8-2011

Perceptions of the Implementation of the Online Credit Recovery Dropout Prevention and Alternative Education Program Odyssey Ware In Lee County Virginia Public Schools.

Vickie McConnell Brown
East Tennessee State University

Perceptions of the Implementation of the Online Credit Recovery, Dropout Prevention, and Alternative

Education Program Odyssey Ware, in Lee County, Virginia Public Schools

_____

A dissertation

presented to

the faculty of the department of Educational Leadership

East Tennessee State University

In partial fulfillment

of the requirements for the degree

Doctor of Education in Educational Leadership

_____

by

Vickie McConnell Brown

August 2011

_____

Dr. Pamela Scott, Ed.D, Chair

Dr. Cecil Blankenship, Ed.D

Dr. Virginia Foley, Ed.D

Dr. Eric Glover, Ed.D

ABSTRACT

Perceptions of the Implementation of the Online Credit Recovery, Dropout Prevention and Alternative

Education Program Odyssey Ware, In Lee County, Virginia Public Schools

by

Vickie McConnell Brown

Schools in the United States have struggled with graduation rates for nearly 140 years. School divisions

are continuously searching for new and creative curriculums to address changing student needs. From

the U.S. Department of Education to local school board members, educators are working to discover

creative and accountable alternatives to address these issues.

 Development of online programs continues to offer students some of the curriculum resources they need

 for success and provides an alternative way to approach instruction for school systems. Educators in Lee

 County are researching new policies and programs to assist students in obtaining their high school

 diplomas. Understanding perceptions of the administrative staff plays a key role in program development

 and implementation of programs for students. This qualitative case study addresses the particular issue of

 perception in relation to the implementation of a new form of instruction. By understanding staff

 perceptions education leaders can develop plans and procedures to address issues related to staff

 development and program implementation. The following set of policies and procedures were necessary

 for the online program:

1. Each individual school needed the opportunity to use the program as they deemed necessary for student needs.
2. The online program would be used as a secondary curriculum to assist students in the areas of dropout prevention, alternative education and credit recovery.
3. Administrators provide consistency of the implementation to all students in the county.

DEDICATION

This dissertation is dedicated to my family that has provided unconditional support and love during this journey. To my parents, who have provided me with the solid base of Christian values that have enhanced my abilities to grow as a leading example for my son, thank you establishing my values. You have given me more than I have ever deserved and I will continue to be grateful for the sacrifices that you have made over the years.

To my sister Alesha, you inspire me daily as a mother and wife. Your dedication to the Lord and the service that you provide your family makes me proud. You inspired me to complete my doctorate as I have watched you work so diligently on your Physician's Assistant degree. When we graduated together at LMU, I thought our journey was complete, but it had just begun.

To my husband Chris, I am grateful for your patience, encouragement, and dedication to me through all of my degrees. You have been there with me for every step I have made in my career and education. Thank you for everything. It is time for our new journey, our son.

Finally, to my son Aidan, I cannot express in words how you have provided me with a purpose and a vision to my life. The Lord has blessed me to be your mother, a blessing that I was not sure would happen. You will never know how having you while I was in the doctoral program was a blessing. Often times I would get frustrated about the work and you would help me remember what it is all about. Without you none of this would even matter. I look forward to every day that the Lord blesses us to be together.

ACKNOWLEDGEMENTS

To the Lee County Cohort, I am grateful for your commitment, support, and dedication that each of you have provided. I would not have been able to complete this program without you. I am so proud that so many of us have completed our doctoral degrees as a team. In our time together I have developed a new respect for each of you as individuals and as extraordinary leaders in our school system. I am proud to be a part of this team.

To the Lee County Alternative School staff I thank you, a team of individuals that could never be replaced and I am honored to be a part of that. Our commitment to the students we serve is often unheard of and rarely seen. I am once again blessed beyond words to be a part of our school and how it has grown into a respectable program that serves students with the greatest needs. Thanks to each of you for your support and continued encouragement. I want to give a special thank you to Sheilah Spivey for being my sounding board and my interviewer during this dissertation. Now it is your turn and you can do it too!

I would like to thank Travis Scott for his patience in editing my dissertation. I know that without your skills and expertise in this area I would still be struggling to complete my work. You had a huge challenge in editing for me, and I greatly appreciate your time.

Finally, to my committee, I am grateful for your continued suggestions that helped develop my ideas into a respectful dissertation. Your knowledge is profound and greatly appreciated. Dr. Blankenship, Dr. Foley, and Dr. Glover each of you have made a tremendous difference in the document that I have spent so long developing.

To my chair Dr. Scott, without you and your support from the beginning of the program I would not have been able to complete this degree. It is because of you and your professionalism, honesty, and dedication to your work so many students are able to complete the program. Your direction is more than advice it is a pathway to success. Students at ETSU are very lucky to have you and I will miss you greatly. One last time thank you!

CONTENTS

Chapter

CHAPTER 1

INTRODUCTION

Schools in the United States have struggled with graduation rates for nearly 140 years. School

divisions are continuously searching for new and creative curriculums to address changing student

needs. From the U.S. Department of Education to local school board members, educators are working

to discover creative and accountable alternatives to address graduation and dropout rates.

Monrad (2007) reports that in the United States almost one third of all "public high school students

fail to graduate from high school" (para. 1). Everyone is impacted by high school dropouts with the

enormous economic and social cost (Education at a glance, 2006). "Dropouts create the nation's and

communities problems because of the lack of productive workers and accelerated cost associated with

health care, incarceration, and other social service's needs" (Bridgeland, Dilulio, & Morison, 2006, p. 2).

Barak Obama, in his first major address on American education after assuming the presidency, pleaded

with American youth that "Dropping out of high school is no longer an option. It's not just quitting on

yourself, it's quitting on your country; and this country needs and values talents of every American"

(Obama, February, 2009, para. 1).

School systems across the United States continue to struggle with low graduation and high dropout

rates. A student's long-term success and school's vitality are dependent on whether or not students

graduate from high school. Students who do not obtain a high school diploma present a greater risk of

unemployment and are more likely to be dependant on public assistance. The 2009 national

unemployment rate reported that high school drop outs have a 4.3 % higher rate of unemployment

than high school graduates (Virginia Performs, 2010).

No Child Left Behind (NCLB) mandated that states establish a set of annual objectives that ensure

opportunity for increased student achievement (Virginia Department of Education INFO, 2010).

According to NCLB schools are required to meet annual yearly progress (AYP), which includes graduation rates that increase annually. School systems across the country have searched for programs to assist students in meeting graduation requirements (NCLB, 2001).

Development of online programs continues to offer students some of the curriculum resources they need for success and provides an alternative way to approach instruction for school systems. NCLB encourages the use of programs that are grounded by scientifically based research (U.S. Department of Education, A Parent's Guide, 2003).

Lee County public schools struggle with a low graduation rate and are constantly investigating research based best practices to address this issue. According to the Virginia Department of Education (2011) Lee County public schools had a graduation rate of 59.4 % for the 2009- 2010 school year. The projected graduation rate for Lee County, as set by the Virginia Department of Education, for this school year is 80 % (VDOE, 2011). Educators in Lee County are researching new policies and program reviews to assist students in obtaining their high school diploma. Understanding perceptions of the administrative staff plays a key role in program development and implementation of programs for students.

When school districts consider alternative forms of instruction, several issues arise including varied perceptions, implementation guidelines, and policies. In consideration of these issues administrative staffs' attitudes play a large role in the success or failure of program implementation. This case addressed the particular issue of perception in relation to the implementation of a new form of instruction. By understanding staffs' perceptions education leaders can develop plans and procedures to address issues related to staff development and program implementation.

Statement of Problem

The purpose of this research is to examine administrative and guidance counselors perceptions of the online program Odyssey Ware. Lee County public schools struggle with low graduation rates and alternative methods to address student curriculum needs. The online curriculum comprised of Nova Net and Odyssey Ware has been in service for 4 years to target specific student populations and address issues of dropout prevention, credit recovery, and alternative education. Nova Net was the first online program implemented in Lee County schools the fall of 2008; in the following school year central office staff transitioned to Odyssey Ware for the online curriculum. Online curriculum programs were implemented without input from staff. The perceptions of the staff often determine program implementation success or failure.

Research Questions

This case study focused on questions for the administrative and guidance staff of the public schools in Lee County, Virginia, concerning the implementation of the online program Odyssey Ware.

1. How do Lee County, Virginia, school administrators perceive the implementation process of the online program Odyssey Ware?

2. How does the Lee County, Virginia, school guidance counseling staff perceive the implementation process of the online program Odyssey Ware?

3. How do Lee County, Virginia, school administrators perceive Odyssey Ware programs as a supplement to regular educational program for students?

4. How does the Lee County, Virginia, school guidance counseling staff perceive Odyssey Ware programs as a supplement to regular educational program for students?

The purpose of this case study was to investigate administrative staff's perceptions regarding the online program Odyssey Ware, which addresses dropout rates, credit recovery, and alternative education in Lee County, Virginia. Findings of this case study will provide information that may assist Lee County, Virginia, school leaders in evaluating and improving appropriate online programs as tools for increased graduation rates, credit recovery, and alternative education curriculums.

Online programs play a role in contributing to the significance of educational policies for students enrolled in Lee County Virginia. This case study was to investigate administrator and guidance counselor perceptions of the implementation of the online program Odyssey Ware. Odyssey Ware has been used to address credit recovery, dropout prevention, and alternative education curriculums in Lee County public schools.

Odyssey Ware online programs serve students who have had difficulty in academic areas that may prevent them from graduating high school. This qualitative case study was conducted by collecting data from public schools in Lee County, Virginia, including document reviews, program documents, school policies, and interviews with school staff. Data collected were used to "establish broad generalizations, examine similarities and differences and determine if there are patterns" (Merrian, 1998, p. 58).

Researcher's Perspective

I am an employee of the Lee County Virginia School System and have been the coordinator of online programs used by Lee County for dropout prevention, credit recovery, and alternative education. I have been the acting administrator of the Alternative School for Lee County that facilitated online programs for curriculum implementation. Due to my direct contact with online programs, I have a bias related to the implementation and monitoring of the programs. I have used a variety of data resources

and document reviews to triangulate collected data. I have also used an interviewer to conduct staff

interviews that assisted in neutralizing my bias in the data collection.

Limitations and Delimitations of the Study

When conducting a case study, "a small sample is selected precisely because the researcher wishes

to understand the particular in depth, not to find out what is generally true of the many" (Merriam,

2002, p. 28). This qualitative case study was limited to the Lee County, Virginia, school system. The Lee

County school system consists of two high schools, two middle schools, one vocational school, one

alternative school, and eight primary schools. Enrollment for the 2010-2011 school year was 3,559

students. Research participants are current employees of Lee County schools and work in some

capacity with the online program Odyssey Ware. Participants included two high school principals, two

middle school principals, two high school assistant principals, four high school guidance counselors, and

two middle school guidance counselors. The findings of this case study were limited to one school

system in southwest Virginia; therefore, results have not been generalized to other populations.

Definition of Terms

For the purposes of this case study the following terms are defined:

- *Annual Yearly Progress* (AYP) – "is a set of annual goals that measure students' achievement with the

goal of obtaining a high quality of education" (Virginia Department of Education, INFO, 2010, p. 5).

- *No Child Left Behind (NCLB) Act (2001)-"*the reauthorization of the Elementary and Secondary Education

Act, the principal federal law affecting general K-12 education. In exchange for federal funding, NCLB holds

states and schools accountable for making progress toward the goal of 100% of students being proficient in

reading and math by 2013-14, according to state standards and assessments" (Pinkus, 2006, p. 17).

- *Virginia On-Time Graduation Rate*- "is a graduation rate based on individual student level data tracked over time that fully accounts for student mobility and retention patterns. Estimated graduation rates do not account for these factors education" (Virginia Department of Education, INFO, 2010, para. 8).

- *NovaNet*- "an individualized, computer-based instruction program that is used for high school course credit, remediation, and enrichment" (Nova Net, 2010, para. 1).

- *Odyssey Ware* –"an Internet-based program delivering interactive, multimedia-enriched content to students in grades 3-12. Developed for 21st century learners, ODYSSEYWARE's technology-based curriculum offers the core subjects of social studies and history, math, language arts, and science, along with a variety of electives" (Odyssey Ware, 2010, para. 1).

- *Cohort*- "The number of students in the school, division or state identified as first-time 9th graders in the 2004-2005 school years with adjustments made for transfers in, transfers out and students permitted to take longer than four years to graduate/complete school education" (Virginia Department of Education, INFO, 2010, para. 2).

- *General Achievement Diploma*- "The number of students who are at least 18 years old, are not enrolled in public school or not otherwise meeting the compulsory school attendance requirements but earned at least 20 standard credits by passing required courses and electives and achieving a passing score on the GED education" (Virginia Department of Education, INFO, 2010, para. 7).

- *Virginia On-Time Graduation Rate*- "The percentage of students in the cohort who completed high school with a Board of Education diploma in four years or less education" (Virginia Department of Education, INFO, 2010, para. 8).

- *General Educational Development (GED)*- "The number of students who achieved a passing score on the GED examination education" (Virginia Department of Education, INFO, 2010, para. 9).

- *Cohort Completion Rate-* "The percentage of the total number of students in the cohort who graduated or otherwise completed high school education" (Virginia Department of Education, INFO, 2010, para. 11).

- *Still Enrolled-* "The number of students in the cohort who are still enrolled at the close of the school year and are expected to return in the fall education" (Virginia Department of Education, INFO 2010, para. 13).

- *Dropout-* "The number of students who left high school permanently at any time during the four-year cohort period or whose whereabouts are unknown" (Virginia Department of Education, INFO, 2010, para. 14).

- *Dropout Rate-* "The percentage of students in the cohort who left high school permanently at any time during the four-year cohort period or whose whereabouts are unknown" (Virginia Department of Education, INFO, 2010, para. 15).

- *Subgroup-* "Breakdown by student type including gender, race/ethnicity, disability status, limited English proficiency, economic status and all students. Only student subgroups represented are listed for a school, division or state" (Virginia Department of Education, INFO, 2010, para. 1).

Summary

Chapter 1 introduced the investigation of the implementation of the program Odyssey Ware in Lee County Virginia Schools. This chapter also included the statement of problem, significance, researcher's perspective, limitations and delimitations, and a summary. In-depth explanations of definitions were provided to address terms related to the case study.

Chapter 2 reviewed literature related to dropout statistics, graduation rates, learning theories, economic concerns related to dropouts, online educational programs, and administrative perspectives.

Chapter 3 focused on the methodology of the study and developed several questions related to staff

perceptions of the implementation of online programs. Chapter 4 presented findings of the research

and data analysis. Chapter 5 consisted of recommendations for practice and future research,

conclusion, and summary.

CHAPTER 2

REVIEW OF LITERATURE

Chapter 2 includes a review of literature related to graduation and dropout statistics, economic concerns related to dropouts, online educational programs, learning theories, and administrative perspectives. This review focuses primarily on issues directly related to Lee County Virginia public schools.

Graduation and Dropout Rates

One area public education systems measure their success is by the proportion of students who graduate from high school. Reports from Editorial Projects in Education (2008) "indicate that American schools are only producing one third successful graduates with a regular diploma within a four- year period" (para. 2). According to Prioritizing the Nation's Lowest-Performing High Schools (2010) 12 % of United States high schools currently produced nearly half of the nation's dropouts.

The graduation rate crisis is not a new issue for the United States. This issue has been documented by the United States Department of Education:

> By combining original data from the EPE Research Center and historical information from the U.S. Department of Education, *Diplomas Count 2010* presents a unique perspective on high school completion trends spanning a period of nearly 140 years. In 1870, the first year for which information is available, only 2 percent of 17-year-olds in the United States had completed a secondary education. In 1940, for the first time in the nation's history, a majority of students finished high school.   The graduation rate reached its historical high in 1969, peaking at 77 percent. Graduation rates fell gradually during the 1970s and 1980s then declined more rapidly during the early 1990s. Levels of high school completion improved steadily for most of the past decade until losing ground again during the past two years (Wittenstein, 2010, para. 2).

Educational leaders in the U.S. are constantly encouraging our youth to rethink their decisions to drop out of school and obtain a skill necessary to contribute to our economy:

On February 24, 2009 President Obama told the U.S. Congress, A good education is no longer just a pathway to opportunity. It is a prerequisite we know the countries that out-teach us today will out-compete us tomorrow. That is why it will be the goal of this administration to ensure that every child has access to a complete and competitive education, from the day they are born to the day they begin a career (Center for Labor, 2009, p. 5)**.**

Pinkus (2006) stated that approximately 1.2 million students fail to graduate from high school annually.   The average number of students dropping out each day is approximately 7,000. More than $312 billion are lost in employment wages and public taxes during these students' lifetimes (Pinkus, 2006).   In 2001 many schools were described as dropout factories because 20 % of all students and 40 % of minority students dropped out (Balfanz & Legters, 2004).

Dropout rates for students with disabilities are significantly higher than those for students who do not have disabilities**.** In the United States 51 % of students with disabilities in the 2001-02 school year graduated with a standard diploma (National Education Technology Plan 2004, 2005). Of the students' with disabilities who dropped out of high school, one third had spent a night in jail. Students with disabilities are three times more likely to have an incarceration experience than those who graduated from high school (Wagner, Newman, Cameto, & Garza, 2006).

Federal regulations requiring school systems to report graduation rates did not exist until 2002 (Kuffman, 2001).   "The Improving America's Schools Act (IASA), required the Secretary of Education to report annually on dropouts from elementary and secondary schools but did not discuss graduation rates" (Kuffman, 2001, p. 44). IASA (1994) was not sufficient because it did not address critical statistics such as on-time graduation, diploma types, or students who left for a specific reason other than dropping out (Kuffman, 2001).

The Every Student Counts (2008) article in Alliance for Excellent Education reported that states were using a variety of techniques to provide data in reporting graduation rates. Some techniques

included a variety of methodologies and data sources. According to Pinkus (2006) these graduation rate

statistics were comprised of different techniques to calculate the data that are:

- "Four-year high school completion rate (HSCR)- National Center for Education Statistics" (Pinkus, 2006, p. 40).
- "Cumulative promotion index (CPI) the Swanson/Urban Institute" (Pinkus, 2006, p.38).
- "Averaged freshman graduation rate (AFGR)-National Center for Education Statistics" (Pinkus, 2006, p. 40).
- "Adjusted Cohort Graduation Rate (ACGR) the National Governors" (Pinkus, 2006, p. 37).
- "Exclusion-Adjusted Cohort Graduation Indicator (EACGI) the National Center for Education Statistics (NCES) graduation rates task force rate" (Pinkus, 2006, p. 37).
- "National Center for Education Statistics (NCES) Educational" (Pinkus, 2006, p. 41).
- "Adjusted Completion Ratio (ACR) the Green/Manhattan Institute rate" (Pinkus, 2006, p. 39).
- "Four-Year High School Completion Rate (HSCR) the leaver rate or departure classification rate and GED recipients" (Pinkus, 2006, p. 40).
- "NELS:88-based estimates the percentage of students obtaining a regular diploma on time or within 8 years of on-time graduation and GED recipients" (Pinkus, 2006, p. 41).

NCLB does not require states to use common graduation rates. The Department of Education does

leverage the law to hold states accountable for developing their capacity to develop graduation rates

over time (Pinkus, 2006). NCLB (2001) defined a graduation rate as the percentage of students who

graduate from secondary school with a regular diploma in the standard number of years. The

Individuals with Disabilities Education Act (IDEA) of 2004 placed emphasis on tracking data related to

high school dropouts (Dropout Prevention, 2007). "While IDEA 2004 makes dropout rates a primary

indicator under the law but allows states to choose from one of three different methods for calculating

them; even rate, status rate and cohort rate" (Dropout Prevention, 2007, p. 3). These rates are

explained as follows:

1. Even rates reflect the number of students, who drop out in a single year without completing high (Dropout Prevention, 2007, p. 3).
2. Status rates reflect the percentage of the population in a given age range who have not finished high school or are not enrolled in school at one point in time (Dropout Prevention, 2007, p. 3).

3. Cohort rates reflect the percentage of a single group of students, who drop out over time (Dropout Prevention, 2007, p. 3).

Graduation Rate is the number of students in a cohort who graduated with a regular diploma divided by the number of students in the cohort who should have graduated (Green & Foster, 2003). In 2004 former Virginia Governor Mark Warner initiated the Initiative of Redesigning the American High School that addressed improving high schools by accounting for students that have dropped out of high school. The National Governors Association Compact on State High School Graduation Data was developed to address the states' "capacity to collect and report accurate graduation data and to use a common graduation rate definition" called the Adjusted Cohort Graduation Rate or ACGR (Pinkus, 2006, p. 10).

The National Governors Association approach required tracking an individual student during each student's high school career. The ACGR tracking included transfers, GEDs, and home schooling. A longitudinal data system was required by each state to ensure that each student was tracked individually (State Approaches, 2007). According to Wittenstein (2010) more accurate statistics of student progress are available when longitudinal data of the cohort rate are used.

Due to ranking of United States graduation rates, efforts to address these issues have stretched across state, national, and federal policy makers:

> A range of state, national, and federal efforts have been launched toward improving graduation rate calculations and accountability for increasing those rates, which were codified in the October 2008 federal regulations on Title I of the No Child Left Behind Act (Title 34 C.F.R. 200.19(a)(1).

Three critical areas of graduation rate policies are: the calculation of graduation rates using the 4-year adjusted cohort rate and extended-year adjusted cohort rate; data for graduation rate calculations that include a waiver if schools do not have the capacity to calculate the data; and accountability for graduation rate improvement. Regulations allow extended-year rates to be calculated and reported at

a state's discretion. However, it does not give clear directions as to how 4-year and extended-year rates should interact to form the graduation rate indicator used to determine whether a school has made Annual Yearly Progress (Richmond, 2009).

Annual Yearly Progress is another critical data measurement requirement for public schools. The Virginia Board of Education established five content areas that determine if the school demonstrates achievement. These major content areas are English, history, social science, mathematics, and science (Virginia Department of Education, INFO, 2010).

According to Dillon and Rotherham (2007) states are required to evaluate student performance in schools against NCLB's three requirements for making AYP that are:

- "Reaching proficiency requirements both overall and within each student subgroup categories of students that include major racial groups, low-income students, English language learners, and students with disabilities on state math and reading test" (Dilllon & Rotherham, 2007, p. 2).
- "Meeting participation requirements, which ensure that enough students take the state assessments so that schools cannot exclude students who are not likely to earn passing scores" (Dilllon & Rotherham, 2007, p. 3).
- "Meeting performance requirements as an additional indicator of academic performance determined by the state. This additional indicator is chosen by the states for elementary and middle schools, such as the school attendance rate, achievement on additional state assessments, or retention rates, but secondary schools that have graduating classes, this additional indicator must be graduation rates" (p. 3).

In some states graduation rate goals have been as low as 50 %. No Child Left Behind has a *safe harbor* provision that allows states to reduce the graduation rate even lower. The safe harbor law allows school systems to make AYP in order to meet federal accountability rates while not meeting required graduation rates. Thirty-six states were able to improve their rates by only 0.1 % or less annually using the safe harbor law (Every Student Counts, 2008).

Economic Impacts

Economic and social leaders continue to express concern for American youth and their lack of

necessary basic skills. Business, industry, colleges, and local communities continue to experience

negative effects of low graduation rates. According to the High Cost of High School Dropouts (2009) it is

generally difficult for high school dropouts to obtain a higher paying job.

> In fact, the unemployment rate for high school dropouts in July 2009 was 15.4
> percent, compared to 9.4 percent for high school graduates, 7.9 percent for
> individuals with some college credits or an associate's degree, and 4.7 percent for
> individuals with a bachelor's degree or higher (Wise, 2010, para. 4).

Public concern about high school dropouts began to peak when manufacturing jobs, which provided

secure employment for high school dropouts, started to disappear (Pinkus, 2006). "The median income

of persons ages 18 through 67 who completed their education with at least a high school credential,

including a General Educational Development (GED) certificate, was approximately $42,000" (Rouse,

2007, p. 3). Rouse (2007) also reports that the loss of income over the dropout's lifetime is

approximately $630,000.

If all of the dropouts in the Class of 2009 had completed high school, the national economy "would

have benefited from nearly $335 billion in additional income over the course of their lifetimes." (Wise,

2010, para. 4). High school dropouts also contribute to issues related to the economy.

> Comparing those who drop out of high school with those who complete high
> school, the average high school dropout is associated with costs to the economy of
> approximately $240,000 over his or her lifetime in terms of lower tax contributions,
> higher reliance on Medicaid and Medicare, higher rates of criminal activity, and
> higher reliance on welfare (Levin and Belfield, 2007, p. 7).

The National Unemployment Rate provided in February 2009 by the United States Bureau of Labor

Statistics reported that high school dropouts have a 4.3 % increase in unemployment when compared to

high school graduates (Virginia Performs, 2010).

Online Education

Online curriculums are one of the resources that school systems are turning to in order to address issues of graduation rates, credit recovery options, and alternative education. One critical area that is often dismissed is the perspective of local education administrators, guidance counselors, and directors of programs that students are using. Today's educators are expected to make data-based decisions with emphasis on student achievement data in state accountability programs. Education leaders are familiar with the idea of basing school improvement plans on results of the previous year's test results. Scientifically-based research (SBR) studies have shown that for an intervention to impact students' success programs are required to complete evaluations (Baxter & Reddy, 2006).

Online learning has been a preventative tool educators have used to discourage students from dropping out of high school. In 1923 the first independent study high school for dropouts was created by a Michigan superintendent (Michell, 1923). Rural schools are able to break barriers of teacher shortage, funding shortage, and minimum enrollment issues with online instruction (Picciano & Seaman, 2010).

Baker and Hall (1994) reported K-12 school districts with 300 students or less enrolled offered distance learning programs. In 2002, nearly a decade later, twice as many rural high schools reported they had students enrolled in online or web-based courses (Stezer & Lewis, 2005).

According to Watson, Germin, and Ryan (2008) educators are beginning to realize the extensive implementation of technology and online learning around the world. National e-learning and multi-billion dollar deals are being developed for K-12 student programs globally. In September 2007, the United Kingdom and China agreed to create e-learning content that would allow 20 million Chinese students to access the educational curriculum (Watson et al., 2008).

National Information and Communication Technology (ICT) plans are constantly being developed in New Zealand, Hong Kong, and Singapore. These plans include sections that address how to integrate e-learning into K-12 curriculum and education systems. Other countries such as Canada, Australia, Turkey, and Mexico have integrated successful models of virtual schools and online learning for students in their K-12 education systems (Watson et al., 2008).

Online technologies have allowed entrepreneurs worldwide the ability to participate in the global marketplace. It is critical for American K-12 students to participate in this increasingly competitive environment (Smith, Clark, & Blomeyer, 2005). The United States is challenged with finding alternative ways to educate students while providing high quality education that will enable global competitiveness. In 2004 the National Governors Association provided school reform models to include online learning. Online programs were suggested to increase student success in the competitive global economy (Cavanaugh, Gillian, Kromery, Hess, & Blomeyer, 2004).

Future projections in education point directly toward increasing student accessibility to online curricula. Georgetown University's Center on Education and the Workforce has projected that applicants with some college credit or above will be required to fill over 30 million new and replacement jobs by 2018 (Carnevale, 2010). Christensen, Horn, and Johnson (2008) predicted that more than one half of American high school classes would be online, despite changing educational policies, within a couple of years.

According to the Southern Regional Education Board (2006), states can reduce the cost of classroom teachers by implementing virtual schools. Online courses can be reused to lower instructor costs to schools. The state can also evaluate the online curriculum and make adjustments as they are necessary (Targeting the Adult, 2004). This type of instruction provides students access to teachers

with specific expertise in the content area, although they may be located in different parts of the state or around the world (Wise & Rothman, 2010).

At the secondary school level credit recovery is used through online courses. Students in need of credit recovery are often of the same population who drop out of high school. Credit recovery is when students retake classes they have failed. In Virginia each course requires 140 classroom hours for a course to be considered completed. When students participate in credit recovery they are required to complete 70 hours and pass the course instead of retaking the entire 140 hours (VDOE, 2011).

"Educators are expected to consider the results of relevant scientifically based research before making instructional decisions" (U.S. Department of Education A Parent's Guide, 2003, p. 18). Online learning provides these necessary concepts through modern technology (Christensen et al., 2008). A survey of U.S. school district administrators conducted in 2009 indicated that 2 % of the K-12 population in the United States were enrolled in one or more online courses (Piccian & Seaman, 2010).

Previous government policy has lacked in the area of curriculum reform in the area of technology. This has created a delay in advanced technology and therefore hindered online education.

> Prior to passage of the No Child Left Behind Act by Congress in 2002, the primary focus of technology use in schools was on installing hardware, software, and connectivity infrastructure and using e-learning to expand educational opportunities. Today one major use of technology is to document student achievement (Editorial Projects in Education, 2008, p. 44).

According to Smith et al. (2005) the National Education Technology Plan (NETP) in conjunction with the U.S. Department of Education (2005b) provided a national vision for technology education. This vision presented a strategy to employ e-learning in virtual schools to attain necessary educational goals. There are seven recommendations supporting these educational goals. The following six focus directly on online education:

- Provide every student access to e-learning.

27

- Enable every teacher to participate in e-learning.
- Encourage the use of e-learning options to meet No Child Left Behind requirements for highly qualified teachers, supplemental services, and parental choice.
- Explore creative ways to fund e-learning opportunities.
- Develop quality measures and accreditation standards.
- For e-learning that mirror those require for course (National Education Technology Plan, 2005, p. 42).

The Southern Regional Educational Board's Educational Technology Cooperative recognized the advantages of sharing electronic instructional resources early. In 2004 the Cooperative began the Sharable Content Object Repositories for Education project to advance interstate cooperation in sharing digital online resources among SREB states. "In 2005, the Cooperative also developed and published guidelines to help education leaders and policy-makers: Technical Guidelines for Digital Learning Content: Development, Evaluation, Selection, Acquisition and Use" (SCORE Working Group on Digital Content Rights, 2010, p. 44).

Cavanaugh et al. (2004) specifically recommended that standards be developed for reporting academic and programmatic outcomes of distance learning programs. Despite the call for evaluation of standards and program effects of online programs, researchers and educators rarely agree on the specific dynamics to measure. "Even for measures that most programs use, such as course completion rates, there is variation in the metrics because the online programs that measure course completion rates do not measure in the same manner" (Pape, Revenaugh, Watson, & Blomeyer, 2006, p. 5).

Learning Theories

A radical shift has emerged in the areas of instruction design and pedagogy due to current trends of distance learning (Beldarrian, 2006). Anchored instruction and situated cognition learning theories have been influenced by technology based learning systems (Bransford, Sherwood, Hosselbring, Kinzer,

& Willimas, 1990). These learning theories recognize that technology impacts social interaction, that in turn affects the learning process. Situated learning theory states that practical problem solving skills should be a collaborated task, empowering learners to become part of a learning community (Beldarrian, 2006).

Anchored instruction deals directly with solving skills by anchoring instruction for a particular situation. Online distance education can integrate emerging technologies to achieve the type of communication and interaction that would support both of these learning theories. Examples of these technologies are blogs, wikis, and podcasts (Cognition and Technology Group at Vanderbilt, 1993). Beldarrian (2006) describes the learner focused system as student working at their own pace with authentic and real world situations.

"According to engagement theory, collaborative efforts, project-based learning, and non-academic interactions, lead to engagement and authentic learning" (Kearsley & Shneiderman, 1999, p. 148). Kearsley and Shneiderian (1999) assert that technology based education provides interactions from students that are otherwise not likely in traditional education formats. This directly relates to engagement theory that is critical for student learning and achievement. Fulford and Zhang (1993) cautioned educators against modeling technology education courses after traditional models; they suggested instructors focus on interaction foundations. Focusing on interaction foundations provides students with a more interactive curriculum.

"Meeting the needs of the 21st century learner may require a multi-theory approach, integrating best practices from different theories" (Beldarrian, 2006, p. 148). Collins and Moonen (2005) suggest that educational instructors alter their contributions to instruction and incorporate student views in order to allow for new creations in the content. "This paradigm shift frees distance educators to explore

inquiry-based learning, apprenticeship, and other approaches to distance education" (Beldarrian, 2006, p. 148).

<center>Administrative Perceptions</center>

"The world wide web has caused the biggest change in education and learning since the advent of the printed book a little over 500 years ago" (Draves, 2000, para. 8). People have difficulty adapting during a time of rapid change. They often are defensive of their methods, beliefs, and values. Individuals are less likely to take risks especially in the alternative delivery of online education (Robinson, 2000). Draves (2000) stated that policies and procedures to address critical issues would increase the adoption of online programs.

In the past students were often grouped according to their needs or lack of grade level ability. Students with an Individual Education Plan (IEP) were expected to make growth in math and language arts each year by one grade level despite the actual grade level at which they were functional. Regular education students who were behind were grouped in replacement curriculums. Other students were placed in accelerating curriculums that were not considered remedial curriculums (No Child Left Behind - What About Mine, 2009). With the implementation of NCLB educators expectations of students have increased:

> The greatest positive consequence of NCLB has been the raising of expectations for the achievement of all students. The legislation has given school leaders the leverage to demand that everyone in their systems stop making excuses for the failure of its schools to ensure that every student is achieving rigorous curricular standards (No Child Left Behind - What About Mine, 2009).

When stakeholders become involved and engaged with the program, they promote the purpose and goals of the online program, and more success has been evident. When administrators determine the priorities and constraints of a program, there is minimized restraint during the change process

(Kemp, 2000). It is critical that academic leaders develop a plan to ensure participation with a specific

program (Care & Scanlan, 2001). If strategic planning is led by the administrator, the change process is

more likely to be successful (Hatche, 2000). Rockwell, Furgason, and Max (2000) report that when

there is a lack of faculty leadership other educational participants are less likely to be supportive of

online programs. Olson and Hale (2007) explained that several factors determine the success of online

education including students, teachers, technical staff, as well as administrators and their level of

participation.

Husmann and Miller (2001) provided studies that focused on administrators' perspectives of

effective programs. The administrators explained that student orientation and faculty support were the

most critical needs of a successful program. However, they did not expect that administrative role was

critical in a successful program.

According to Willment and Onstad (2009) most educators and state leaders lack knowledge of the

effectiveness of web-based instruction and the critical need for student success. These leaders are

resistant to new and alternative ways of instruction and student learning that online courses bring to

the education system. Current trends in education focus on educators teaching, where as technology

and online instruction focuses entirely on student learning.

In 2007 the North American Council for Online Learning (NACOL) reported that 42 states provided

online learning programs for students who take at least two or more courses online. Despite these

numbers, this type of research may be difficult to develop due to the number of methodological and

technological issues that provide definitions of online learning. There is a lack of current literature

concerning evaluation tools in K-12 online programs. This creates scientific based research barriers

necessary for educational leaders to move forward in the online education spectrum (Watson & Ryan,

2007).

Summary

The review of literature provided five specific areas related to administrative perceptions of the Odyssey Ware program. These five areas are graduation and dropout rates, economic impacts, online education, learning theories, and administrative perspectives. Administrative perspectives are critical to the success of any program that is implemented in a school. The impact can determine how a program is used in a particular school and how teachers and students view the program's authenticity.

CHAPTER 3

METHODS AND PROCEDURES

<u>Introduction</u>

Chapter 3 described the methods and procedures used to investigate administrative perceptions of

the implementation of the online credit recovery, dropout prevention, and alternative education

program Odyssey Ware, in Lee County, Virginia. This chapter covered a description of the qualitative

case study design that addresses the evaluation of the program and policy making issues related to it. A

comprehensive sampling method was used to include 13 research participants who work directly with

the online program. Four research questions were addressed to provide information in the data

analysis. Data analysis included document review guides and interviews. Quality and verification were

addressed through an interviewer completing all interviews. This method also addressed ethical

concerns of my direct involvement with the online program.

<u>Study Design</u>

One type of qualitative research is a case study in which the researcher explores a case or multiple

cases over time through detailed observations, interviews, documents, and reports (Creswell, 2003).

"In a single instrumental case study the researcher focuses on an issue or concern, and then selects one

bound case to illustrate the issue" (Creswell, 2003, p. 74).

Qualitative research assists researchers in providing a better understanding and helps explain the

social phenomena (Merriam, 1998). Merriam (1998) also explains that a "case study has proven

particularly useful for studying educational innovations, for evaluating programs, and for forming

policy" (p. 41).

<p style="text-align: center;">Setting</p>

The setting for this study was a rural school district in southwest Virginia. This setting was selected due to the researcher's knowledge of the implementation of the online program and the need for an understanding of the administrative perceptions related to the implementation. According to the Lee County Schools web site, the following describes the school district in detail:

> The Lee County School Division is comprised of three elementary schools—grades PreK-5, six elementary schools—grades PreK-7, two middle schools—grades 6-8, two high schools—Thomas Walker houses grades 8-12 and Lee High houses grades 9-12, one career-technical school, and an alternative school. Alternative education The Lee County Alternative Education Center offers competency-based educational opportunities for youth who have difficulty succeeding in the traditional school environment. A focus on direct instruction is enhanced with a multi-media approach and computer assistance. Odyssey Ware is an online curriculum designed to serve students enrolled in 9th to 12th grades that are at risk of dropping out of school and to assist in increasing the graduation rate for Lee County Public Schools. The Odyssey Ware program is also available for credit recovery and remediation services at both middle and high schools.
> The Lee County Pubic School Division serves approximately 3500 students. Approximately 98% of the students are white of non-Hispanic origin and 1.6% of the students are black. All other ethnic backgrounds account for less than 1% of the student population. Sixty-three percent of the students enrolled in Lee County schools receive free or reduced lunch rates. Approximately 35% of the children in Lee County live in poverty (Lee County Public School Division Profile, 2011, para. 5).

<p style="text-align: center;">Research Participants</p>

Research participants were current employees of Lee County public schools who work with the online program Odyssey Ware. These participants were two high school principals, two middle school principals, two high school assistant principals, three high school guidance counselors, two middle school guidance counselors, and two central office directors. The participants worked directly with the Odyssey Ware online program and will provide "the best information to address the purpose of the research" (McMillain & Schumacher, 2006, p.126).

According to McMilliam and Schumacher (2006) researchers select a specific phenomenon to understand patterns, regardless of the number of sites or participants for the study. This case study group is not viewed as statistically comparative or as mutually exclusive.

Population

Lee County schools' staff was used for this case study.   The comprehensive population included all high and middle school principals, assistant principals, central office directors, and guidance counselors working with online programs in Lee County schools.

Research Questions

This case study focused on four questions related to the investigation of the administrative staffs' perceptions.

1. How do Lee County, Virginia school administrative staff perceive the implementation process of the online program Odyssey Ware?

2. How does the Lee County, Virginia school guidance counseling staff perceive the implementation process of the online program Odyssey Ware?

3. How do Lee County, Virginia school administrative staff perceive the Odyssey Ware programs as a supplement to the regular educational program for students?

4. How does the Lee County, Virginia school guidance staff perceive the Odyssey Ware programs as a supplement to the regular educational program for students?

Document Review Guide

Marshall and Rossman (2006) stated that the ability to acquire knowledge comes from the history and context of reviewing documents. A document review interview guide provided knowledge of systematic and accurate documentation of descriptions and themes concerning online programs consisted of a variety of documents (Creswell, 2003). These included Odyssey Ware documents, school policies, and school improvement plans.

Interviews

Interviews with two high school principals, two middle school principals, two high school assistant principals, three high school guidance counselors, two middle school guidance counselors, and two central office directors were completed. The interviews consisted of face-to-face meetings to offer the opportunity for interviewee openness.

The interviewer completed Institutional Review Board (IRB) requirements. The interviewer was Sheilah Spivey a current Guidance Counselor for Lee County Public Schools. Ms. Spivey has an Education Specialist Degree in Administration and Supervision from Lincoln Memorial University. Ms. Spivey has a background in Special Education and Business Education.

Participants were initially contacted by email to explain the purpose of the study, provided informed consent, and informed that their participation was voluntary. All participants were assured that information gathered during the interviews would be treated with confidentiality. Participants were given a choice of their interview time to ensure that it did not disrupt their daily activities.

The participants were delivered a copy of the interview questions by email prior to the interview and another copy during the interview by the interviewer. The interview questions consisted of demographic and open-ended questions to provide opportunity for participants to express their

perceptions of the implementation of the online program. The interview questions were an emergent

design and provided direct insight to the research questions.

Quality and Verification

An interviewer assisted in neutralizing researcher bias in data collection. The interviewer is "a

colleague to discuss the researcher's preliminary analysis and next strategies" (McMillan &

Schumacher, 2006, p. 328). To ensure validity it is important to obtain accurate records. "Recording

verbatim accounts of conversations and transcripts is essential. Direct quotations from the data

illustrate participant's meanings and thus ensure validity" (McMillan & Schumacher, 2006, p. 325).

Verbatim statements from participants were used from interviews conducted by the interviewer. Once

the interviews were completed, transcripts of the interviews and quotations from documents were

used in the data collection phase. To ensure that the interviews were an accurate representation a

participant review guide was used (McMillan & Schumacher, 2006). The participants were given a

transcript of their interview and asked to review it for accuracy.

A reflective journal was used to continue to enhance reflexivity. This journal included dates,

meetings, interviews, and policy analysis related to the research process. This continuous record of the

emergent design and rationale provided justification of the researcher's decisions, problems, and

strategies used for this specific case study (McMillan & Schumacher, 2006).

Ethical Considerations

I am the coordinator of online curriculum programs for Lee County, Virginia. I have been the acting

administrator of the Alternative School for Lee County that used online programs for curriculum

implementation.

Due to my direct contact with the online programs, I have a bias related to the implementation and monitoring of the programs. I have used a variety of data resources and document reviews to triangulate collected data. I have also used an interviewer to conduct staff interviews that assisted in neutralizing my bias during data collection.

Summary

Chapter 3 covered specific guidelines of the qualitative case study investigating administrative perceptions of the online curriculum Odyssey Ware in the Lee County public school system. This chapter covered the description of a case study design specifically created to address evaluation of programs and policy making issues. A comprehensive sampling method was used to include 13 research participants that worked directly with the online program. Four research questions were addressed to provide information in the data analysis. The data analysis included document review guides and face to face interviews. Quality and verification were addressed through an interviewer completing all interviews. This method also addresses ethical concerns of my direct involvement with the online program.

CHAPTER 4

DATA ANALYSIS

The purpose of this qualitative case study was to investigate administrative perceptions of the

implementation of the online credit recovery, dropout prevention, and alternative education program

Odyssey Ware, in Lee County, Virginia. Participants' perceptions were analyzed and provided an insight

to the online program and the policies and procedures for this program. "In a single instrumental case

study the researcher focuses on an issue or concern, and then selects one bound case to illustrate the

issue" (Creswell, 2003, p. 74).   The Odyssey Ware program was the single instrument case used in this

qualitative study. Data collected came from document review guides, interviews, and a reflex journal

Selection of Participants

Participants for this case study are current employees of Lee County public schools and work with the

online program Odyssey Ware. These participants included two high school principals, two middle school

principals, two high school assistant principals, three high school guidance counselors, two middle school

guidance counselors, and two central office directors. The Lee County Public School Superintendent and

Institutional Review Board of East Tennessee State University approved research, and participants were

provided informed consent.

Of the 13 invited to participate in the interview, 12 responded to schedule a time. Each participant

answered all of the interview questions.

Document Review Analysis

The document review included reviewing current Odyssey Ware documents, school policies, and

school improvement plans.

Odyssey Ware Documents

According to an Odyssey Ware summary report, 256 students are currently enrolled in at least one online course. The total enrollment for a 2-year period was 502 students. The report does not designate if students are enrolled in a full course or credit recovery (Odyssey Ware, 2011).

School Policies

The Lee County Public School web site was accessed to review current documented policies for online learning, credit recovery, alternative education, and dropout prevention. According to links on the system's web page, there is a policy that covers each area. Online learning is addressed in Section: IGBGA Online Courses and Virtual School Programs. This policy states that all online programs provided should be posted on the Lee County Public School's website and parents must give permission for their students to participate in the online programs. The credit recovery policy is addressed in Section: IGCA, which states that students may be enroll in repeat courses to be completed in at least 70 hours of instruction per credit. Alternative education is addressed in Section: IGBH, which states that alternative school programs should be developed by the superintendent and a specific proposal be submitted to the School Board. There were no policies that addressed dropout prevention guidelines (Lee County Public Schools State Policy, 2011).

School Improvement Plans

The school improvement plans did not list anything directly related to online programs. The school improvement plans focused more on a broad level of providing goals for student achievement. The school improvement plans focus mainly on procedures to met the NCLB requirements.

GOAL I: Ensure the development of basic skills, mastery of the Standards of Learning, and fulfillment of requirements under No Child Left Behind (NCLB) as a foundation and measurement for all future academic growth for closing the achievement gap and achieve 100% graduation rate by 2013-2014.

Goal II: Establish policies and programs that provide the very best opportunities possible to ensure the successful education of all our students.

Goal III: A technology plan will be implemented, maintained, and evaluated. Planning includes timelines and responsibilities, equipment, software, training needs, methods of evaluation, and estimated budget figures.

Goal IV: Establish a Technology Advisory (sub) committee of the Planning Council, which will assist with the planning, and evaluation of emerging technology.

Goal V: Use Technology to design learning environments that enhance and challenge each student's approach to learning. (Lee County Public Schools Comprehensive School Improvement Plan, 2011).

<u>Reflective Journal</u>

The reflective journal maintained throughout the research process included log entries of my tasks as they related to developing the research. This log included ideas, problems, and items for consideration relating to changes that were necessary. These entries were developed according to current issues of the research. The reflective journal was a resource to provide discussions with a peer to enhance the trustworthiness of the research.

<u>Interview Analysis</u>

Participants were contacted by email to explain the purpose of the study, indicate informed consent, and state that Sheilah Spivey would be contacting them to schedule an interview. The email also contained a copy of the interview questions for participants to review. All potential participants except one scheduled an interview and completed the questions. The participants were given a copy of the

transcript of their interview to ensure accuracy. The interviewer gathered all documents related to the interviews and forwarded them to me for analysis.

The first four interview questions included demographic information about the participants. Of the 12 participants in the interview, 2 were central office staff, 2 were assistant principals, 4 were principals and 4 were guidance counselors. Of these participants 7 held an Ed. S. (Education Specialist) degree, 4 held a masters degree, and 1 held a doctorate degree. Participants were 66.7% female and 33.3% male and had educational experience ranging from 7 to 37 years.

<div align="center">Analysis Interview Questions</div>

This case study focused on seven interview questions related to the investigation of the administrative staff's perceptions. The interview questions asked for specific information related to implementation of Odyssey Ware, local policies, and the educational curriculum.

Research Question 1

How do Lee County, Virginia schools administrative staff perceive the implementation process of the online program Odyssey Ware?

The administrators reported that the program needed county wide policies, and to their knowledge it was implemented without any in place. They wanted the opportunity to use the program to best fit their needs. Responses included two principals that stated that Odyssey Ware was implemented properly while two principals did not agree. Principal two stated that it was started without any input from Principals and they should have a voice in the process.

Principal 1 stated:

> In my school it is used consistently for a specific set of students. I know in other schools they may have different needs. I do like the flexibility of the program and how administrators can use this flexibility to their specific needs. My fear is if a lot of policies are implemented it will restrict how we can use the program for student needs. Principals should have the authority to determine how the program is used in their schools without restrictions. If the school

board has approved a program to help our students then administrators are qualified enough to implement as they deem necessary. Sometimes too many rules restrict the school from helping the students.

Both Assistant Principals responded that the program was not implemented properly. One Assistant Principal responded that "no one was notified of the implementation. It was just implemented and offered to the schools as a resource". The two directors who were interviewed stated that the program was implemented properly.

Research Question 2

How does Lee County, Virginia schools guidance counseling staff perceive the implementation process of the online program Odyssey Ware?

The response was three stated that Odyssey Ware was implemented properly while one responded that it was not.   The guidance staff consistently focused on fairness and consistency for students instead of the lack of procedures. Two guidance counselors responded that they agreed while the other two did not agree with the implementation process. One guidance counselor made statements that there seemed to be many variances in how it was implemented throughout the school district.

Guidance Counselor 2 stated the following:

> I feel there is a need for guidelines to make Odyssey Ware consistent for all students, such as who can take it at home and who has to come to school. Also is there a limit to the number of classes a student can take on Odyssey Ware? There needs to be consistency on it if a student has to take the unit tests only or if the student has to complete the entire unity before taking the unit test. There needs to be a policy to insure that Odyssey Ware courses meet the scope and sequence of the traditional classes. Those students that are allowed to work from home, how are they monitored? Who monitors the work from home students and what security is in place to show that the student actually does the work and not someone else? I think the credit recovery is very good. Also I think that this is a good way to get electives for high school. Over all, I think that Odyssey Ware is a good program and I feel sure it will expand in the future because more students will take online courses. So I feel that is a need to have an expanded staff to implement the program.

How do Lee County, Virginia schools administrative staff perceive the Odyssey Ware programs as a supplement to the regular educational program for students?

The administrative participants were asked how they felt about Odyssey Ware in relation to the impact on the three curriculum areas of credit recovery, alternative education, and dropout rates. All eight participants stated that the Odyssey Ware program had a positive impact on the three curriculum areas of credit recovery, alternative education, and dropout rates. One assistant principal gave statements that due to the lack of appropriate technology the online program was not very beneficial.

Assistant Principal 1 stated the following:

> I don't think it is utilized much as a supplement but I can certainly see the benefits as a supplement. One student I know of did try to use it as a supplement but was not able to due to slow dial up connection. Perhaps it was their computer; but it truly did not work.

Principal 1 stated that the Odyssey Ware program was valuable to address the needs of the students and school district but it should not be used to replace the regular curriculum. Another principal stated that the program does complement the current established curriculum especially in the areas of assisting students in completing graduation requirements. All participants made definite statements that the Odyssey Ware program should only be used as a supplement and not as initial instruction. The participants stated that a teacher is the best option although it is not always an option.

Research Question 4

How does Lee County, Virginia schools guidance staff perceive the Odyssey Ware program as a supplement to the regular educational program for students?

The interview questions addressed three areas related to the regular education curriculum to include credit recovery, alternative education, and dropout rates. Three guidance counselors stated that the Odyssey Ware program had a positive impact on the three curriculum areas while one was not sure.

Guidance Counselor 2 stated:

I feel that a tremendous option for those students who need courses not normally offered ----it allows us to expand our curriculum offerings for students as well as offering another mode of diversified instruction.

The guidance counselors stated that the Odyssey Ware program provided student options when there are conflicts with scheduling. They also stated that students who transfer from other districts often lose credits, but the Odyssey Ware program offers them more opportunities to keep on track for graduation.

The staff perceived the Odyssey Ware program as helpful for student options in the area of graduation rates, dropout prevention, credit recovery, and alternative education. The implementation of the program was the most controversial among administrators. They often stated that the program was helpful for student options although they wanted more of a voice in how the program was implemented initially. They also stated that district policies were important to maintain the accountability of the program, although they wanted the ability to use it to their specific school needs. The guidance counselors were more focused on student fairness due to the lack of constant program implementation. The initial implementation of the Odyssey Ware program lacked feedback from the staff and that created a variety of ways that the program was used in schools.

<div align="center">Summary</div>

This chapter analyzed the data of this study, consisting of document reviews, reflex journal, and interviews, to determine perceptions of Lee County schools' administrative staff's perceptions of the implementation of the online program Odyssey Ware. The document review focused on Odyssey Ware Documents, school policies, and the school improvement plan. The reflex journal provided a reflection of problems and solutions that aided to the plans of the research. Interviews were conducted by Sheilah Spivey, and the data were analyzed by me. Participants of the study expressed both positive and negative feelings related to the implementation of the online program Odyssey Ware. Participants also expressed

their feelings about future policies and procedures that could be necessary for the success of the

program. This case study group is not viewed as statistically comparative.

CHAPTER 5

FINDINGS, RECOMMENDATIONS, AND CONCLUSION

Introduction

This chapter presents the findings of the case study, implications for practice, and implications for future research. The first three chapters introduce the case study, explaining the purpose, significance, scope of the study, current literature, and details of the methods to collect data. Chapter 4 presented administrators' perceptions of the Odyssey Ware program, review of documents, and reflective journal documentation.

Statement of Problem

The purpose of this research was to examine administrative perceptions of the online program Odyssey Ware. Lee County public schools struggle with low graduation rates and effective alternative methods to address student curriculum needs. Online curriculums Nova Net and Odyssey Ware have been employed for 4 years to target specific student populations and address issues of dropout prevention, credit recovery, and alternative education. Nova Net was the first program implemented in Lee County schools then, in the following year central office staff transitioned to Odyssey Ware for the online curriculum. Online curriculum programs were implemented without input from staff. The program's success or failure is important for future policy and program implementation. The perceptions of the staff often determine the outcome of a program and how they implement it in their classroom.

Discussion and Conclusions of Findings

To determine the administrative staffs' perceptions of the implementation of the online program Odyssey Ware four research questions were developed. Data were collected from participants and analyzed for themes. As a result of the analysis the following themes emerged:

1. A structured set of policies and procedures were necessary for the online program.
2. Each individual school needed the opportunity to use the program as deemed necessary for student needs.
3. The online program would be used as a secondary curriculum to assist students in the areas of dropout prevention, alternative education and credit recovery.
4. A consistent policy of the implementation procedures would be implemented for all students in the county.

Research Question 1

How do Lee County, Virginia, school administrative staff perceive the implementation process of the online program Odyssey Ware?

Administrators who participated in the study had a positive perception of the Odyssey Ware program; however, they had varying perceptions on the implementation process. One administrator stated the flexibility to use the program as deemed necessary and was resistant to a lot of policies that might restrict the rights to use the program. One administrator suggested a committee to determine admissions and exiting guidelines of the program in order to ensure the entire county was using the program with the same guidelines. Data collected and reviewed of administrators' perceptions of the implementation of the Odyssey Ware program varied according to how they used the program in their school. In most cases administrators agreed there needed to be policies that address managing the program, although they also wanted the opportunity to make individual determinations.

Research Question 2

How does the Lee County, Virginia, school guidance counseling staff perceive the implementation process of the online program Odyssey Ware?

The guidance counselors who participated in the study were consistent in their responses that the program was implemented properly. They stated the need for policies, as necessary, to ensure that students were treated fairly. One guidance counselor stated that students made statements that it was not fair because procedures were different at each school. Another guidance counselor stated that

having the program provided opportunities, but there was not consistency among administration in implementing the program in the schools. Overall there was a positive response in the implementation of the online program.

Research Question 3

How do Lee County, Virginia, school administrative staff perceive the Odyssey Ware programs as a supplement to regular educational programs for students?

All eight participants stated that Odyssey Ware had a positive impact on the curriculum areas of credit recovery, alternative education, and dropout rates. As a whole the administrative staff stated that Odyssey Ware was a positive educational supplement for students. They also expressed that it needed to be a secondary source of instruction as a last resort, and it was not to replace a teacher. One administrator did have concerns that the lack adequate technology would restrict students from using the program at home, and this was not fair for some students. All administrative staff who participated in the study expressed that for the areas of credit recovery, alternative education, and dropout prevention Odyssey Ware was necessary for student achievement.

Research Question 4

How do Lee County, Virginia, school guidance staff perceive the Odyssey Ware program as a supplement to regular education programs for students?

The response from guidance counselors on this question was two stated that it was a great tool, while two stated it was not a good supplement for regular education programs. It was interesting to note that guidance counselors continued to express concern about consistency with enrollment, whether it was used for dropout prevention or credit recovery. All guidance counselors expressed a positive perception of the program being used for alternative education students to ensure that they received an appropriate curriculum.

Implications for Practice

Data collected from document reviews and interviews of Lee County administrative staff suggest that

additional attention needs to be given to the following areas:

1. Providing policies that clearly addresses that students are given fair opportunity to utilize the Odyssey Ware program.
2. Providing policies that clearly addresses how grading is computed.
3. Creating opportunity to use the program for the benefit of the student while keeping within policies.
4. Providing an opportunity for staff and faculty to participate in the implementation process of any new programs implemented for student achievement.
5. Developing a committee to determine policies and procedures for the program.

These implications for practice are conflicting because the administrators report they want consistency

through policies and procedures although they also want the freedom to implement as they deem

necessary.

Implications for Future Research

This case study was based on the administrative staffs' perceptions of the implementation of the

online program Odyssey Ware.   Additional research should include:

1. Expand this study to address success of the program in the areas of credit recovery, dropout prevention, and alternative education in regards to standards of learning scores and graduation rates.
2. Expand this study to include teachers' perceptions of the online programs.
3. Expand this study to include student perceptions of the online program.
4. Expand this study to include determining the criteria that principals are using to enroll students in the online program.

Summary

The purpose of this qualitative case study was to investigate the administrative staffs' perceptions of

the implementation of the online program Odyssey Ware.

Chapter 1 introduced the investigation of the implementation of the program Odyssey Ware in Lee

County Virginia Schools. This chapter also addressed the purpose, significance, and scope of the study.

In-depth explanations of definitions were provided to address terms related to the case study.

Chapter 2 reviewed literature related to six specific areas of dropout statistics, graduation rates,

learning theories, economic concerns related to dropouts, online educational programs, and

administrative perspectives. Administrative perspectives are critical to any program that is

implemented in a school. The perceptions can determine how a program is used in a particular school

and how teachers and students view the program's authenticity.

Chapter 3 focused on the methodology of the study and employed several questions related to staff

perceptions on the implementation of online programs. This chapter covered the description of a case

study design specifically created to address evaluation of programs and policy making issues. A

comprehensive sampling method was used to include 12 research participants who work directly with

the online program. Four research questions were addressed to provide information for the study. The

data analysis included document review guides and face to face interviews. Quality and verification

were addressed through an interviewer completing all interviews. This method also addresses ethical

concerns of my direct involvement with the online program.

Chapter 4 presented the findings of the research and data analysis. The purpose of this chapter was to

analyze the data consisting of document reviews, reflex journal, and interviews, to determine the

administrative staffs' perceptions of the implementation of the online program Odyssey Ware. The

document review focused on Odyssey Ware documents, school policies, and school improvement plan.

The reflective journal provided a guide of problems and solutions that supplemented the research.

Interviews were conducted by Sheilah Spivey, and data were analyzed by me. Participants of the study

explained both positive and negative feelings related to the implementation of the online program

Odyssey Ware. Participants also explained their feelings about future policies and procedures that were

necessary for the success of the program.

Chapter 5 consisted of a summary of the 4 research questions, recommendations for practice,

recommendations for future research, a conclusion, and summary. Participants of the study explained

both positive and negative feelings related to the implementation of the online program Odyssey Ware.

Participants also explained their feelings about future policies and procedures that were necessary for the

success of the program.

REFERENCES

Balfanz, R., & Legters, N. (2004*). Locating the dropout crisis: Which high schools produce the nation's dropouts?* Cambridge, MA: Harvard Education Press.

Baxter, S., & Reddy, L. (2006). What is scientifically based research? A guide for teachers: Using research and reason in education. The National Institute for Literacy. Retrieved on October 18, 2010 from http://www.nichd.nih.gov.

Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education 27*, 139-153.

Bransford, J. D., Sherwood, R.D., Hosselbring, T. S., Kinzer, C. K., & Williams, S. M. (1990). *Anchored instruction: Why we need it and how technology can help.* In D. Nix & R. Spiro (Eds.), Cognition, education and multimedia: Exploring ideas in high technology. Hillsdale, NJ: Lawrence Erlbaum Associates.

Bridgeland, J., Dinulio, J., & Morison, K. (2006). The silent epidemic: Perspectives of high school dropouts. Civic Enterprises, Peter D. Hart Reasearh Associates. Bill & Melinda Gates Foundation. Retrieved on October 11, 2010 from http://www.gatesfoundation.org/united-states/Documents/TheSilentEpidemic3-06Final.pdf.

Care, W. D., & Scanlan, J. M. (2001, April). Planning and managing the development of courses for distance delivery: results from a qualitative study. *The Online Journal of Distance Learning Administration*, *4*(2), 1-12.

Carnevale, A. (2010). Postsecondary education and training as we know it is not enough: Why we need to leaven postsecondary strategy with more attention to employment policy, social policy, and career and technical education in high school. Paper presented at Georgetown University and Urban Institute conference on reducing poverty and economic distress after ARRA, January 15, 2010, Washington, DC.

Cavanaugh, C., Gillan, K. Kromrey, J. Hess, M. & Blomeyer, R. (2004). The effects of distance
education on k-12 student outcomes: A meta-analysis. North Central Regional Educational
Laboratory. Retrieved on October 15, 2010 from from
http://www.ncrel.org/tech/distance/k12distance.pdf.

Center for Labor Market Studies. (2009). Left behind in America: The nation's dropout crisis.
Boston: Center for Labor Market Studies at Northeastern University and the Alternate
Schools Network in Chicago. Retrieved on November 1, 2010 from www.iris.lib.neu.edu.

Christensen, C.M., Horn., M.B., & Johnson, C.W. (2008). *Disrupting class: How innovation will
change the way the world learns.* New York: McGraw-Hill.

Cognition and Technology Group at Vanderbilt. (1993). Anchored instruction and situated cognition
revised. *Educational Technology*, *33*, 52-70.

Collins, B., & Moonen, J. (2005). *Collaborative learning in a contribution-oriented pedagogy.
Encyclopedia of distance learning, 1, 277-283.* Hershey, PA: Idea Group.

Creswell, J. (2003*). Research design: Qualitative, quantitative, and mixed methods approaches (2nd
ed.).* Thousand Oaks, CA: Sage.

Dillon, E. & Rotherham, A. (2007). States' evidence: What it means to make adequate yearly
progress under NCLB. Education Sector. Retrieved on October 14, 2009 from
http://www.educationsector.org.

Draves, W. A. (2000). *Teaching online*. River Falls, NJ: LEARN Books. Retrieved on October 14, 2009
from http://www.westga.edu/~distance/ojdla/spring2003/levy61.htm.

Dropout prevention for students with disabilities: A critical issue for state education agencies.
(2007). National High School Center. U.S. Department of Education. Retrieved October 14,
2010 from http://www.betterhighschools.org.

Editorial Projects in Education. (2008). Diplomas count 2008: School to college: Can state p-16
councils ease the transition? Bethesda, MD: Editorial Projects in Education.

Education at a Glance (2006). Retrieved on October 14, 2009 from
    http://www.oecd.org/document/52/0,3746,en_2649_39263238_37328564_1_1_1_1,00.ht
    ml.

Educators 2000. (2011). No Child Left Behind - what about mine? Retrieved on March 21, 2011
    from www.educators2000.com/pages/aspergers-syndrome/no-child-left-behind.htm.

Edwards, V. (2006). Diplomas count: An essential guide to graduation policies and rates, *Education
    Week* (*25) 45,* 42-43.

Every student counts: The case for graduation rate accountability. (2008). *Alliance for Excellent
    Education*, July. Washington, DC. Retrieved on October 14, 2010 from www.all4ed.org.

Fulford, C. P., & Zhang, S. (1993). Perceptions of interaction: The critical predictor in distance
    education. *American Journal of Distance Education*, (*18) 7*, 8-12.

Greene, J.P., & Forster, G. (2003). Public high school graduation and college readiness rates in the
    United States. Education Working Paper 3. Retrieved on October 14, 2009 from
    http://www.manhattan-institute.org.

Hache, D. (2000). Strategic planning of distance education in the age of teleinformatics. *The Online
    Journal of Distance Learning Administration*, *1*(2), 1-4.

Husmann, D.E., & Miller, M. T. (2001). Improving distance education: Perceptions of program
    administrators. *The Online Journal of Distance Learning Administration*, *4*(1), 1-10.

Kaufman, P. (2001). The national dropout data collection system: Assessing consistency. Paper
    Presented at Dropouts in America, January, 12, 2001 Cambridge, MA., Greene, High School
    Graduation.

Kearsley, G., & Shneiderman, B. (1999). Engagement theory: A framework for technology-based
    teaching and learning. Retrieved on October 18, 2010 from
    http://home.sprynet.com/~gkearsley/engage.htm.

Kemp, J. E. (2000). *Instructional design for distance education*. Education at a Distance, *14*(10), 1-5.
   Retrieved on October 14, 2010 from www.acm.org.

Lee County Public School. (2011). Division profile. Retrieved on February 20, 2011 from
   http://www.leectysch.com.

Lee County Public School. (2011). School improvement plans. Retrieved on February 20, 2011 from
   http://www.leectysch.com.

Lee County Public School. (2011). State policy. Retrieved on February 02, 2011 from
   http://www.leectysch.com.

Levin, H.M., & Belfield, C.R. (2007). Educational interventions to raise high school graduation rates.
   In C.R. Belfield and H.M. Levin (Eds.), *The price we pay: Economic and social consequences of
   Inadequate education,* 177–199. Washington, DC: Brookings Institution Press.

Marshall, C., & Rossman, G. (2006). *Designing qualitative research*. Thousand Oaks, CA: Sage.

McMillan, J., & Schumacher, S. (2006). *Research in education evidence-based inquiry, (6th ed.),*
   Boston: Pearson Education.

Merriam, S. B., & Associates (2002). *Qualitative research in practice: Examples for discussion and
   analysis.* San Francisco, CA: Jossey-Bass.

Merriam, S.B. (1998). *Qualitative research and case study applications in education,* San Francisco,
   CA: Jossey Bass.

Mitchell, S. C. (1923). For the 90 per cent. *School Review*, June. Retrieved October 14, 2010 from
   www.lythgoes.net.

Monrad, M. (2007). *High school dropout: A quick stats fact sheet*. National high school center,
   September, 2007.

No Child Left Behind (NCLB) Act of 2001, Pub. L. No. 107-110, & 115, Stat. 1425 (2002).

Nova Net. (2011). Retrieved on January 2, 2011 (para. 1) from http://www.novanet.com.

Obama, B. (February, 2009). Address to a joint session of the United States Congress. Retrieved on
    July 15, 2010 (para. 1) from http://www.whitehouse.gov.

Odysssey Ware. (2011). Retrieved on February 19, 2011 (para. 1) from
    http://www.odysseyware.com.

Olson, J., & Hale, D. (2007). Administrators' attitudes toward web-based instruction across the UT
    system. *Online Journal of Distance Learning Administration* (*10) 4*. Retrieved on October 14,
    2010 from http://www.westga.edu/~distance/ojdla.

Pape, L., Revenaugh, M., Watson, J., & Wicks, M. (2006). Measuring outcomes in k-12 online
    education programs: The need for common metrics. *Distance Learning 3*(3), 51-59.

Patton, M. (2002). *Qualitative research and evaluation methods (3rd ed.).* Thousand Oaks, CA:
    Sage.

Picciano, A., & Seaman, J. (2010). *Class connections high school reform and the role of online
    learning.* Babson Survey Research Group. Retrieved on October 15, 2010 from
    www.babson.edu.

Pinkus, L. (2006). Who's counted? Who's counting? Understanding high school graduation rates.
    Alliance for Excellent Education. Retrieved on February 24, 2010 from www.all4ed.org.

Richmond, E. (2009). Every student counts: The role of federal policy in improving graduation rate
    accountability. Alliance for Excellent Education. Retrieved on February 24, 2010 from
    www.all4ed.org.

Robinson, E. T. (2000). Strategic planning for technological change: The human component.
    Syllabus: New Directions in Education Technology, *14*(4). Retrieved on February 24, 2010
    from www.southwesterncc.edu.

Rockwell, K., Furgason, J., & Marx, D. B. (2000, July). Research and evaluation needs for distance
      education: A delphi study. *The Online Journal of Distance Learning Administration*, *3*(3).
      February 24, 2010, from http://www.westga.edu/`distance/ojdla/fall33/rockwell33.html.

Rouse, C.E. (2007). Quantifying the costs of inadequate education: Consequences of the labor
      market. In C.R. Belfield and H.M. Levin (Eds.), *The price we pay: Economic and social
      consequences of inadequate education,* 99-124. Washington, DC: Brookings Institution
      Press.

SCORE Working Group on Digital Content Rights (2010). An expectation of sharing: Guidelines for
      effective policies to respect protect and increase the use of digital education resources.
      Retrieved on February 19, 2010 from
      http://publications.sreb.org/2010/10T02_Guidelines_Eff_Pol.pdf.

Setzer, J. C., & Lewis, L. (2005). Distance education courses for public elementary and secondary
      school students*: 2002-03 (NCES 2005-010). Washington, DC: National Center for Education
      Statistics.

Smith, R., Clark, T., & Blomeyer, R. (2005). *A synthesis of new research on k-12 online learning*.
      Learning Points Associates. Retrieved on October 11, 2010 from
      http://www.inacol.org/research/docs/VSresearch-summary.pdf.

Southern Regional Education Board (2006). Cost guidelines for state virtual schools: Development,
      implementation and sustainability*. Southern Regional Education Board*, August. Retrieved
      on Octoer 14, 2010 from www.sred.org.

Southern Regional Education Board. (2006). Targeting the adult learning challenge in SREB states.
      Southern Regional Education Board, August. Retrieved on Octoer 14, 2010 from
      www.sred.org.

State approaches to more reliable and uniform dropout and graduation data. (2007). National High
      School Center. U.S. Department of Education. Retrieved on October 15, 2010 from
      www.betterhighschools.org.

Title 34 C.F.R. 200.19(a)(1).

The high cost of high school dropouts: What the nation pays for inadequate high schools. (2009). *Alliance for excellent education*, August. Retrieved on March 2, 2011 from http://www.all4ed.org/files/HighCost.pdf.

U.S. Department of Education, Office of the Secretary, Office of Public Affairs, *No Child Left Behind: A Parent's Guide*, Washington, 2003. Retrieved on November 1, 2010 from www2.ed./gov/nclb.

U. S. Department of Education. (2005b). Toward a new golden age in American education: How the internet, the law and today's students are revolutionizing expectations. National Education Technology Plan 2004. Retrieved on November 1, 2010 from www2.ed./gov.

Virginia Department of Education (2011). Retrieved on March 2, 2011 from http://www.doe.virginia.gov.

Virginia Department of Education INFO. (2010). School Report Card. Retrieved on January 2, 2010, (para. 2, 7, 8, 9, 11, 13, 14, 15) from http://www.doe.virginia.gov/statistics_reports/school_report_card/accountability_guide.sh tml.

Virginia Performs. (2010). Measuring high school dropout rates in Virginia. Retrieved on February 9, 2010 from http://vaperforms.virginia.gov/indicators/education/hsDropout.php.

Wagner, M., Newman, L., Cameto, R., & Garza, N. (2006). An overview of findings from wave 2 of the national longitudinal transition study-2 (NLTS2). Menlo Park, CA: SRI International. Retrieved on October 9, 2010 from www.ies.ed.gov.

Watson, J., Germin, B., & Ryan, J. (2008). Keeping pace with K-12 online learning: A review of state-level policy and practice. Retrieved on February 9, 2009 from http://www.nacol.org.

Willment, J., & Onstad, B. (2009). Web-based learning needs for adult education centers.   Retrieved on February 19, 2010 from www.ucalgary.ca/iejll/willment_onstad.

Wittenstein, R. (2010) Progress on graduation rate stalls. Editorial projects in education research
        center. Retrieved on April 14, 2010from http://www.edweek.org/rc.

Wise, B., & Rothman, R. (2010). The online learning imperative: A solution to three looming crises
        in education. *Alliance for Excellent Education*, June 2010, 10 (12). Retrieved on October 11,
        2010 from www.atcmag.com.

APPENDICES

APPENDIX A

Letter from Superintendent

Mr. Marion, Superintendent
Lee County School Board
5 Park Street
Jonesville, VA 24263

I am completing my doctorate degree with ETSU by completing my dissertation called
Administrative Perceptions of the Implementation of the Online Credit Recovery, Dropout
Prevention and Alternative Education Program Odyssey Ware in Lee County Virginia Public Schools:
A Qualitative Case Study.

This case study will involve all administrators and guidance staff that work with the online Odyssey
Ware program. The interview data will be stored in a computer file that only I will have access. I am
asking permission to request an interview with these particular staff.

If you have any questions please feel free to contact me at 276.546.4304 or my chair, Dr. Pamela
Scott at 423.439.7618. You may also contact the chair of the Institutional Review Board (IRB) at
423.439.6054 for information regarding your rights as a research project.

Thank you in advance for your consideration of this matter.

Vickie McConnell Brown

APPENDIX B

Letter from Superintendent

Ms. Vickie McConnell Brown,

This letter is in response to your request to complete your research. I give you permission to complete your research on the Online Credit Recovery, Dropout Prevention and Alternative Education Program Odyssey Ware in Lee County Virginia Public Schools. I look forward to reading your results.

M r. Fred Marion,

Superintendent, Lee County Schools

APPENDIX C

Letter to Participants

Lee County School Staff,

I am completing my doctorate degree with ETSU by completing my dissertation called
Administrative Perceptions of the Implementation of the Online Credit Recovery, Dropout
Prevention and Alternative Education Program Odyssey Ware in Lee County Virginia Public Schools:
A Qualitative Case Study.

This case study will involve all administrators and guidance staff that work with the online Odyssey
Ware program. Your participation involves a short interview and should take only 15 to 20 minutes.
There is no foreseen risk involved with this study. Your participation is completely voluntary and
there is no penalty if you choose not to participate and you may discontinue participation at
anytime. At no time will your name or be used as part of this study. The interview data will be
stored in a computer file that only I will have access. The completion of your interview is considered
to be your consent for participation in this case study.

Thank you for taking time to complete this brief case study. If you have any questions please feel
free to contact me at 276.546.4304 or my chair, Dr. Pamela Scott at 423.439.7618. You may also
contact the chair of the Institutional Review Board (IRB) at 423.439.6054 for information regarding
your rights as a research project.

Thank you in advance for your participation

Vickie McConnell Brown

APPENDIX D

Interview Questions

1. What is your gender?

2. What is the total number of years in the education system?

3. What is your current position?

4. What is your highest degree earned?

5. How do you feel about online curriculum programs?

6. Do you feel that Odyssey Ware was implemented properly for Lee County Public Schools?

7. How do you feel about Odyssey Ware as a supplement to the regular education curriculum?

8. How do you feel Odyssey Ware addresses dropout rates for Lee County Public Schools?

9. How do you feel Odyssey Ware program addresses credit recovery options for students in Lee County Public Schools?

10. How do you feel Odyssey Ware program addresses alternative education options for students in Lee County Public Schools?

11. What policies and or procedures do you feel need implemented for the online curriculum?

VITA

VICKIE MCCONNELL BROWN

Personal Data:	Date of Birth: February 19, 1972
	Place of Birth: Pennington Gap, Virginia
	Marital Status: Married
Education:	East Tennessee State University,
	Johnson City, Tennessee; Educational Leadership,
	Doctorate of Education, Ed.D., 2011
	Lincoln Memorial University,
	Harrogate, TN; Administration & Supervision,
	Education Specialist Degree, Ed.S., 2007
	Lincoln Memorial University,
	Harrogate, TN; Curriculum & Instruction,
	Masters of Education, M.Ed., 2001
	Berea College,
	Berea, KY; Sociology,
	Bachelor of Arts, B.A., 1994
Professional Experience:	Educator
	Dates of Employment:
	August 2002 to Present
	Lee County Public Schools
	GED Teacher
	Dates of Employment:
	August 2001 to July 2002
	Department of Justice, Federal Bureau of Prisons
	Guidance Counselor/ Assistant Principal
	Dates of Employment:
	July 2000 to July 2001
	J. Frank White Academy of Lincoln Memorial University