

EDUCATING ALL STUDENTS TO ENSURE THE FUTURE OF OUR DEMOCRACY

EAST SHORE ONLINE

Achievement

The course completion rate at East Shore Online is:

90.2%

Total course enrollments this year:

16,931

Total number of students served:

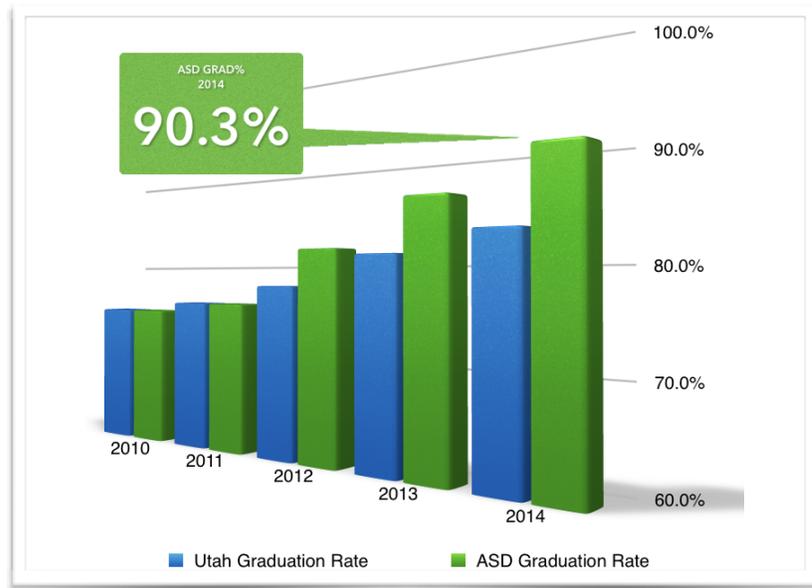
3,468

Attachment

By design, we strive to create greater attachment for students to their neighborhood schools. We provide a place and time with face-to-face encouragement. In addition, we give them the flexibility and efficiency of digital curriculum.

Attendance

Education works best when it is a team effort. We require students to come to school because we believe that students should have full access to counselors, special education services, vibrant social circumstances, school activities, safe and encouraging physical environments, and the dynamic educational communities that are already found in Alpine School District schools.



We are focused on the Finish Line - GRADUATION

“BEGIN WITH THE END IN MIND,” is the second habit of Stephen Covey’s famous “7 Habits,” but it came first for us.

East Shore Online originated in discussions led by then Assistant Superintendent, Gary Seastrand and then Director of 10-12 Schools, Sam Jarman on improving the graduation rate of Alpine School District. Their goal was to improve the alternative school offerings that were available to students. From those discussions, the mission of East Shore Online became simple and clear:

Provide an effective and efficient way for students to exercise choice and responsibility for their own education, accrue credit, and progress towards graduation

ASD Hispanic Grad%

88%

Utah Hispanic Grad% **72%**

ASD Low Income Grad%

84%

Utah Low Income Grad% **72%**

ASD LEP Grad%

87%

Utah LEP Grad% **61%**



We offer a different model for online education.

At East Shore Online, we are constantly talking kids into classrooms. We strongly believe that the type of education that makes a difference—**education that sticks**—can only be delivered through caring relationships, mass exposure to multiple ideas, and supportive and safe environments. In other words, **WE BELIEVE IN ASD COMMUNITY HIGH SCHOOLS**. We regard schools as places where students can contextualize their learning into real life.

We believe that digital curriculum should provide added value to a student's education. The efficiencies of online learning can afford students the flexibility to pursue interests and develop passions that fuel educational achievement and develop into productive lifetime skills. Students do best when they simultaneously take advantage of both online and traditional classroom environments.

Recently one of our accreditors left us with some encouraging words:

"I believe your school is a model for what school districts can do to meet the challenges of a changing world. If there is a K-12 system that wishes to create a digital program of excellence, they should visit you."

—Mike Bugenski, AdvancED

Things that are different about East Shore Online

We charge a fee (\$100 for 365 days). We have found that “free” does not motivate nearly as well as direct investment. The purpose of the fee is not to pay for the program (which is generously supported by the district), but to create a sense of ownership. ***Students treat courses that they pay for very differently from courses that are offered for free.*** New courses are free if initial courses are completed on-time. We honor fee waivers, even during summer months, but we do expect investment.

We insist that students go to school. We reject the notion that “some kids just don’t like school.” We understand that some students don’t like some parts of school; in such cases, we can provide flexibility and an alternative to the classroom experience. ***Students do want flexibility, but they have nevertheless responded to our requirement that they be registered and attend their neighborhood school.*** We encourage our district counselors to ask students questions, such as: “What class would you love to take?” or “What class would you never be late to?” Our online courses are meant to fill the gaps in graduation requirements, but passion for a subject area is better suited to a classroom with a face-to-face teacher and like minded peers in the same room at the same time. We want students to find their interests and enthusiasms, and we believe that the efficiencies of online learning should afford them more opportunities to pursue them.

We believe in a different type of one-to-one initiative. We believe that relationships play a bigger role in achievement than devices. We also understand that those relationships must be genuine, and therefore are unpredictable in their formation. Certainly parents can facilitate great academic achievement, but some students might also be inspired by a great teacher or counselor or coach. For other students, the most important educational relationship could be with a peer group. That is why we try hard to connect our online curriculum to a dynamic place— an ASD school. ***Our district secondary schools provide a classroom that is specifically for digital curriculum.*** These classrooms are likely to be down the hall from a lunchroom where students gather, or across the hall from a dynamic science or art teacher. We are most successful with students when they have an opportunity AND a reason to achieve.