

# Student Outcomes, Performance Metrics & Accountability

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

**iNACOL**  
International Association for K-12 Online Learning

# International Association for K-12 Online Learning (iNACOL)

- iNACOL is the premier K-12 nonprofit in online, blended and competency-based learning
- Provides leadership, advocacy, research, training, and networking with experts in K-12 online and blended learning.
  - 4400+ members in K-12 online and blended learning in over 50 countries
  - Annual conference – iNACOL Symposium: Orlando, FL in November 8-11, 2015
- “Ensure every student has access a world class education” regardless of geography, income or background.
- Next Generation Learning Challenges – Gates Foundation
- CompetencyWorks
- Our strategic areas of focus in online and blended learning:
  1. Policy
  2. Quality
  3. New Learning Models

# iNACOL National Standards for Quality Online Programs, Online Teaching, Online Courses & Blended Teaching Competencies

National Standards for Quality  
Online Programs

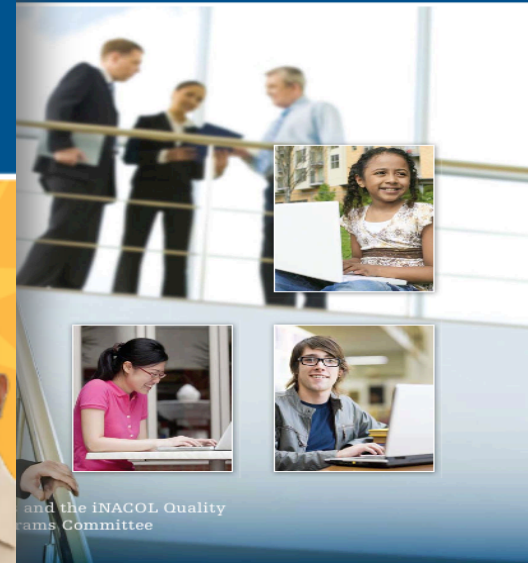
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National Standards for  
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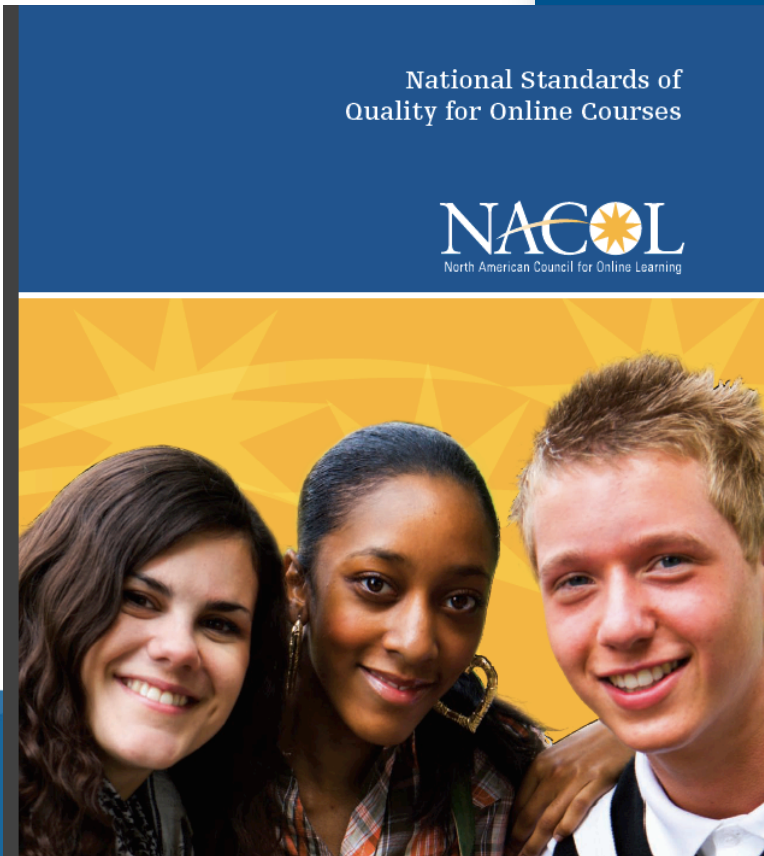
**NACOL**  
North American Council for Online Learning

National Standards of  
Quality for Online Courses

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

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



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# KEY PERFORMANCE METRICS

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# 5 Performance Metrics

- Proficiency
- Growth
- Graduation Rate
- College and Career Readiness
- Closing the Achievement Gap

# Proficiency

## CURRENT USE

- Point in time evaluation
- Based on age or grade cohorts for annual determination
- Covers grades 3-8 plus 1 year of HS

## ONLINE IMPLICATIONS

- Ability to measure mastery across multiple subjects & grades
- Ability to assess at-risk, over-age, under-credited students
- Ability to measure students advancing ahead of traditional calendar

# Growth

## CURRENT USE

- Comparison of test results at specific point in time
- Often based on cohorts or projections

## ONLINE IMPLICATIONS

- System that captures individual growth better to measure online learning
- System that looks at growth over time in conjunction with proficiency



# Graduation Rates

## CURRENT USE

- Based on cohorts, not individual student skills
- Varying ways to calculate

## ONLINE IMPLICATIONS

- No consideration for student mobility and credit deficiencies
- No accommodation for extended time
- No incentive for enrolling students who currently not proficient, have dropped out, etc.

# College and Career Readiness

## DEFINITION

- Level of preparation without remediation
- Ability to demonstrate academic skills to engage in post-secondary education without remediation

## WHY THIS INDICATOR?

- Common core points towards career/college ready
- Ability to demonstrate competency, mastery and ability to move along the college and career readiness spectrum

# Closing the Achievement Gap

## DEFINITION

- Disparities in academic performance between groups of students
- Based on ESEA subgroups

## WHY THIS INDICATOR?

- Must include quality assurance provisions to ensure all student held to high standards
- Must provide equity and excellence for all students

# RECOMMENDATIONS

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# Full Time Online Programs

- Multiple measures of student outcomes should be in place.
  - Proficiency
  - Growth
  - Graduation Rate
  - College and Career Readiness
  - Closing the Achievement Gap
  - Fidelity to Student Learning Goals
- Individual student performance should be measured and reported transparently based on standards.
- Growth models should be based on the growth of individual students over time, not just by cohorts.
- Untested subjects and grade levels must be assessed with validating assessments that can measure both proficiency and growth.

# Full Time Online Programs

- Online school data should be disaggregated separately from other schools or districts to assure accurate data.
- Online schools must be provided student performance data and prior student records on academic history from the school the student previously attended.
- Data systems must be upgraded and better aligned to meet the challenge of collecting, reporting, and passing data between schools and the state
- Student fidelity toward academic goals and reasons for mobility, must be addressed in data systems and accountability ratings

# Policy Principles to Allow Innovation

1. Policy shift from “seat-time” to enable “competency-based learning”
  - Flexibility for anytime, everywhere learning
  - Move ahead when demonstrate mastery
2. Focus on outcomes-based quality assurance, quality, and performance-based funding models
  - Collect strong outcomes-based, performance metrics for accountability
  - Pay for performance models
3. Increase access to effective online and blended learning that is mastery-based
  - Full range of high quality options (full-time schools; online courses, blended, etc.)
  - Equity; does every student have access?
4. Increase access to excellent teaching
5. Ensure full access to broadband/IT infrastructure

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