State Virtual Schools
Program Size and Ratio to State Population

**Number of Course Enrollments in SY 2011-12**

- FL: 303,329
- NC: 97,170
- AL: 44,332
- GA: 20,876
- MI: 19,822
- ID: 17,627
- IN: 15,831
- SC: 15,558
- TX: 14,563
- UT: 12,419
- LA: 12,190
- VT: 9,179
- MD: 6,797
- VA: 6,460
- WI: 5,151
- SD: 3,822
- MS: 3,382
- WV: 3,376
- ND: 3,000
- AR: 3,000
- NJ: 2,802
- CT: 2,795
- HI: 2,049
- MA: 1,844
- KY: 1,700
- CO: 1,574
- MO: 1,562
- IA: 1,431
- VT: 769

**Ratio* to State Population**


*The ND state ratio was calculated based on the number of in-state student course enrollments, which was 1,200

Figure 7: State virtual schools
States with Multi-district Fully Online Schools

**Number of student enrollments**
- Over 35,000
- 20,000 - 35,000
- 10,000 - 19,999
- 5,000 - 9,999
- Less than 5,000

Enrollment numbers and/or estimates are shown when available.

1. AZ, CO, and OK are unique student counts of both full-time and supplemental students.
2. 2 virtual charters; plus FT enrollments from Gwinnett and Forsyth County Public Schools
3. IA and NM are new in 2012
4. Removed from FT table because the majority of full-time enrollments are private pay.
5. Enrollment numbers from SY 2010-11.
From Inputs…

iNACOL National Quality Standards

Online Courses

Online Teaching

Online Programs

www.inacol.org
… to outcomes

Quality assurance for online schools

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
Performance-Based Funding Model

- Must start with equitable funding base.
- Full-time base cost: 93-95% ($8000/pupil)
- Supplemental cost per course: 7% of base cost ($600/pupil)
- 5% performance incentive
- Adjustments or “weights” for at-risk, ELL, special education, and gifted students
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