

# Blended & Online Learning Policy & Practice

*Report to the New Mexico Legislative Education Study  
Committee*

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# New Solutions through Online Learning

- 40% of US high schools do not offer AP courses
  - 75% of districts use online learning to offer Advanced Placement or college-level courses.
- Teacher Shortages
  - 40% of public school districts in America today say they need online learning resources because certified teachers are not available for traditional face-to-face instruction.
- 60% of schools and districts say they need online learning for credit recovery.
- More than 50% need online learning to reduce student scheduling conflicts to graduate on time.

# New Models Using Online & Blended Learning



- T TECHNOLOGY PLATFORMS**
- Enterprise architecture
  - Learning management system/virtual learning environment
  - 1:1 computing
  - Broadband internet infrastructure
  - New SIS models for standards-based and competency-based approaches
- P PEOPLE / PEDAGOGY / PD**
- Teachers need new skills to teach online
  - Administrators need new skills to manage online programs
  - New Response to Intervention (RTI) models through blended
  - Personalizing instruction allowing students to accelerate at their own pace
- A ASSESSMENT**
- Online / adaptive
  - Personalization engines
  - Performance-based
- C ONLINE CONTENT**
- Online courses
  - Dual enrollment
  - Credit recovery
  - Common core curriculum

## STUDENT SUPPORT SERVICES

- Online tutoring
- Technical support
- Registration
- Counseling

## ADVOCACY / POLICY

- Does every student have access to online learning?
- Policies and funding models
  - Remove barriers that limit enrollment

**NEXT GEN MODELS**  
Competency-based  
learning pathways

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## Online learning

Education in which instruction and content are delivered primarily over the Internet. (Watson & Kalmon, 2005)

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## Blended learning

When a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of *student control over time, place, path, and/or pace*; often used synonymously with Hybrid Learning. (Horn and Staker, 2011)

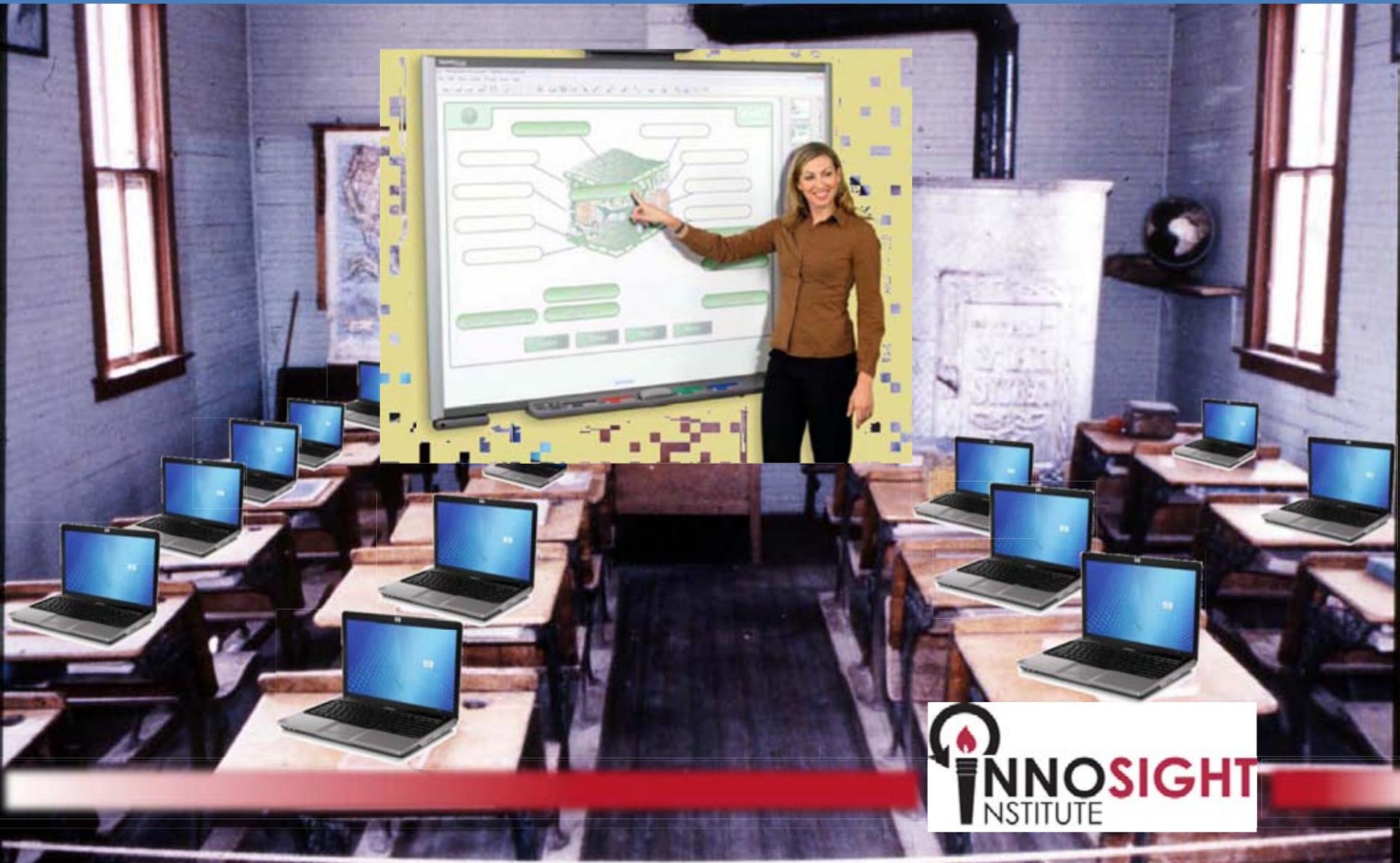
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## Online school

A formally constituted organization (public, private, state, charter, etc.) that offers full-time education delivered primarily over the Internet.

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# Blended learning is not...



# How Students Learn



# VOISE Academy

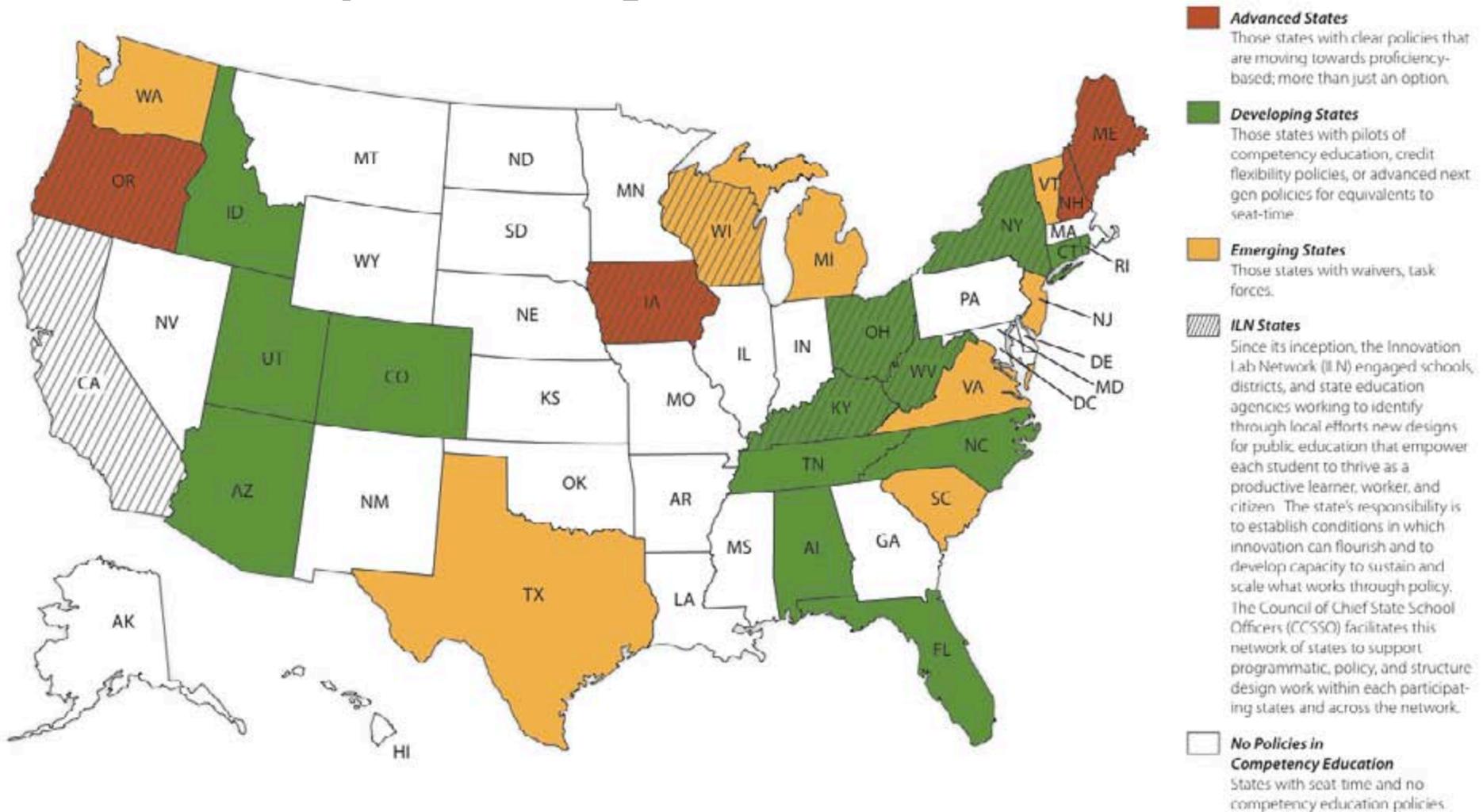


# Competency Education

1. Students advance upon mastery.
2. Competencies include explicit, measurable, transferable learning objectives that empower students.
3. Assessment is meaningful and a positive learning experience for students.
4. Students receive timely, differentiated support based on their individual learning needs.
5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions

*-Patrick & Sturgis*

# Competency Education in US



In a proficiency system, failure or poor performance may be part of student s learning curve, but it is not an outcome.

*-Proficiency Based Instruction and Assessment,  
Oregon Education Roundtable*

**Accelerated Students**



**Traditional Public/Private**



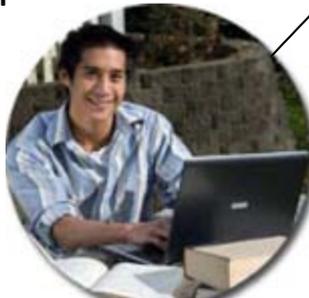
**Credit Recovery**



**Need to work and/or support family**



**Medically Fragile**



**ELL**



**Special Education**

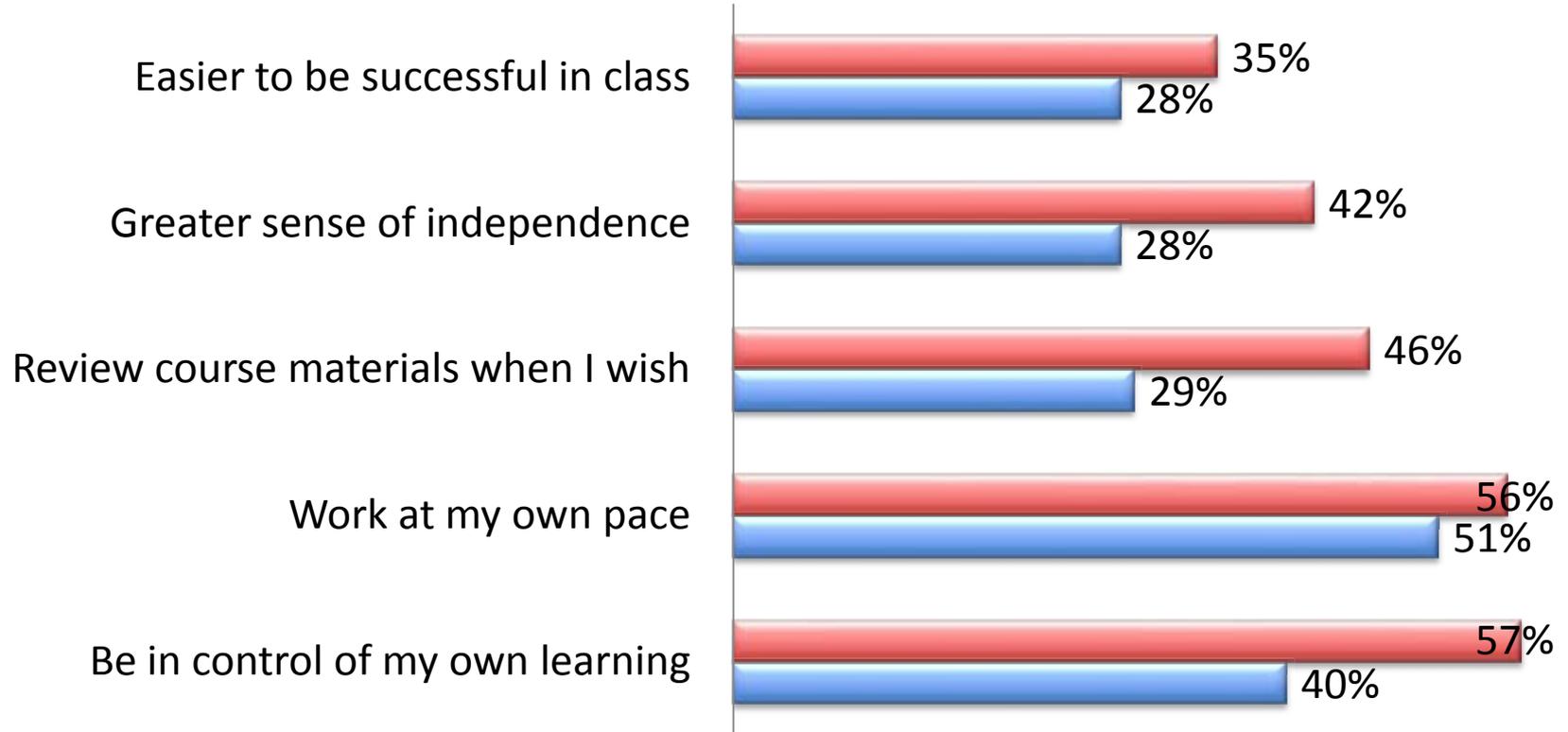


**Aspiring athletes and performers**



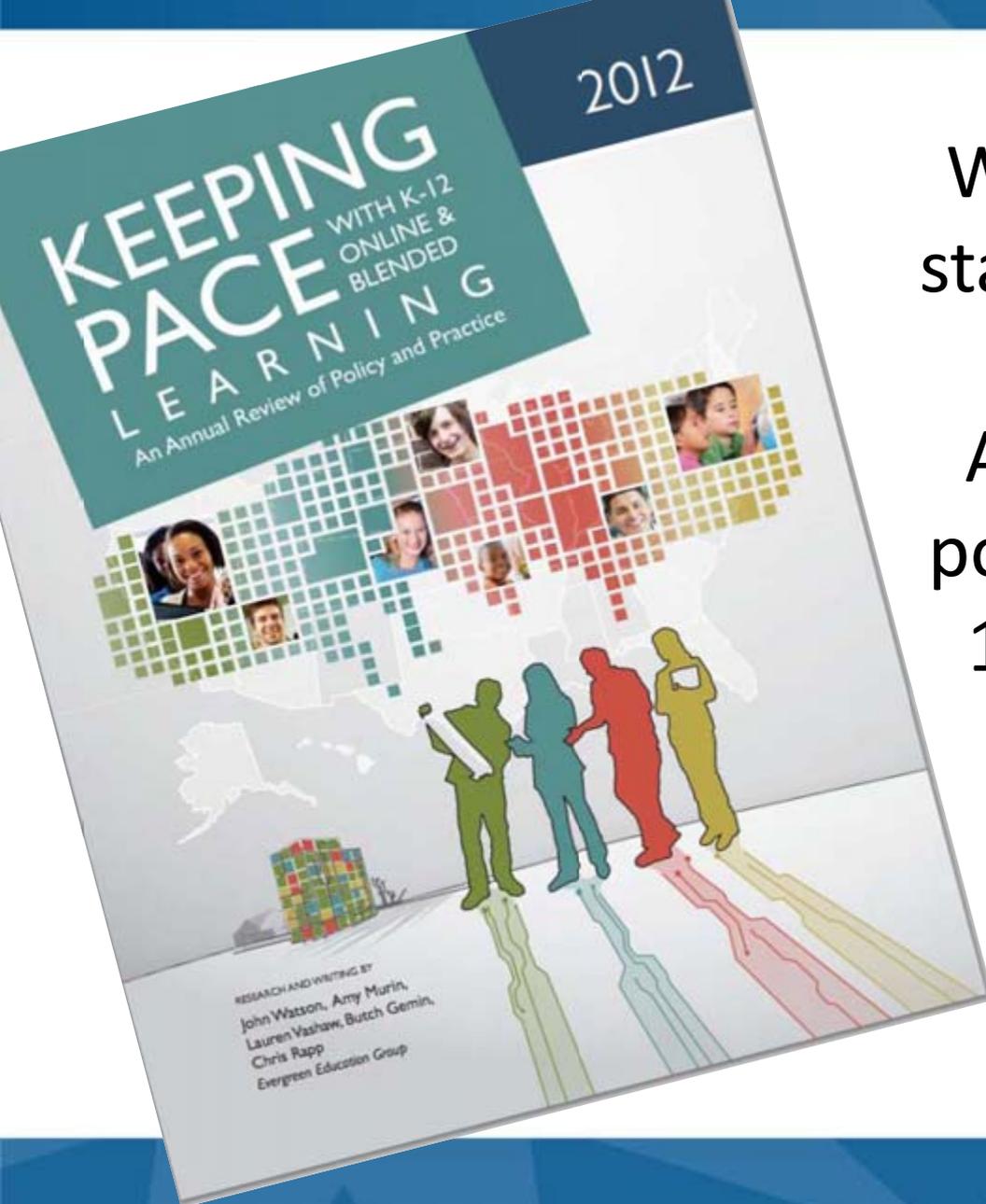
**Rural Students**

# Benefits of Online Learning for Students Grades 9-12



Source: Project Tomorrow Speak Up 2012 Survey

■ 2012 ■ 2009



What's going on in your state and around the US?

Annual review of data, policy, and practice in K-12 blended and online learning

[www.kpk12.com](http://www.kpk12.com)

# State Virtual Schools

## Program Size and Ratio to State Population

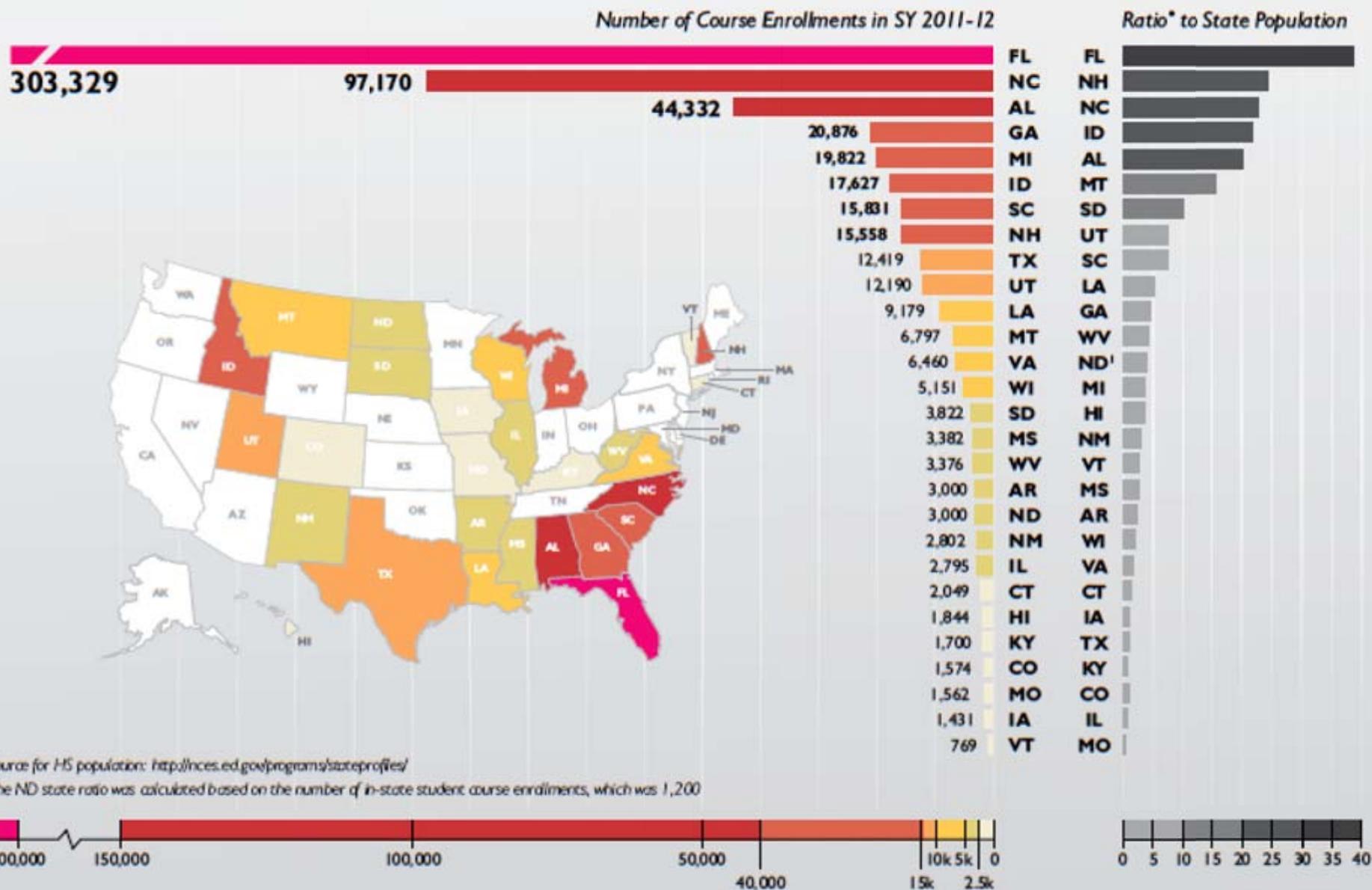
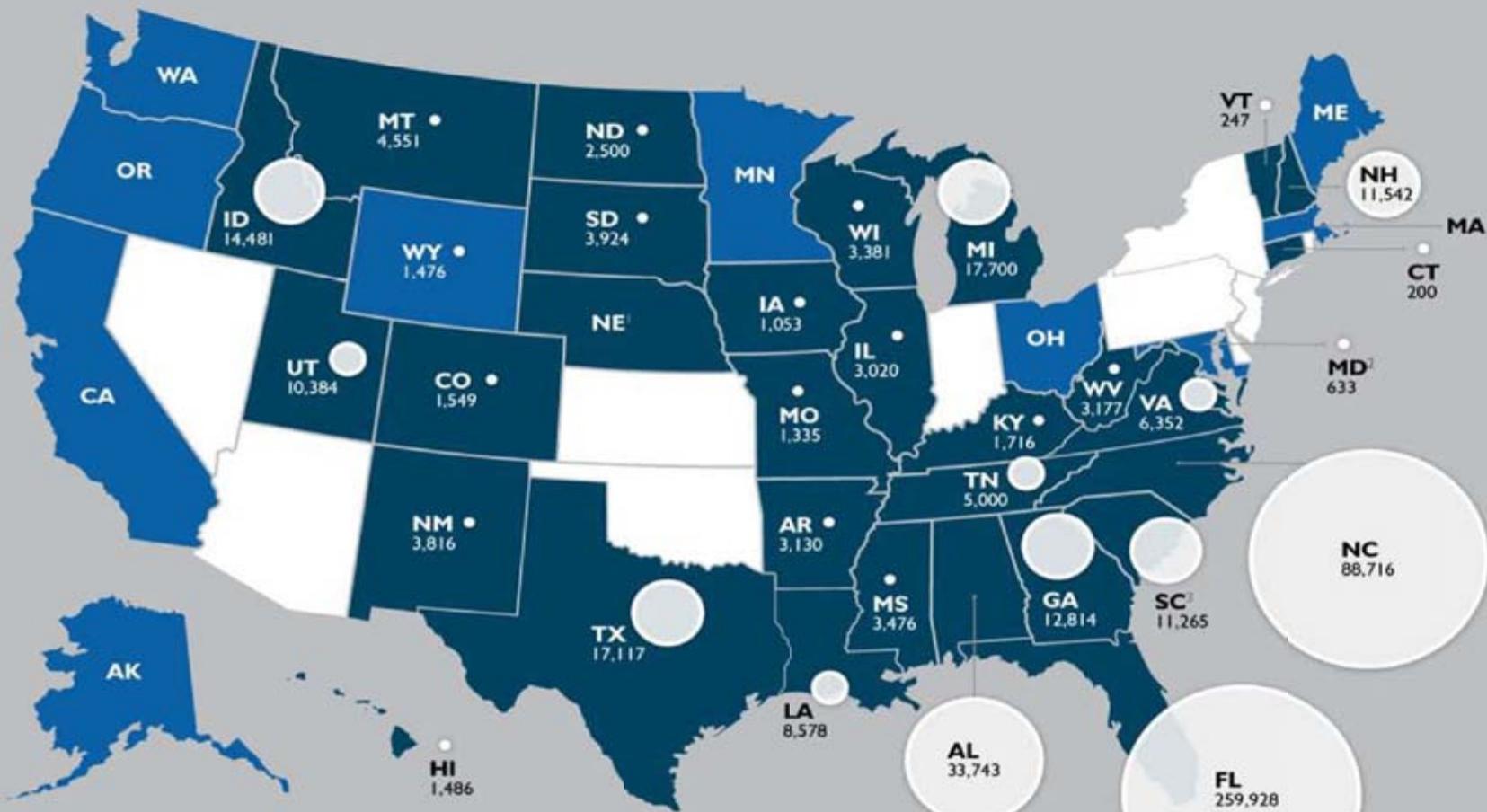


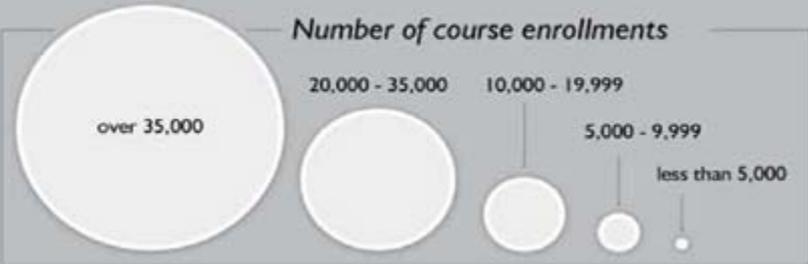
Figure 7: State virtual schools

# States with State Virtual Schools or State-led Online Initiatives

states with a state virtual school  
 states with a state-led online initiative  
 states with neither



Number of course enrollments



Enrollment numbers and/or estimates are shown when available.

<sup>1</sup> NE state virtual school is new in 2011.

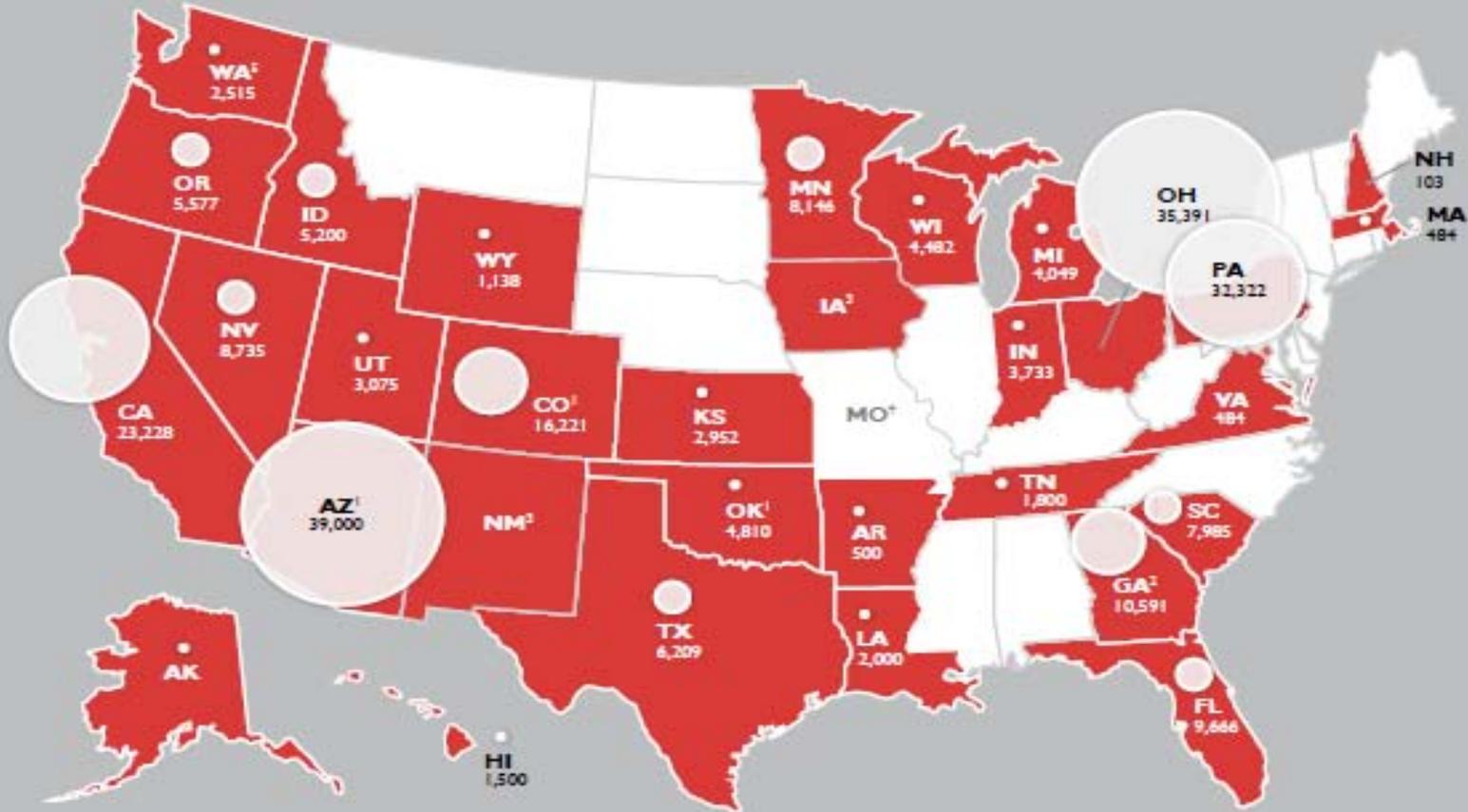
<sup>2</sup> MD enrollment estimate is from 2009-2010

<sup>3</sup> In 2010 KP report we reported enrollment requests, not enrollments.

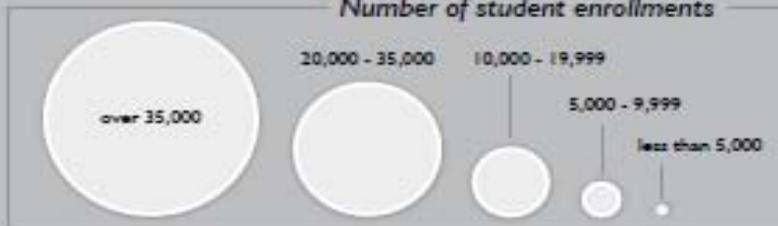
# States with Multi-district Fully Online Schools

■ states with a multi-district fully online school

■ states without a multi-district fully online school



Number of student enrollments



Enrollment numbers and/or estimates are shown when available.

<sup>1</sup> AZ, CO, and OK are unique student counts of both full-time and supplemental students.

<sup>2</sup> 2 virtual charters; plus FT enrollments from Gwinnett and Forsyth County Public Schools

<sup>3</sup> IA and NM are new in 2012

<sup>4</sup> Removed from FT table because the majority of full-time enrollments are private pay

<sup>5</sup> Enrollment numbers from SY 2010-11.

# Established District Programs

(All statistics from 2009-10 school year unless noted)



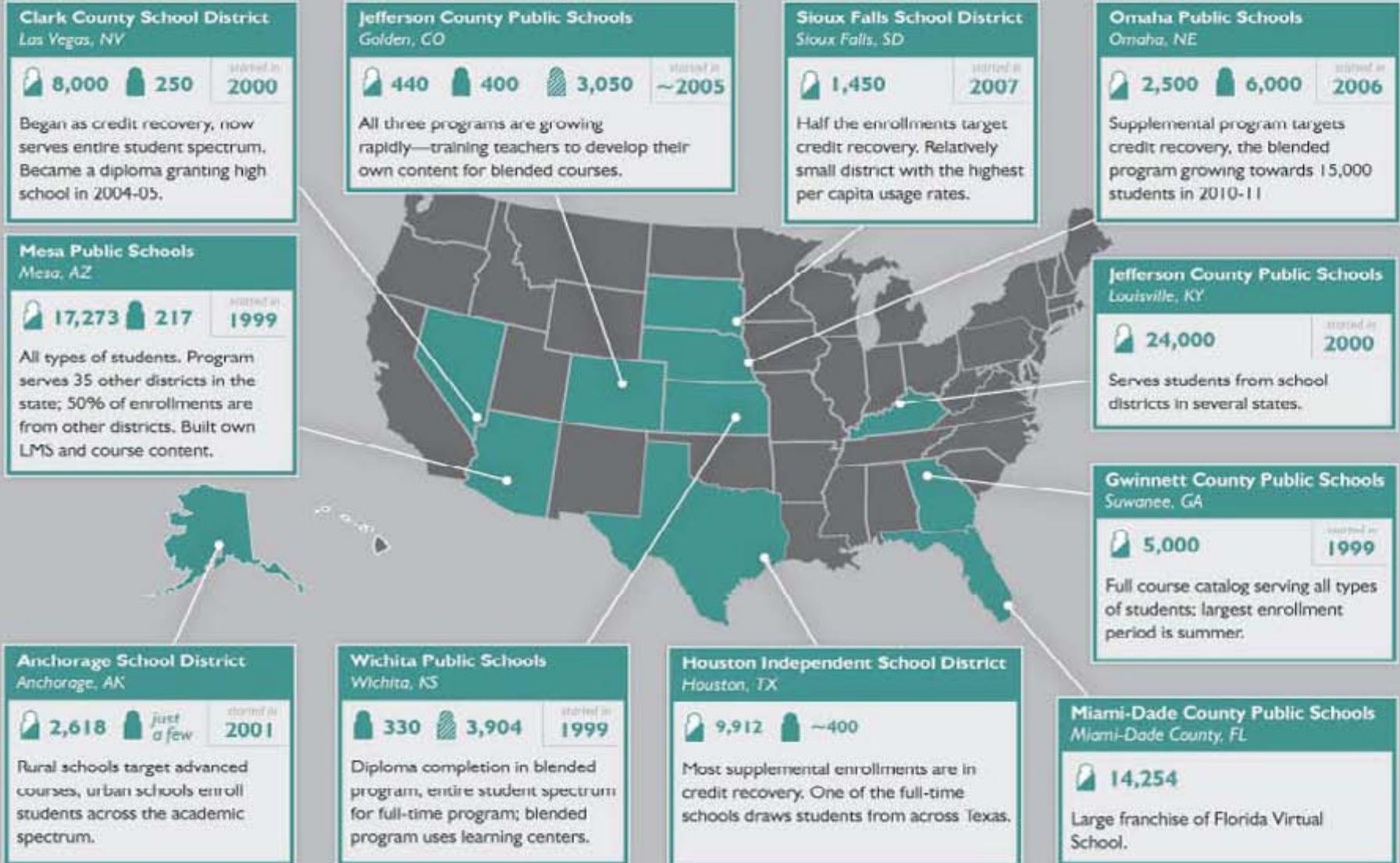
Supplemental  
course enrollments



Full-time students

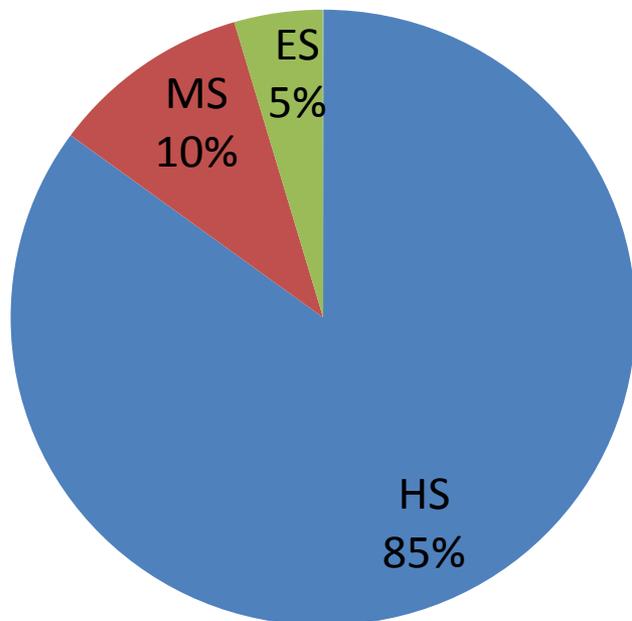


Blended  
course enrollments

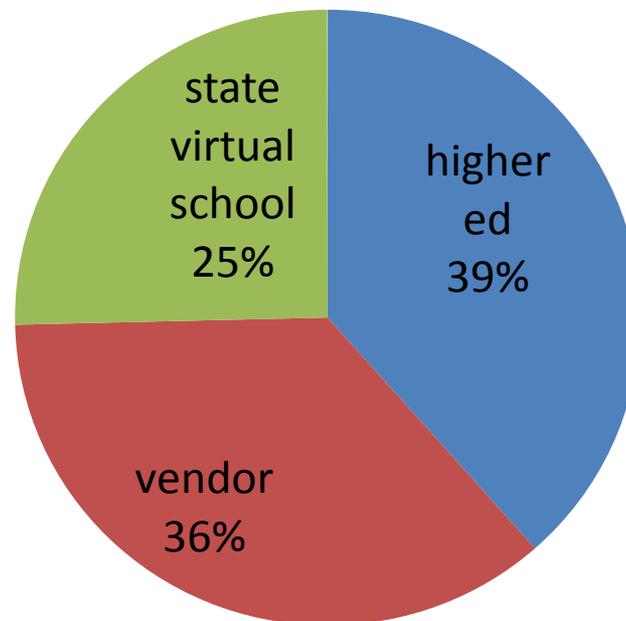


# Public school districts – fastest growing programs

**1,816,400 Enrollments**



**Courses Provided via:**



*Source: Nat'l Center Education Stats (NCES) 2011 (for years 2009-10)*

# THE DEFINING DIMENSIONS OF ONLINE PROGRAMS

COMPREHENSIVENESS

Supplemental program (individual courses)

Full-time school (full course load)

REACH

District

Multi-district

State

Multi-state

National

Global

TYPE

District

Magnet

Contract

Charter

Private

Home

LOCATION

School

Home

Other

DELIVERY

Asynchronous

Synchronous

OPERATIONAL CONTROL

Local Board

Consortium

Regional Authority

University

State

Independent Vendor

TYPE OF INSTRUCTION

Fully Online

Blending Online & Face-to-Face

Fully Face-to-Face

GRADE LEVEL

Elementary

Middle School

High School

TEACHER-STUDENT INTERACTION

High

Moderate

Low

STUDENT-STUDENT INTERACTION

High

Moderate

Low

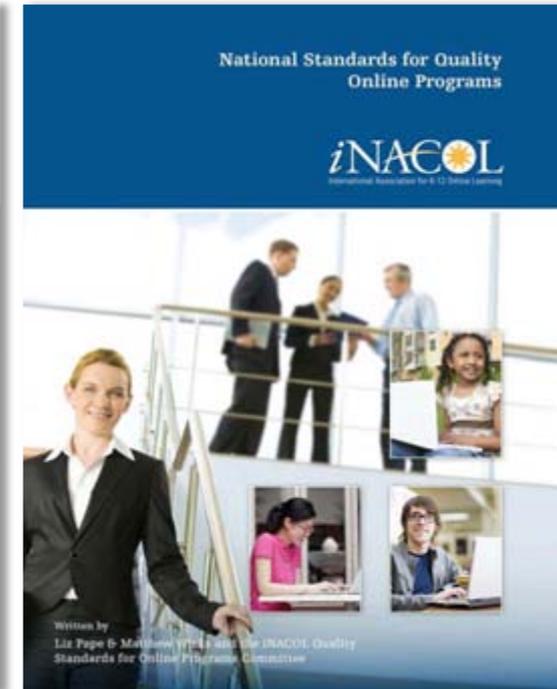
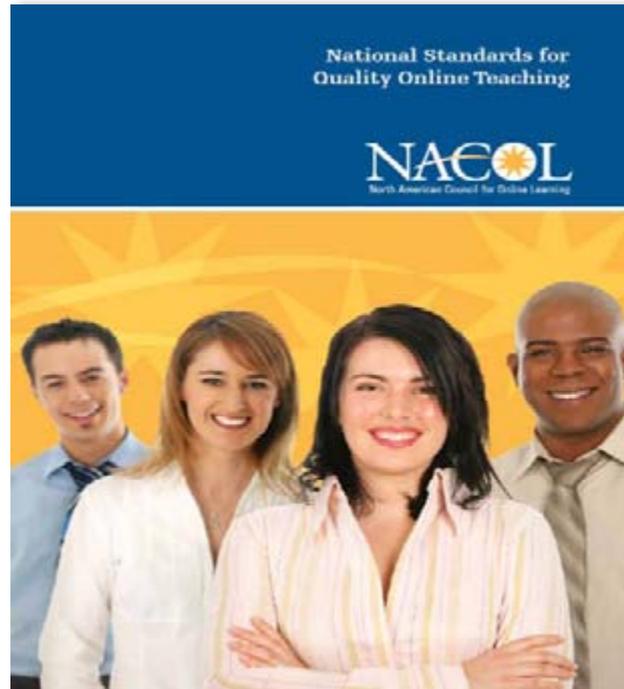
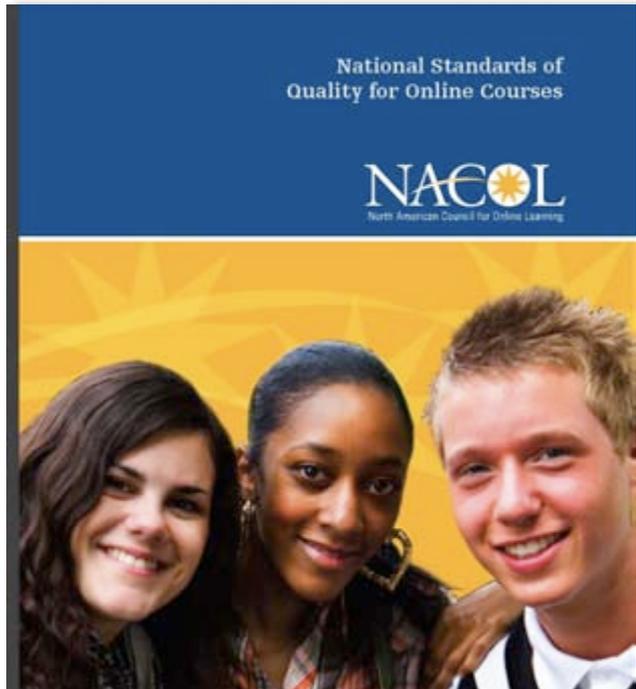
# From Inputs...

# iNACOL National Quality Standards

Online Courses

Online Teaching

Online Programs



[www.inacol.org](http://www.inacol.org)

Measuring Quality From  
Inputs to Outcomes:  
Creating Student Learning Performance Metrics  
and Quality Assurance for Online Schools



... to outcomes

Quality assurance for  
online schools

[www.inacol.org](http://www.inacol.org)

# Quality Assurance for Full Time Online Schools

- Proficiency
- Individual student growth along a trajectory
- Graduation rates
- College and career readiness
- Closing the achievement gap
- Fidelity to a student's academic goals

# Quality Assurance for Supplemental Programs

- Performance measures:
  - Proficiency
  - Individual student growth along a trajectory
- Common assessments across course subjects
- End of course exams

# Funding for Online Learning

Appropriation

Standard ADA  
or ADM

Full-time  
online student  
funding

Charter school  
funding

Independent  
study

# Other Funding Models for Virtual Schools

- State virtual schools (supplemental) have different models
  - Private Foundation Grants
    - Indiana Virtual Academy is a non-profit (501c3)
  - Federal Funds; this source has all but disappeared
    - Tennessee e4TN dissolved due to loss of federal funding
    - 50% of MVU funding was federal funds (now all state appropriation)
  - Special Funding Sources (Federal/State/AT&T – Louisiana Virtual)
- Tuition
  - Illinois Virtual High School (within regional service agency)

# Other Considerations

- “Seat time” vs. mastery
  - Online learning can make traditional methods of student accounting irrelevant
- Scale vs. control
  - Open enrollment/growth across boundaries (district and state) begets efficiencies – but creates funding competition
- Supplement vs. supplant
  - How much of online learning must be additive to traditional school program, and when can it be a substitute?

# iNACOL State Policy Principles

1. Shift to competency-based education from seat time
2. Increase access for each student and permit the entire continuum of student-centered, online and blended learning
3. Design outcomes-based accountability and funding incentives
4. Increase access to excellent, effective teachers
5. Provide room for innovation

# New Mexico Recommendations

- Provide access to an array of high quality online and blended learning options to every student in the state.
- Adopt a set of quality assurance metrics using outcomes based performance metrics for online schools and courses.
- Eliminate seat time-based requirements tied to funding and graduation requirements
- Allow reciprocity for teacher licensure across districts and states.
- Remove funding restrictions on digital content
- Create a sustainable funding model for IDEAL-NM and other online learning options in the state.

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## Statement of Principles for Model Legislation in States

1. Shift to competency-based education from seat-time.
  - Competency education, where students advance upon mastery, is required for systemic transformation to student-centered, world-class learning. Seat-time regulations are a barrier for online and blended learning programs that seek to enable anytime, any place, any pace learning. Mastery-based learning is critical for changing from a time-based system to a learner-centered system.
  - Develop regulations to provide flexibility from seat-time and enable competency-based education models.
  - Update regulations to enable competency education and credit flexibility for all schools (online, blended and traditional).
2. Increase access for each student and permit the entire continuum of student-centered, online and blended learning.
  - Ensure each student has access to a full range of high-quality online courses, full-time online learning programs and new learning models using blended learning.
3. Design outcomes-based accountability and funding incentives.
  - Focus on outcomes based on student learning (increasing proficiency, student growth, closing the achievement gap, graduation, college and career readiness).
  - Enable funding to follow the student to the program and course level.
  - With quality assurance based on outcomes, consider pay for performance models with weightings and incentives for serving “hard” (challenged or at-risk) students.
    - For pay for performance, consider approaches that offer a percentage upon enrollment and completion but do not create performance-based pay for 100% of the funding amount.
4. Increase access to excellent, effective teachers.
  - Provide true teacher reciprocity for online teaching.
  - Support professional development for new learning models using anytime, anywhere online and blended learning.
5. Provide room for innovation.
  - While requiring accountability for outcomes, policy should also ensure opportunity for emerging technologies and new approaches.
  - Care should be taken to guard against overly prescriptive policies and practices that stifle innovation.



**iNACOL believes high-quality education is a civil right for each student, regardless of Zip code or socio-economic background.**

**Our mission is to ensure all students have access to world-class education and quality online learning opportunities that prepare them for a lifetime of success.**

## Statement of Principles for Model Legislation in States

### iNACOL Statement of Policy Values

iNACOL is student-centered and makes policy recommendations based on doing what is right for kids to have access to a world-class education. iNACOL believes in competency education as a critical design and foundation for student learning. In competency-based learning, students advance upon demonstrating mastery, have clear and explicit learning objectives, have systems of assessments that are meaningful to students, include differentiation and immediate support as they need it, and are required to demonstrate acquired knowledge, skills and dispositions to be successful. Globally, the highest performing nations have competency based education systems – not seat-time based systems.

iNACOL encourages quality assurance through outcomes based on student learning (increasing proficiency, student growth, closing the achievement gap, graduation, college and career readiness). iNACOL believes policy should not prescribe inputs or create barriers for innovation.

iNACOL believes students should have access to the continuum of high-quality learning opportunities through online and blended learning to allow for multiple pathways for students. iNACOL encourages policy that supports innovation and new learning models toward achieving student-centric learning. iNACOL seeks to inform practice in helping to build capacity in field. iNACOL seeks systemic transformation through sharing promising practices in policy and practice, understand interventions, steps and activities that are working for student learning (we care about kids). iNACOL believes that teachers are important – we have more than 4,000 members – and 2,000 members are educators in online and blended learning programs. Teachers matter most. Our advocacy supports teacher-led, personalized learning using online resources to differentiate instruction.

### About iNACOL

iNACOL is the International Association for K-12 Online Learning, a non-profit 501(c)(3) organization based in Washington, DC. Representing more than 4,000 members, iNACOL's mission is to ensure every student everywhere has access to a world class education, no matter their geographic or economic situation by advocating for student-centered educational policies to ensure equity and access, developing quality standards for emerging learning models using online, blended and competency-based education, providing research, and supporting the ongoing professional development of classroom, school and district leaders.

### High quality competency education means:

- Students advance upon mastery.
- Competencies include explicit, measurable, transferable learning objectives that empower students.
- Assessment is meaningful and a positive learning experience for students.
- Students receive timely, differentiated support based on their individual learning needs.
- Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.