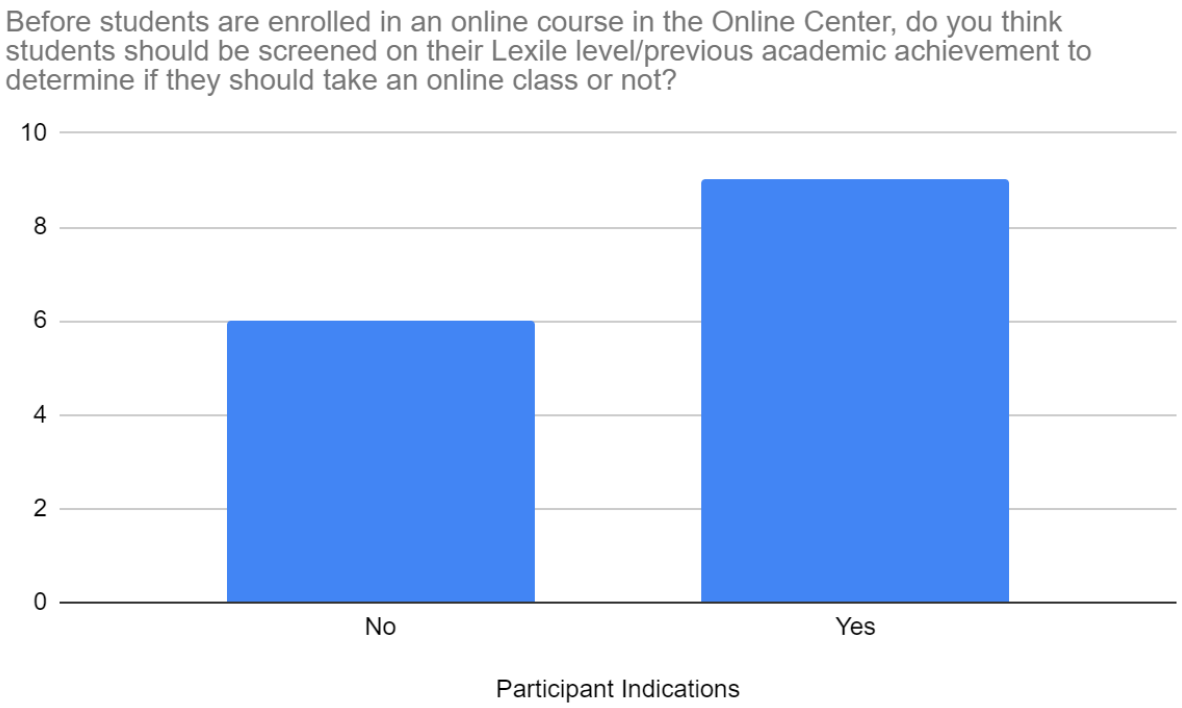
change. Participants provided various recommendations to help improve the program. Participant 2 indicated that they recommend course layouts to be super simple. Participant 4 noted that the Online Center facilitator should receive more training to understand the learning management system's nature and the online school's policies and procedures. Participant 13 stated that a parent informational meeting for students enrolling in the Online Center program would help keep parents in the loop of how the program works (Appendix G). With these responses, it is clear that online school teachers, the Online Center facilitator, and local school counselors are committed to ensuring students' success in their online learning environment. By providing suggested improvements with the Online Center, local school and online school administrators can utilize these suggestions to improve the existing programs and prepare future schools within the district with these new protocols and suggestions learned from past experiences.

When participants were asked if students should be screened on their Lexile scores/previous academic achievement before enrolling in an online course, nine of those respondents indicated *yes* (As shown in Figure 5). The consensus indicated that no student should be blocked from the opportunity to take an online course for those who stated no. Participant 5 stated, "Online courses are often more difficult than brick and mortar courses because of the amount of reading and the need for time management, self-motivation, technology and problem-solving skills, and general independence." However, participant 5 stated that if a student attempts an online course in the Online Center and does not pass the course, they should not be enrolled in the future. Most participant responses indicated that all students should ultimately be successful in the online learning environment with the Online Center facilitator, local school counselors, and online school course teachers with the proper accommodations and support given to the individual student. Even though these responses indicate participants'

personal beliefs about the Online Center program, it can be argued that, based on the quantitative data provided in the form of student final course averages and the correlation drawn from their Lexile scores, that measures need to be put into place to provide a framework of expectations for those students wishing to enroll in an online course in the Online Center.

Figure 5

Participant Survey Question 6



Analyzing the data provided me with actionable data that contained the communication practices, individual supports, and personal beliefs of those involved in the Online Center's program to allow students to take online courses with various individuals' support. Overall, the data analysis contained a wide range of information to assess this program evaluation's evaluation questions.

Findings

As surveys, Lexile scores, and archived final course average scores were collected, the researcher aimed to assess the Online Center's effectiveness supports given by the stakeholders mentioned above using the Context, Input, Process, Product (CIPP) Model. In using this model, the researcher was able to thematically categorize the results from surveys, which assisted them in relating these results to the evaluation questions:

1. Will 70% of students enrolled in the Online Center pass their online courses?
2. Is there a correlation between success in online courses provided by the Online Centers and Lexile scores?
3. Are online school teachers and the Online Center facilitator providing effective course guidance (i.e logistical structures, course layouts, scheduled support systems, etc.) with online learning?
4. Are online school teachers providing tutoring and other remediation to promote individual student standards mastery?
5. Are local school counselors providing students with the proper guidance on how to communicate effectively with the Online Center facilitator and online school teachers and how to advocate for themselves to promote successful online learning outcomes?

The CIPP model that was utilized for the Online Center program evaluation focused on four areas of the program: the overall goals of the program, the plans and resources that were utilized within the program itself, the activities or components that make up each course offering, and the outcomes. The Context portion of the model focused on the underlying goals of establishing Online Centers. The Input component of the model identified stakeholders, including counselors, students, the Online Center facilitator, and online school teachers. Additionally, the tools, resources, and strategies for implementing the Online Centers were also

analyzed. The Process portion of the model assessed those tools, resources, and techniques based on the evaluations from both qualitative and quantitative data from online school teachers, local school counselors, and Online Center facilitator surveys. Lastly, the model's Product aspect provided overall effectiveness and growth areas through those surveys and final course average collection/Lexile score comparison for the Online Centers.

Evaluation Question 1

Regarding the first evaluation question, "Will 70% of students enrolled in the Online Center pass their online courses," Appendix A shows the breakdown of those students' letter grades that took online courses during the 2019-2020 school year. As the data shows, the highest percentage of grades represented indicate a failing grade. However, upon closer examination, the pass rate for letter grades between 100+ and 70 was 57%. Although this number is slightly higher than the percentage of students who failed their online courses, it does not support the argument that students master the standards and pass their content area courses in the Online Center. Upon further evaluation, the correlation between passing grades and Lexile scores helps shed light on the potential reasons behind the lack of student success in mastering the standards.

Evaluation Question 2

Evaluation question 2 aimed to draw a correlation between Lexile scores and final student course averages. As students engage in online learning, it tends to be very different from the traditional brick-and-mortar setting. As Hung, et al. 2010 stated, "…learning how to navigate and investigate one's understanding is a critical factor in online learning success". Analyzing Table 4 shows a slight positive correlation between student Lexile score and success in mastering the standards and passing their content area courses. Although the $\mathbf{r_s}$ (185) = .426, $p < .001$, with 1 indicating a significant positive correlation, it can still be argued that lower reading abilities

could potentially impact student success in an online learning environment. The *P*-value of < .001 shows that the correlation between Lexile scores and passing content area courses is statistically significant (Mathur, 2005). However, it is essential to note that many other factors could potentially contribute to the lack of student success in the online classroom setting.

In the Online Center, students not only take the online courses in a classroom at the local school specifically designed to provide them with supports and accommodations during a regular school day, but students are also tasked with completing the traditional brick-and-mortar classes also. This course load could limit students from focusing the time they need to complete their online course work outside of school. Without the Online Center facilitator's constant assistance, students who are not proficient in online learning suffer from organizational deficits and lack of motivation to complete the additional online work.

To assist students organizationally and academically, regardless of reading comprehension abilities, surveys administered to online school teachers, the Online Center facilitator, and local school counselors indicated the supports they employed to promote student success and measures they took to ensure standards were mastered within their courses.

Evaluation Questions 3, 4, and 5

Context component. Using the CIPP model, it is vital to address the overall goals of the Online Center program by investigating the evaluation questions. According to Table 1, online school teachers and the Online Center facilitator's sole purpose is to provide individual supports and accommodations to students enrolled in the Online Center to help them succeed through the school year and pass their content area courses. Based on the surveys administered to the participants, online school teachers, the Online Center facilitator, and local school counselors noted the various supports they provided academically and organizationally and logistically.

Input component. According to the Input component of the CIPP model, online school teachers, the Online Center facilitator, and local school counselors serve a strategic purpose within the Online Center's program. According to the online school's Instructional Model Overview of the Online Centers (McCurley, 2020), the partnership between the three groups of stakeholders includes collaboration between the online and classroom teachers to provide strong academic support. Additionally, student progress is monitored by the Online Center facilitator while the online school teacher provides support throughout the school day via text, email, phone, or virtual tutoring rooms. In addition to the course guidance provided by the online school teachers and Online Center facilitator, local school counselors speak with students about their options to take online courses and provide the graduation requirements before student enrollment. With this partnership, the Online Center offers a "Blended learning opportunity [that utilizes]…technology and innovation, quality instruction, and collaboration [among stakeholders]" (McCurley, 2020). With this goal in mind, the Process component of the CIPP model assessed those tools, resources, and techniques based on the surveys from the online school teachers, local school counselors, and Online Center.

Process component. To assess the physical processes currently being conducted by online school teachers, the Online Center facilitator, and local school counselors, it was necessary to give surveys to those stakeholders to provide necessary feedback on their course guidance, tutoring services, remediation practices, and accommodations. Additionally, stakeholders noted the areas for growth and areas they felt are positively impacting student success. When asked what individual supports they give students, participants shared various strategies and processes they use (Appendix E). Participants noted that they communicate with students and provide them with interventions and extended time on assignments. Participant 5

stated, “I contact students and parents if they are struggling. I provide flexibility and options to help students who may be behind. I offer specific one-on-one virtual opportunities.” Other participants indicated they provide weekly review videos to assist students in mastering the standards. The Online Center facilitator noted that they provide students with their phone number to contact them if they need assistance. Local school counselors indicated they support students by providing them with teachers in the local school building to assist them in their course work if they need it. Additionally, they show students how to contact their teachers through email and by phone. As online school teachers, the Online Center facilitator, and local school counselors aim to support student success. It was essential to assess their understanding of the Online Center facilitator's roles and responsibilities, their beliefs on what was most valuable and useful with the Online Center program, and assess their interpretations of the Online Center Program Goals.

To analyze the current program's processes and their support, it was essential to assess participants’ interpretations of various components' roles within the Online Center program. For example, participants were asked to define the role of the Online Center facilitator. Overwhelmingly, participants agreed that the Online Center facilitator’s role is to support students (Appendix D). Specifics on how the Online Center facilitator supports students include monitoring progress, communicating with online school teachers and local school counselors on current student progress, and serving as the Online Center's certified educator to provide academic and computer troubleshooting assistance. With these responses, it is clear that participants identify the central tenet that applies to evaluation questions 3, 4, and 5: support.

To effectively support students in the Online Center, having a clear understanding of the Online Center's Program Goals is imperative. As stated earlier, the Program Goals align with online teachers, local school counselors, and the Online Center facilitator working

collaboratively to promote student success. According to question one of the survey (Appendix H), participants were asked to define the Online Center's Program Goals in their own words. Participants collectively stated that Online Centers provide an alternative learning environment for students to take online courses. It's important to note that responses from the local school counselors indicated that the online courses are often offered for students to make up missing credits for graduation requirements or, as participant 12 noted, "To provide students the opportunity to take classes that are either not offered at the local high school, to make up classes that were previously failed, or to take classes that won't fit into a student's current schedule." Participant 14 stated that the Online Center had become a place for Advanced Placement students, who traditionally excel at higher-level thinking, to take online Advanced Placement classes that are not traditionally offered within their course schedule for the current semester. Based on the participants' answers, it is unclear why the feedback provided from this question does not fully align with the online school's Program Goals for the Online Center. However, according to McCurley, 2020, a more in-depth look into the Instructional Model Overview indicates that the overall goal of the Online Center program is to provide blended learning opportunities for students with a focus on utilizing 21st-century skills and offering "…flexibility for the local school to offer some courses they would not otherwise be able to offer" (Slide 4). Based on some answers provided by participants, it is unclear if some assume the online course offerings provide students with an extra opportunity to make up missing credits they have previously failed. Further studies on the reasons behind these assumptions could be warranted.

As participants continued to provide their ideologies regarding the Online Centers, they were asked to elaborate on the Online Center's most valuable and useful aspects and what it can provide students. According to Appendix F, seven participants appreciate the Online Center

facilitator's extra assistance, supporting students in a traditional classroom. In contrast, students work independently on their online course work. Additionally, five respondents indicated they like the flexibility and options the online courses provide with giving students a choice to engage in the work independently in an alternative learning environment. Interestingly, most participants indicated the additional assistance provided by the Online Center facilitator. This crucial piece to the Online Center was also an essential component in the Instructional Model Overview (McCurley, 2020). By providing this additional certified teacher to assist students with academic and logistical issues that may arise while engaging in their online work, not only does the "Collaboration between the online [school teacher] and [Online Center facilitator] provides strong academic support" (Slide 4), but the Online Center facilitator serves as a liaison to communicate between online school teachers, local school counselors, and those students enrolled in the Online Center. This program characteristic was clearly shown as the program's highlight based on participant feedback from the surveys.

When asked to provide their feedback on current communication between the online school teachers, local school counselors, and Online Center facilitator, participants indicated an average rating on the effectiveness of the communication that is being done between the stakeholders (As shown in Table 5). When asked if communication could be improved upon, eleven participants agreed that measures could be put into place to improve communication. When asked about the Online Centers' overall effectiveness, participants indicated current successes of the program and areas of growth for the program's future.

Product component. Overall, participants indicated a general understanding of creating an Online Center supporting online learning through various academic and personal support structures. By providing an Online Center facilitator, this person's primary responsibility is to

serve as the go-between for students and online teachers to communicate effectively. However, it is also clear that local school counselors appreciate students' opportunities to take online courses in an alternative setting. Still, responses from surveys also indicate a disconnect between the Online Center's established intent. Although blended learning opportunities make up the structural component of the Online Centers through a physical teacher in the classroom coupled with the academic and online structural knowledge of the online school teachers, the Program Goals remain the same: student mastery of the standards and the personal and academic supports the online school teachers, Online Center facilitator, and local school counselors provide them. Based on the overall pass rate percentages (As shown in Figure 1) and based upon the analysis conducted of the quantitative and qualitative data, it is clear that the Online Centers have room to grow in their ability to collaborate to provide students with the common supports they need to learn online successfully.

Recommendations

Regarding students' ability to master the standards outlined in their online courses, it was clear that improvements can be made to address student success rates. A slight positive correlation was drawn by evaluating the potential correlation between student final course averages and their averaged Lexile scores (As shown in Table 4). However, even with the positive correlation, other factors could contribute to students' lack of success in their online courses. As (Purdue University Global, 2020) stated, there are four common challenges that online learners face: digital literacy, technical issues, time management, and motivation. Researchers from this study suggested ways to overcome these challenges. Still, an inability to comprehend the reading within an online course is just one of many factors that contribute to the failure of student standards mastery. Being that responsibility of student success cannot lie solely within the students' capabilities, measures should be put in place to ensure the experts in the

room (online school teachers, the Online Center facilitator, and local school counselors) provide intervention strategies, academic and personal supports, to those students enrolled in the Online Center.

This program evaluation also aimed to highlight current practices, procedures, and aimed to highlight areas of growth and areas of improvement on the Online Centers' success. With any established organization, stakeholders must understand the mission and vision of that organization. As Miller (2017) stated, “Establishing and sharing high standards and expectations of what is expected from students and teachers helps everyone to attain the desired outcomes…In building a culture of cooperative learning, school leaders should develop a plan, share beliefs and values, have clear goals and a vision of change” (p. 33). Assessing stakeholder understanding of the program goals helped shed light on potential reasons why passing rates and student success were not up to par. It is easy to dismiss participants' feedback with a narrow focus as it did not align with the Online Center's Program Goals. However, upon more in-depth analysis, participants' feedback shed light on recommendations that can be used to help improve the program. For example, when it comes to supporting student mastery of the standards, stakeholders must align with the Program Goals. The respondents answered that they were focusing on how those goals were being implemented by providing an alternative learning environment in an online setting (Appendix H). However, they failed to address the Online Center's overall goals, which are to support students’ standards mastery and provide students with the personal supports they need to be successful online. Not only did the survey participants highlight the need to meet collaboratively to ensure everyone is on the same page regarding program goals, but respondents also noted that communication among online school teachers, the Online Center facilitator, and local school counselors could be improved.

Based on participant feedback from the survey from question 8 (As shown in Table 6), it is clear that stakeholders are comfortable with the current communication between the online teachers, the Online Center facilitator, and local school counselors. However, Figure 4 indicated that eleven participants agreed that streamlining communication could be improved, positively impacting student achievement. As Staszewski (n.d.) stated, “Effective communication is critical in maintaining school achievement and creating a positive school climate” (p. 6). To ensure student success, participants noted various suggested improvements (Appendix C and G). For example, to summarize respondents’ results, it was clear that more communication between the Online Center facilitator and online school teachers was imperative to have successful student outcomes. Participant 9 indicated the potential to create a shared spreadsheet with student contact logs to ensure communication was maintained between the students and teachers. Participants 12 and 13 suggested a parent component to the communication piece. They suggested having a parent informational meeting to provide parents with online learning expectations and how the Online Center program functioned. It is interesting to note that online school teachers noted the Online Center facilitator's need to take a more active role in communicating with them the students' progress in the Online Center. Suggestions include weekly reports, while others suggested physically meeting the Online Center facilitator to establish a shared responsibility to ensure student success. Overall, it is clear that measures can be put in place to streamline communication among stakeholders to provide those students enrolled in an online course in the Online Center the proper supports they need to master the standards.

To assist those in departmental, school, and district-level leadership successfully as they continue to implement the Online Center program in new schools as the district grows, it is imperative to be reminded of the five-dimensional framework that defines successful

instructional leadership. As noted previously, having a defined set of goals and expectations that explicitly reflect the outcomes that are wanting to be achieved within the program. Additionally, providing those teachers within the program the resources and technology they need to do their job with fidelity ensures they can do their job effectively to support student success. Lastly, in promoting teacher learning, development, and ensuring a supportive environment, instructional leadership correlates with teacher job satisfaction (Burkhauser, 2017; Sims, 2019). Overall, integrating these practices within the program ensures teachers are happy. With that happiness comes a desire to achieve those goals and program outcomes.

Conclusion

The Online Center at the local school is designed to allow students to take online courses with the Online Center facilitator's support. Their role is to provide academic and personal support to students. Additionally, the online school teacher provides one-on-one tutoring sessions and other review videos to assist the student academically. With these two supports, coupled with the emotional and logistical support from local school counselors, students can achieve standards mastery, as set forth within the online school's Program Goals for the Online Center.

The program evaluation aimed to highlight areas of strength within the Online Centers. It also sought to identify potential areas of growth through both quantitative and qualitative data analysis. Quantitative results showed a slight correlation between Lexile scores and student final course averages. However, it was clear that other factors could potentially contribute to the lack of failed course grades. Additionally, qualitative results from stakeholders that included online school teachers, the Online Center facilitator, and local school counselors identified disconnects between the program's current practices and its original intent in being established.

Based on further analysis of the surveys provided by online school teachers, the Online Center facilitator, and local school counselors, the Program Goals of the Online Center need to be redefined and shared with stakeholders to ensure everyone is on the same page when it comes to supporting students and providing them with the supports they need as identified by the Program Goals. Additionally, if taken into consideration by leaders of the online school and local school, participants' feedback can help those leaders make necessary changes to improve the program as a whole. Examples include improving communication among online school teachers, the Online Center facilitator, and local school counselors. How this looks is explicitly predicated on how the results are considered and whether measures are put in place to promote these changes.

Overall, it was clear that a program evaluation was necessary to identify how well the program is currently operating, but it also identified areas that can be improved. As leaders of the program work collaboratively to promote these positive growth changes, stakeholders can be assured that students will continue to achieve academically in the online environment being that focus of the Online Centers continues to be the success of student mastery of the standards through the collaborative support of online school teachers, the Online Center facilitator, and local school counselors.

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Figures

Figure 2

Participant Survey Question 4

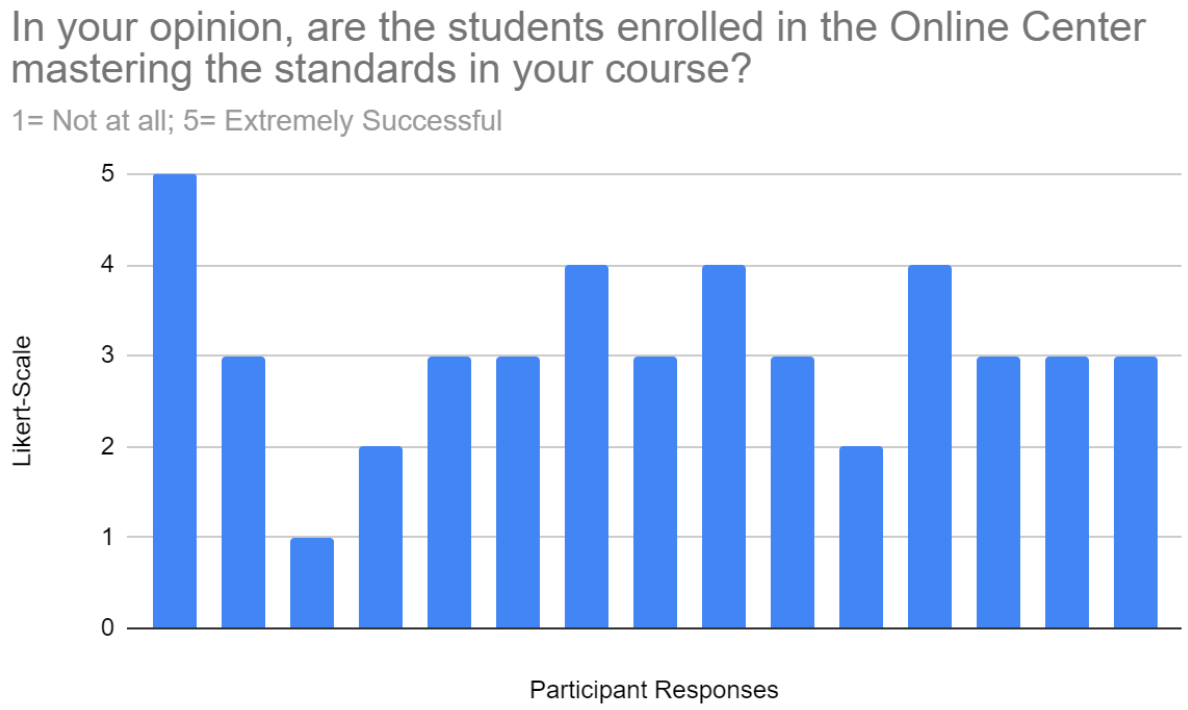
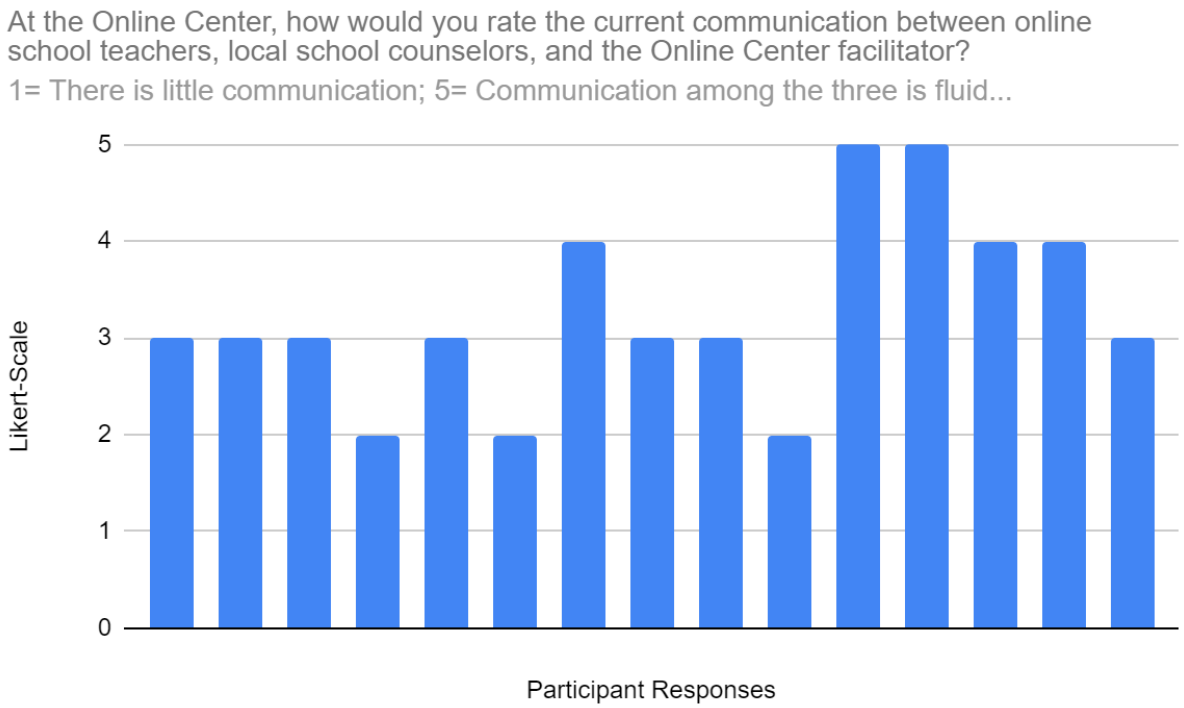


Figure 3

Participant Survey Question 8



Appendix A

Breakdown of Student Quantitative Data

Perm ID	Lexile Score	Grade Level	Course Title	Term Code	Final Course Averaged Grade
A	955	10	ALG I	1	70
B	957	12	ENV SCIENCE	1	70
C	988	10	9TH GR LIT AND COMP	1	13
D	988	10	9TH GR LIT AND COMP	1	11
E	1003	12	11 AM LIT & COMP	1	0
F	1036	12	GEOMETRY	1	40
G	1036	12	PHYSICS	1	22
H	1038	12	12 BR LIT & COMP	1	5
I	1038	12	PHYSICS	1	1
J	1058	12	12 BR LIT&COMP HON	1	57
K	1060	11	10 LIT & COMP	1	10
L	1060	11	10 LIT & COMP	1	31
M	1060	11	BUSI COMM	1	82
N	1067	12	BUSI COMM	1	0

O	1067	12	ALGEBRA II	1	0
P	1103	10	9TH GR LIT AND COMP	1	25
Q	1103	10	9TH GR LIT AND COMP	1	20
R	1105	12	PERSONAL FITNESS	1	14
S	1110	10	9TH GR LIT AND COMP	1	35
T	1110	10	BIOLOGY	1	24
U	1120	10	9TH GR LIT AND COMP	1	26
V	1120	12	ALGEBRA II	1	49
W	1120	10	PERSONAL FITNESS	1	81
X	1125	11	CHEM	1	5
Y	1160	12	11 AM LIT & COMP	1	80
Z	1160	12	PRECAL	1	72
AA	1160	12	FOREN SCI	1	81
AB	1160	12	US HIST	1	79
AC	1175	10	ALG I	1	77
AD	1178	12	AP COMP SCI A	1	76
AE	1183	12	ENV SCIENCE	1	28
AF	1183	12	ADV MATH DEC MA	1	3
AG	1185	12	ALGEBRA II	1	71
AH	1185	10	9TH GR LIT AND COMP	1	21
AI	1185	11	BUSI COMM	1	47
AJ	1190	12	AP CAL AB	1	50
AK	1208	12	ALGEBRA II	1	71
AL	1210	12	ALGEBRA II	1	45
AM	1210	11	WORLD HIST	1	3
AN	1210	11	BUSI COMM	1	76
AO	1220	11	BUSI COMM	1	87
AP	1220	11	10 LIT & COMP	1	83
AQ	1220	10	PERSONAL FITNESS	1	63
AR	1220	11	BUSI COMM	1	90
AS	1228	12	ADV MATH DEC MA	1	75
AT	1232	12	ALGEBRA II	1	55
AU	1232	12	ALGEBRA II	1	42
AV	1245	11	BUSI COMM	1	95
AW	1245	11	BUSI COMM	1	88
AX	1258	12	9TH GR LIT AND COMP	1	90
AY	1280	11	10 LIT & COMP	1	11
AZ	1280	11	10 LIT & COMP	1	10

BA	1280	11	ALG I	1	15
BB	1280	11	ALG I	1	17
BC	1295	11	GEOMETRY	1	42
BD	1343	11	GEOMETRY	1	28
BE	1345	12	SPAN I	1	46
BF	1345	12	PHYSICS	1	24
BG	1360	11	BUSI COMM	1	94
BH	1385	12	11 AM LIT & COMP H	1	88
BI	1385	12	PSYCH	1	85
BJ	1385	12	PHYSICS	1	70
BK	1385	12	US HIST	1	82
BL	1385	12	ENV SCIENCE	1	6
BM	1385	12	ALGEBRA II	1	0
BN	1385	12	PHYSICS	1	0
BO	1385	12	US HIST	1	0
BP	1385	11	BUSI COMM	1	74
BQ	1385	11	ALGEBRA II	1	76
BR	1385	11	SPAN II	1	73
BS	1405	10	BIOLOGY	1	53
BT	1410	11	BUSI COMM	1	91
BU	1410	11	BUSI COMM	1	85
BV	1443	12	ADV MATH DEC MA	1	73
BW	1445	11	AP COMP SCI A	1	94
BX	1460	11	BUSI COMM	1	88
BY	1473	12	11 AM LIT & COMP H	1	75
BZ	1500	12	BUSI COMM	1	40
CA	1515	11	BUSI COMM	1	96
CB	1515	11	BUSI COMM	1	88
CC	1533	12	ACCEL ALG I	1	85
CD	1595	12	BUSI COMM	1	70
CE	1598	12	11 AM LIT & COMP	1	84
CF	1598	12	ANAT & PHYS	1	85
CG	1598	12	ECON	1	86
CH	1620	10	GEOMETRY	1	71
CI	1620	10	GEOMETRY	1	64
CJ	1625	11	AP COMP SCI A	1	104
CK	1725	11	10 LIT & COMP	1	70
CL	1513	12	ALG I	1	86
CM	1085	10	INTRO BUSI TECH	1	85
CN	805	12	ADV MATH DEC MA	2	15
CO	840	11	ADV MATH DEC MA	2	2
CP	840	11	ADV MATH DEC MA	2	0
CQ	845	10	BIOLOGY	2	81

CR	887	12	12 BR LIT & COMP	2	70
CS	935	12	11 AM LIT & COMP	2	8
CT	955	12	ADV MATH DEC MA	2	73
CU	955	12	ADV MATH DEC MA	2	41
CV	957	12	ENV SCIENCE	2	70
CW	1020	12	ALGEBRA II	2	24
CX	1020	12	11 AM LIT & COMP	2	0
CY	1038	12	12 BR LIT & COMP	2	71
CZ	1038	12	10 LIT & COMP	2	74
DA	1060	11	BUSI COMM	2	67
DB	1084	12	10 LIT & COMP	2	71
DC	1095	11	US HIST	2	0
DD	1100	11	12 BR LIT & COMP	2	70
DE	1100	12	ALGEBRA II	2	40
DF	1105	12	PERSONAL FITNESS	2	77
DG	1120	12	ALGEBRA II	2	74
DH	1123	11	11 AM LIT & COMP	2	12
DI	1123	11	GEOMETRY	2	74
DJ	1123	11	US HIST	2	71
DK	1123	11	PHYSICS	2	23
DL	1123	11	11 AM LIT & COMP	2	60
DM	1150	11	11 AM LIT & COMP	2	0
DN	1162	12	ALGEBRA II	2	86
DO	1183	12	12 BR LIT & COMP	2	73
DP	1185	12	ALGEBRA II	2	80
DQ	1190	12	ADV MATH DEC MA	2	76
DR	1208	12	12 BR LIT & COMP	2	6
DS	1208	12	PHYSICS	2	0
DT	1208	12	ALGEBRA II	2	80
DU	1208	12	PRECAL	2	80
DV	1210	12	ALGEBRA II	2	71
DW	1210	11	BUSI COMM	2	91
DX	1220	11	BUSI COMM	2	93
DY	1220	11	US HIST	2	11
DZ	1220	11	11 AM LIT & COMP	2	62
EA	1223	12	FOREN SCI	2	78
EB	1223	12	ADV MATH DEC MA	2	72
EC	1230	12	ECON	2	78
ED	1245	11	BUSI COMM	2	98
EE	1245	11	BUSI COMM	2	94
EF	1295	11	GEOMETRY	2	0
EG	1345	12	PHYSICS	2	72
EH	1345	12	ADV MATH DEC MA	2	4

EI	1345	12	SPAN II	2	77
EJ	1348	12	ALGEBRA II	2	36
EK	1348	12	ALGEBRA II	2	50
EL	1350	12	PRECAL	2	71
EM	1360	12	WORLD HIST	2	78
EN	1360	11	BUSI COMM	2	90
EO	1370	12	12 BR LIT & COMP	2	78
EP	1385	12	11 AM LIT & COMP H	2	87
EQ	1385	12	11 AM LIT & COMP	2	80
ER	1385	11	BUSI COMM	2	91
ES	1385	11	SPAN II	2	76
ET	1385	11	ALGEBRA II	2	74
EU	1400	12	ADV MATH DEC MA	2	73
EV	1400	12	ADV MATH DEC MA	2	71
EW	1405	10	ALGEBRA II	2	71
EX	1408	12	CHEM HONOR	2	80
EY	1410	11	BUSI COMM	2	90
EZ	1410	11	BUSI COMM	2	85
FA	1443	12	ADV MATH DEC MA	2	71
FB	1443	12	ADV MATH DEC MA	2	70
FC	1445	11	AP COMP SCI A	2	84
FD	1460	11	BUSI COMM	2	82
FE	1490	12	SPAN II	2	56
FF	1503	12	12 BR LIT & COMP	2	86
FG	1503	12	ADV MATH DEC MA	2	75
FH	1503	12	ADV MATH DEC MA	2	74
FI	1503	12	12 BR LIT & COMP	2	87
FJ	1515	11	BUSI COMM	2	100
FK	1515	12	12 BR LIT & COMP	2	69
FL	1515	12	12 BR LIT & COMP	2	95
FM	1515	11	BUSI COMM	2	88
FN	1530	12	WORLD HIST	2	84
FO	1555	12	AP AM GOV	2	99
FP	1593	12	COL READINESS MATH	2	65
FQ	1593	12	COL READINESS MATH	2	78
FR	1595	12	BUSI COMM	2	27
FS	1603	12	ADV MATH DEC MA	2	22
FT	1603	12	ADV MATH DEC MA	2	11
FU	1603	12	12 BR LIT & COMP	2	56
FV	1625	11	AP COMP SCI A	2	101
FW	1658	12	12 BR LIT & COMP	2	53

FX	1140	12	9TH GR LIT AND COMP	2	89
FY	1513	12	PERSONAL FITNESS	2	80
FZ	1085	10	INTRO BUSI TECH	2	93
GA	730	12	PHYSICS	2	0
GB	730	12	PHYSICS	2	7
GC	775	11	ALG I	2	22
GD	1115	12	ADV MATH DEC MA	2	2
GE	1115	12	ADV MATH DEC MA	2	14

Appendix B

Survey Questions Administered to Participants

Survey Question 1	In your own words, what are the Program Goals of the Online Center?
Survey Question 2	What is your understanding of the role of the Online Center Facilitator?
Survey Question 3	What individual supports do you give to students enrolled in the Online Center to ensure success in the program?
Survey Question 4	In your opinion, are the students enrolled in the Online Center mastering the standards in your course? – Likert Scale 1-5
Survey Question 5	What aspects of the Online Centers are most useful or valuable?

Survey Question 6	Before students are enrolled in an online course in the online center, do you think students should be screened on their Lexile level/previous academic achievement to determine if they should take an online class or not?
Survey Question 7	If you indicated "No" to the above statement, please provide your rationale.
Survey Question 8	At the Online Center, how would you rate the current communication between online school teachers, local school counselors, and the Online Center Facilitator? – Likert Scale 1-5
Survey Question 9	In your opinion, would streamlining communication and expectations among local school counselors, the Online Center Facilitator, and online school teachers improve student academic mastery of the standards? – Yes or No
Survey Question 10	Based on your answer above, please provide suggestions on how to improve the program.
Survey Question 11	If you could change anything (i.e logistical structures, course layouts, scheduled support sessions, etc.) about the Online Centers, what would you change?

Appendix C

Participant Survey Question 10

Question	Based on your answer above, please provide suggestions on how to improve the program.
Participant 1	I believe the counselors need to take a more active role in their assigned students education.
Participant 2	I think it comes down to choosing the right people for the job. Even if we have a meeting and "outline expectations," it doesn't mean adults will follow through. It also doesn't mean that it's the adult's fault. I also believe we have to give the teachers/facilitators the time they need to help students and focus on those students. I believe teachers are pulled in so many different directions it is hard for them to be "exemplary" in the expectations put upon them. I also believe that students need to carry most of the responsibility.
Participant 3	There should be a stronger match between the student and the courses attempted. I have found that there are students enrolled who don't even start and end up with a 0 or extremely low grade. How can this be? It's illogical.
Participant 4	Local counselors should notify students that they have been enrolled in an online course.

Participant 5	Time...no one has enough. As the teacher of the course, it's my responsibility to reach out to center teacher, and I don't do that enough. I know they are working hard, but there is a disconnect between us (maybe it's me). Working in different locations is difficult and not having a professional relationship with center teachers is difficult. I would not recognize them if I ran into them in a grocery store. That's a problem. Maybe a solution is to have more collaboration, but again time is the issue. We already don't have enough time to do what we need to do...adding more is not a valid solution.
Participant 6	Center teachers should provide weekly feedback of their assistance and the student progress.
Participant 7	If by "streamlining" you mean having fewer adults making contact with the students, then I think that's a bad idea. Students may not connect with a facilitator, a counselor, or an online school teacher. Having other adults also checking in on them could help in fostering a positive student/teacher/facilitator/counselor relationship.
Participant 8	A possible shared spreadsheet containing information for all parties involved
Participant 9	it would be nice for the center teachers to take the lead on communication to the online school teacher since they do not have the added responsibility of grading the coursework. I communicate with my students and their parents but it would be good if the center teacher would send me a report about their students needs etc.
Participant 10	It is not communication among the staff it is communication and desire to learn from the student that will drive success.
Participant 11	The question above would be difficult to logistically do as there are so many different instructors, courses, and students taking those courses. I have 100 online courses being taken simultaneously with roughly 30 instructors. I think our current communicate is good. I think more full-time online school instructors would improve communication as the adjunct teachers are not always available to communicate.
Participant 12	N/A
Participant 13	The communication with teachers and the local counselor has been on a case-by-case basis and been great. Additionally, the meetings held early in our partnership were excellent in helping counselors understand how online courses works. I wonder if an "introduction" at the beginning of the semester would be helpful.
Participant 14	Communication between the online center facilitator and counselors is very good and the communication between the teachers online center facilitator seems to be very good. As long as the OCF keeps the communication going between themselves and these other two entities, I believe the program will stay strong.
Participant 15	It would be effective if counselors hear from the online school teachers at a point where intervention can impact the outcome in a positive way. Routine communication between counselors and Online Center Facilitator is great and effective.

Appendix D

Participant Survey Question 2

Question	What is your understanding of the role of the Online Center Facilitator?
Participant 1	The Online Facilitiator role is to help, facilitate and guide students through their online course.
Participant 2	To ensure students are staying on task while they are in class. To answer questions as much as they can about the content and to help students navigate D2L.
Participant 3	An onsite facilitator is provided to support students that are enrolled in an online course
Participant 4	To support student course navigation and troubleshooting.

Participant 5	To be a facilitator and teacher for students taking courses online. Although students have an online school teacher, the Center teacher plays an essential role and provides a face for students to come to for help and assistance.
Participant 6	Direct students to complete coursework, including lessons and assessments, in a timely manner. To clarify coursework instructions. To communicate frequently with an online school teacher about student presence and progress.
Participant 7	The facilitator is the point person to *provide support for supplemental students *provide a place with reliable internet to allow supplemental students to work *to provide an extra layer of accountability for supplemental students
Participant 8	provide support to students taking courses through the online school; be an accountability partner for the student to keep up with course pacing
Participant 9	The center facilitator can help students with navigating the course shell, communicate with the teacher of the course about issues or questions the student may have, provide a quiet environment to work in and place to take proctored tests. Facilitators can also help support the teacher with follow up on student grades and encourage students to complete missing work.
Participant 10	To help keep students on pace to graduate.
Participant 11	The online facilitator encourages students progress. Communicates and provides orientation of the online course to the students including the somewhat different course page. Teaches communication techniques to help students communicate properly with their instructors. Oversees progress and grades to communicate with students, parents, teachers, counselors, and administrators of students current level of achievement.
Participant 12	The role of the online facilitator is to sign students up for classes, to monitor their progress, to assist students with any questions or concerns about a class, to act as a liaison between students and their course instructors and their counselors and to notify counselors and clerk when students complete a course.
Participant 13	To facilitate registration, orientation, and support for the students taking classes through the online school. I see that person as a support to the student in the room even though they have a teacher online. They have a live person they can ask questions, gain understanding from, and bounce ideas off of
Participant 14	The Online Center Facilitator is there to assist the students with making sure they are taking the classes they need to make up as advised by the School Counselor as well as to monitor their progression of their course(s) during the semester to make sure they stay on task. They are also there to be a certified adult in the classroom.

Participant 15	My understanding is that the facilitator serves as the liaison between the counselors, students, and the online shool. He/she consults with the counselors re: courses/grades/course completion. He/she also provides important updates needed to revise education/grad plans. He/she also adds extra support by following up with students when attendance/low completion rates are evident.

Appendix E

Participant Survey Question 3

Question	What individual supports do you give to students enrolled in the Online Center to ensure success in the program?
Participant 1	At the Teacher of Record, I communicate with the student and Center Facilitator about the students performance and guide them through the completion of the course.
Participant 2	I don't have any students there. I did teach at the HUB at McConnell Middle last year.
Participant 3	Support is consistent with students enrolled at the online school full time. Review of content, course material, access to review sessions.

Participant 4	The same I would provide any student - support in course completion/navigation, remediation, interventions as necessary.
Participant 5	Personally, I give extended time on almost all assignments. I provide specific and meaningful feedback to students for most assignments. I contact students and parents if they are struggling. I provide flexibility and options to help students who may be behind. I offer specific one-on-one virtual opportunities to meet.
Participant 6	Personalized instruction and help sessions, 24/7 availability for student/center teacher(s)/parent or guardian(s)...and much more.
Participant 7	*provide weekly help sessions *provide recordings from test reviews for students who did not attend the virtual meeting *email students daily about their work *email/text students and parents about participation in the course
Participant 8	Do not currently have students enrolled at the Online Center in my course - so the next question should not be part of your data, but I have to answer it as a required question.
Participant 9	Weekly adobe sessions where students can log in and work through a live lesson with their teacher, Q & A sessions where students can ask questions live with their teachers, Questions discussion board, rubric feedback on assignemnts with different levels of help videos so they can rework the assignemnt and resubmit for a higher grade, weekly grade feedback reports.
Participant 10	The same as no Center students.
Participant 11	Students are provided online, in-person, and telephone contact by the facilitator to communicate getting started, encourage progress, communicate with their teachers continually to keep them moving toward successful completion of their course.
Participant 12	I advocate for them with their instructors if necessary, encourage students who are not making progress, help students communicate with their instructors if needed, help them choose classes
Participant 13	I speak with students about their class, encourage them to reach out to teachers as needed, reach out to teachers myself when indicated, and talk with students about additional support (tutoring) that may be available to them.
Participant 14	As a counselor, I support the students by helping to provide tutoring plans if they struggle with their classes, ensure that they are in fact enrolled in the class(es) that are needed to meet their graduation requirements and to work with the facilitator in whatever means are necessary to ensure the student's success

Participant 15	Check-ins via emails, face-to-face and phone calls to parents. Additionally, when necessary, I pair students with a teacher in the building who teaches the content (of the online course) to offer/provide after school tutoring. Counseling sessions are also a form of support to address additional obstacles that my be present and impeding success in a course.

Appendix F

Participant Survey Question 5

Question	What aspects of the Online Centers are most useful or valuable?
Participant 1	The room that the students go to to complete their course.
Participant 2	Students get amazing technology and learn D2L - a program used at many colleges. Students get to work at their own pace.
Participant 3	It is good to have a contact teacher onsite.

Participant 4	The opportunity it gives students to advance or catch up in their academic career.
Participant 5	The facilitators are the useful and valuable aspect. Many students struggle with online learning - it's not something every student may want to do or engage with. The facilitators and online centers provide a level of support that many supplemental students don't receive.
Participant 6	Additional assistance and feedback getting students to do the coursework.
Participant 7	*provide face-to-face support for supplemental students *provide a face-to-face contact for students
Participant 8	Students attending in person have additional support
Participant 9	Having a facilitator that can proctor tests and help with student questions localy. Follow up with grade issues and communication with students and parents as an additional contact.
Participant 10	Teacher Facilitator
Participant 11	Providing in-person support for the digital classroom platform.
Participant 12	The opportunities provided to students
Participant 13	That it provides students with options...options of classes not offered here and options of a different format.
Participant 14	The flexibility and ability to work at their own pace.
Participant 15	Accessibility and flexibility of schedule

Appendix G

Participant Survey Question 11

Question	If you could change anything (i.e logistical structures, course layouts, scheduled support sessions, etc.) about the Online Centers, what would you change?
Participant 1	N/A
Participant 2	I think it can't be overstated enough that course layouts need to be super simple. One click and they can find what they need is best.
Participant 3	Please see the question above.

Participant 4	Online Center Teachers should receive training to understand the nature of D2L and online school policy.
Participant 5	I'd increase the budget by a few million, double everyone's pay, and recruit students. But realistically, I'd say that a closer relationship between teachers and facilitators is important. Maybe we start small and just work with one teacher/facilitator team. If we slowly build relationships each semester, we can improve collaboration and ultimately help student achievement.
Participant 6	More Center Teacher accountability and communication.
Participant 7	I do not feel qualified to answer this item. I do not have first-hand knowledge of the structures of the Center.
Participant 8	Students attend Online Center daily to keep up with pace of course or have access to the Center to be able to work ahead or catch up when behind.
Participant 9	I would ask the online center teachers to share their student/parent content logs with me. I don't have access to that information currently since they can't post in our seating charts.
Participant 10	Not Sure
Participant 11	I believe we would see more success out of the students this year if we met in person for a week or two to physically logon, hold orientation, and familiarity with the online platform. Most issues we are facing are students not reading instructions, not checking emails, and not logging on.
Participant 12	I can't think of anything I would change.
Participant 13	I would add a parent component. While I know there is a letter for parents, I think a required informational meeting would be helpful so that everyone is at the same place of understanding.
Participant 14	I would make entry requirements stiffer to get in such that students do not see it as a right but rather a privilege to be able to use the Online Center to make up classes. Not sure what that would look like however.
Participant 15	Probably just more communication with students in the courses (though this varies as some students are not tuning in to receive communications). Overall, the program is working well in helping students in their secondary educational journey.

Appendix H

Participant Survey Question 1

Question	In your own words, what are the Program Goals of the Online Center?
Participant 1	The Online Center provide an opportunity to students to take one or more online classes in a classroom designed specifically for virtual learning.
Participant 2	To provide an alternative for taking classes for students who need to earn credits at a different pace/learning style.
Participant 3	An onsite facilitator is provided to support students that are enrolled in an online course

Participant 4	Provide the opportunity for students to take one or more online classes in a classroom designed specifically for virtual learning.
Participant 5	To provide students in local schools the chance to take an online course in a classroom specifically designed for online learning with a highly-qualified teacher/facilitator to assist and help students learn.
Participant 6	Facilitate students to accomplish daily coursework.
Participant 7	*provide support for supplemental students *provide a place with reliable internet to allow supplemental students to work *to provide an extra layer of accountability for supplemental students
Participant 8	To provide students access to courses that they would not have access to take at their local school; allow students the opportunity to take an online course aligned with the standards
Participant 9	The goals of the Online centers are to have a location at the local schools to have a place to work where a Online Center facilitator can support students and answer questions with any issues that arise with their courses.
Participant 10	To assist students with graduation requirements.
Participant 11	To provide an alternative course to in-person instruction allowing the student to make up or move ahead in a specific course.
Participant 12	To provide students the opportunity to take classes that are either not offered at the local high school, to make up classes that were previously failed, or to take classes that won't fit into a student's current schedule.
Participant 13	To give students the opportunity to take classes in a different setting (online), to take classes in alternating semesters, or to take classes not offered at the local school.
Participant 14	The Online satellite center is designed to assist students in making up coursework that they have previously failed and for a variety of reasons, they are unable to be seated in that actual class during the present semester. It has also been made available for students who excel at coursework to take higher level classed such as Advanced Placement classes that may not be offered at the school.

Participant 15	To assist our students in being success and to successfully complete high courses needed for graduation and college admission in a more flexible and accessible format. The online centers in my opinion aspire to provide additional opportunities for success in secondary education.