

Snapshot 2026

K-12 Online and Blended Learning Trends in Policy & Practice

Q-Up for Digital Quality | April 23, 2026

Introductions



Allison Powell

- Chief Academic Officer, DLAC and Ignite Program Chair, DLAC
- Former BloomBoard, Senior Learning Strategist
- Former iNACOL/Aurora Institute, VP of New Learning Models
- Co-founder, Clark County School District Virtual High School and Odyssey Charter Schools Hybrid School



Christine Voelker

- Director of Memberships, DLAC
- Former K-12 Program Director, QM Quality Matters
- Former NSQ Project Manager
- Former Founder and Supervisor, Calvert County Public Schools online learning program

About Us



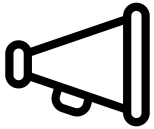
Discover.

A nationwide community of forward-thinking K–12 digital educators and leaders



Learn.

Advancing student-centered learning through innovative, flexible approaches through year-round membership and events



Advocate.

Addressing today's practice and policy challenges to improve outcomes for all students



Collaborate.

Connecting through shared expertise, research, and experiences across our community and conferences

Today's Objectives

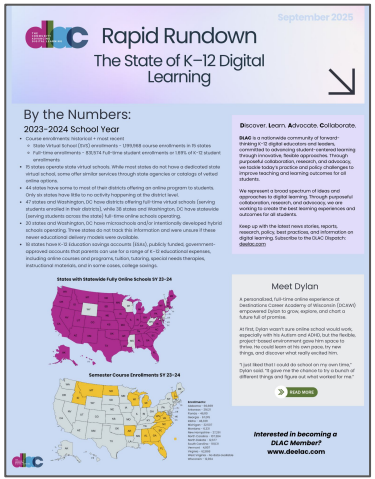
By the end of this session, you will be able to:

- Discover student and course enrollment totals and trends
- Discuss state policy updates and trends
- Recognize digital learning trends
- Reflect and determine how the data effects you locally

A History of Keeping Pace…

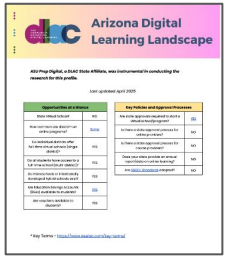






Where does the DATA come from?





- **Snapshot/Rapid Rundown**
  - School Visits
  - Talks
  - Conferences
  - Survey of the Field
  - DLC Executive Committee (monthly calls and executive retreat)
- **State Profiles**
  - Multiple contacts and resources
  - DLC State Affiliates, DoEs, consortia, state virtual schools, regional ed agencies, others
  - Additional online research on policy and districts

15 States provide an **annual state-level report** or comprehensive data on online learning, many of which focus solely on full-time virtual charter schools, making it challenging to track and analyze trends.

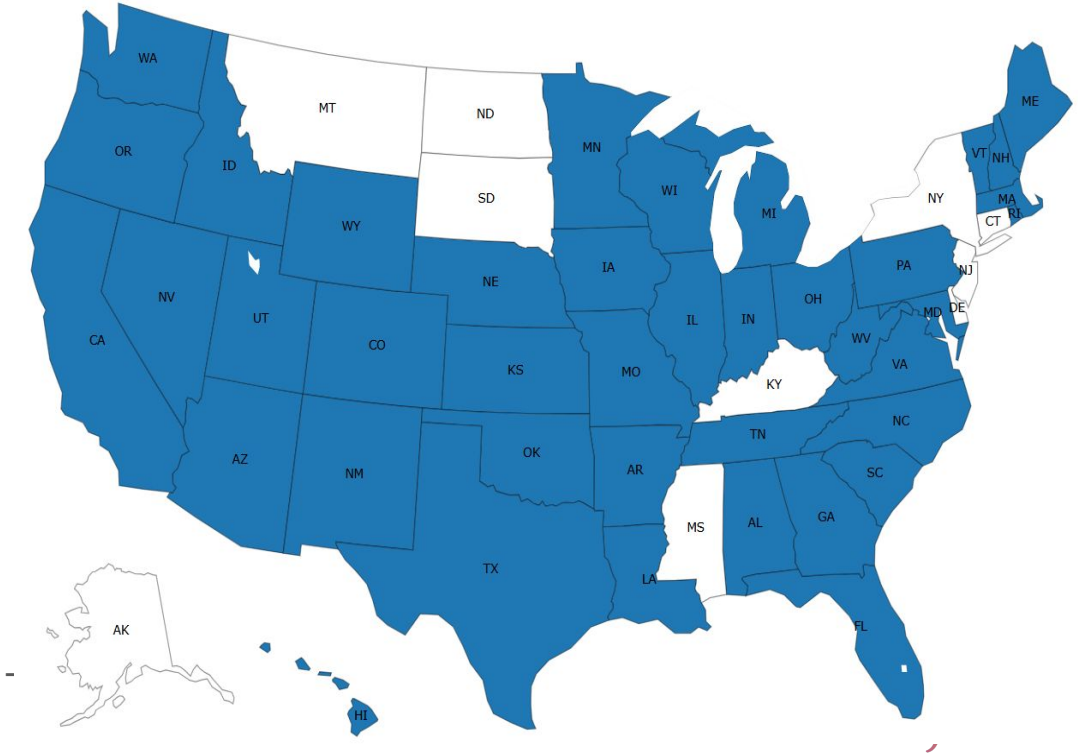
However, some states (Washington) do publish annual reports and/or provide **comprehensive data** (Michigan's Virtual Benchmarking Tool) focused on all digital learning opportunities within the state.

State of the Field

Types of Programs

- Districts/LEAs
- Hybrid Schools
- Microschools/ESAs
- Full-time virtual schools
- SVS (state virtual schools), regional education agencies

24-25 Full-time Enrollments by State



817,773 **estimated** enrollments

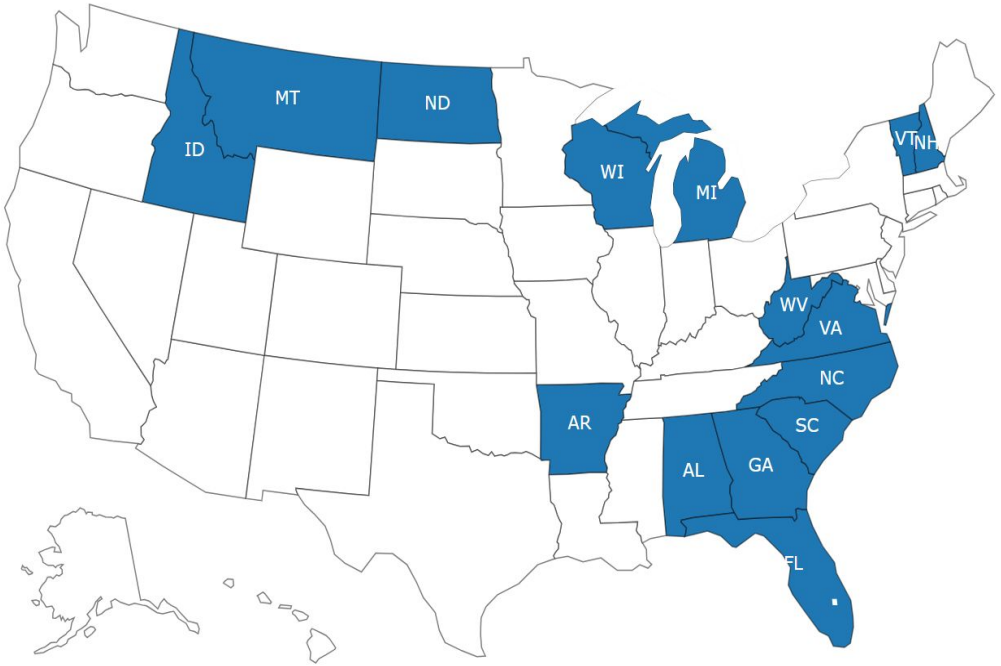
State	Enrollment
AZ	77,008
PA	57,426
MI	48,991
FL	46,110
CA	37,995
TX	35,292
OK	33,723
OH	32,373
CO	25,911
UT	23,984
GA	19,238
WA	16,490
SC	15,071
MN	14,734
AL	13,934
TN	12,653
OR	12,359
WI	10,444
KS	9,686
IN	7,269
MO	7,160

State	Enrollment
AR	6,964
ID	6,465
MD	5,800
NC	5,782
LA	5,486
VA	4,748
MA	4,095
IA	4,087
NM	3,816
NV	3,414
NE	3,046
WY	1,860
ME	904
WV	624
NH	613
DC	435
HI	400
RI	202
IL	188
VT	139

SVP Semester Course Enrollments SY 24-25

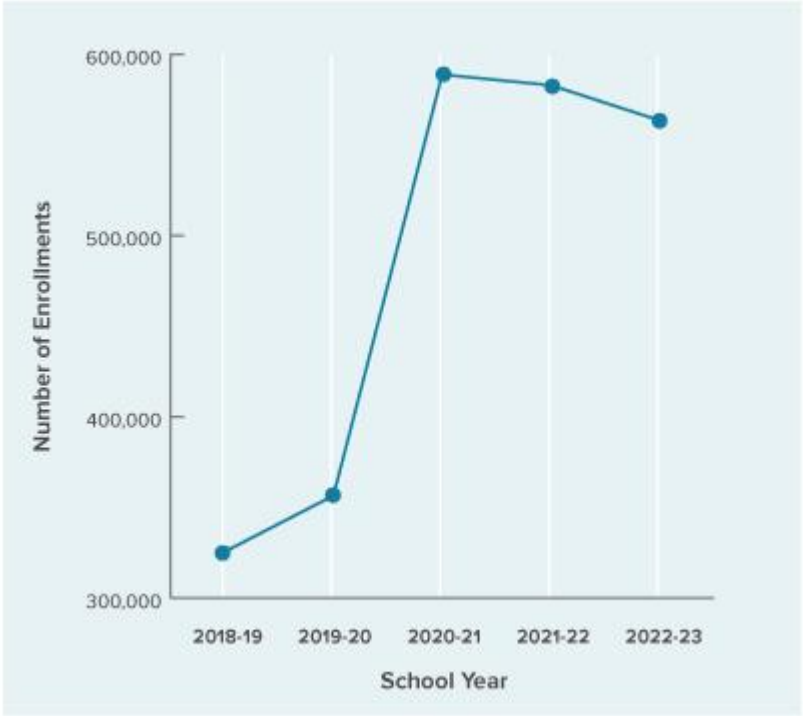
SVP = State Virtual Program

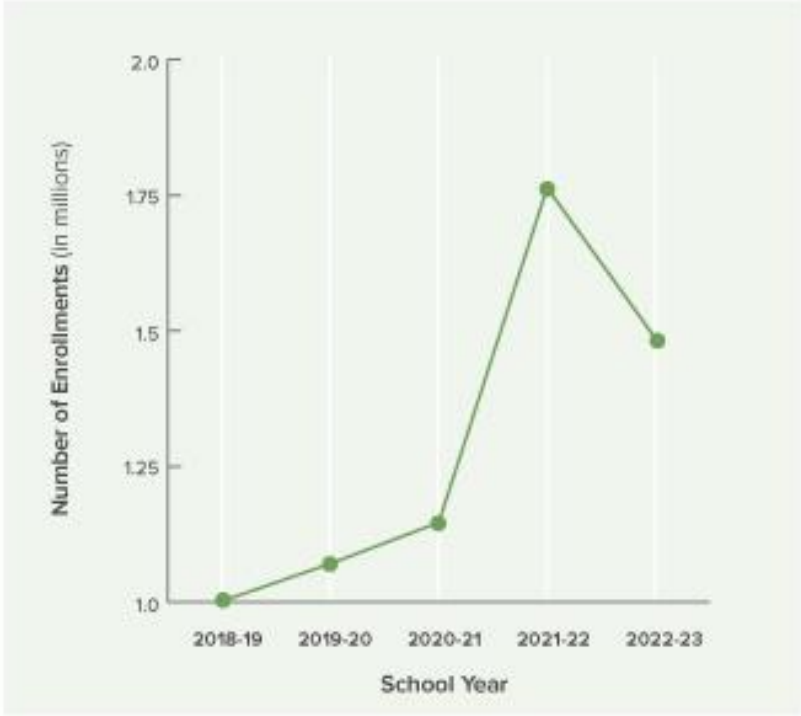
Total Count: 1,233,838



State	Enrollment (SY 24/25)
Alabama	71,099
Arkansas	29,170
Florida	621,744
Georgia	68,378
Idaho	51,452
Michigan	34,227
Montana	10,263
New Hampshire	27,261
North Carolina	101,514
North Dakota	15,180
South Carolina	96,300
Vermont	4,007
Virginia	46,019
Wisconsin	14,309
Total:	1,233,838

Full-time & Supplemental Enrollments





State of the Field

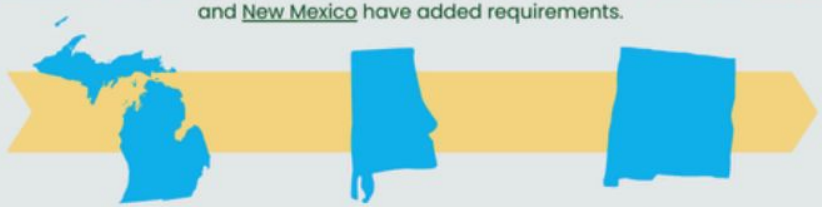
- **20** states and Washington, DC are operating **microschools** and/or intentionally developed **hybrid schools**.
- **18** states have K-12 Education Savings Accounts (**ESAs**)
- Nearly all districts (**93%**) offer **online credit recovery** options. Among them:
  - **81%** provide access in a computer lab with staff support
  - **42%** in a classroom with a certified teacher
  - **37%** allow students to work independently online.
- For program development:
  - **86%** use products from online learning companies
  - **14%** rely on state or regional virtual school programs

State of the Field

42 States require **state approval** to start a virtual school or program.

ONLINE LEARNING REQUIREMENT

In April 2006, Michigan became the first state to require online learning for high school graduation (beginning with the class of 2011). Since that time, other states like Alabama and New Mexico have added requirements.

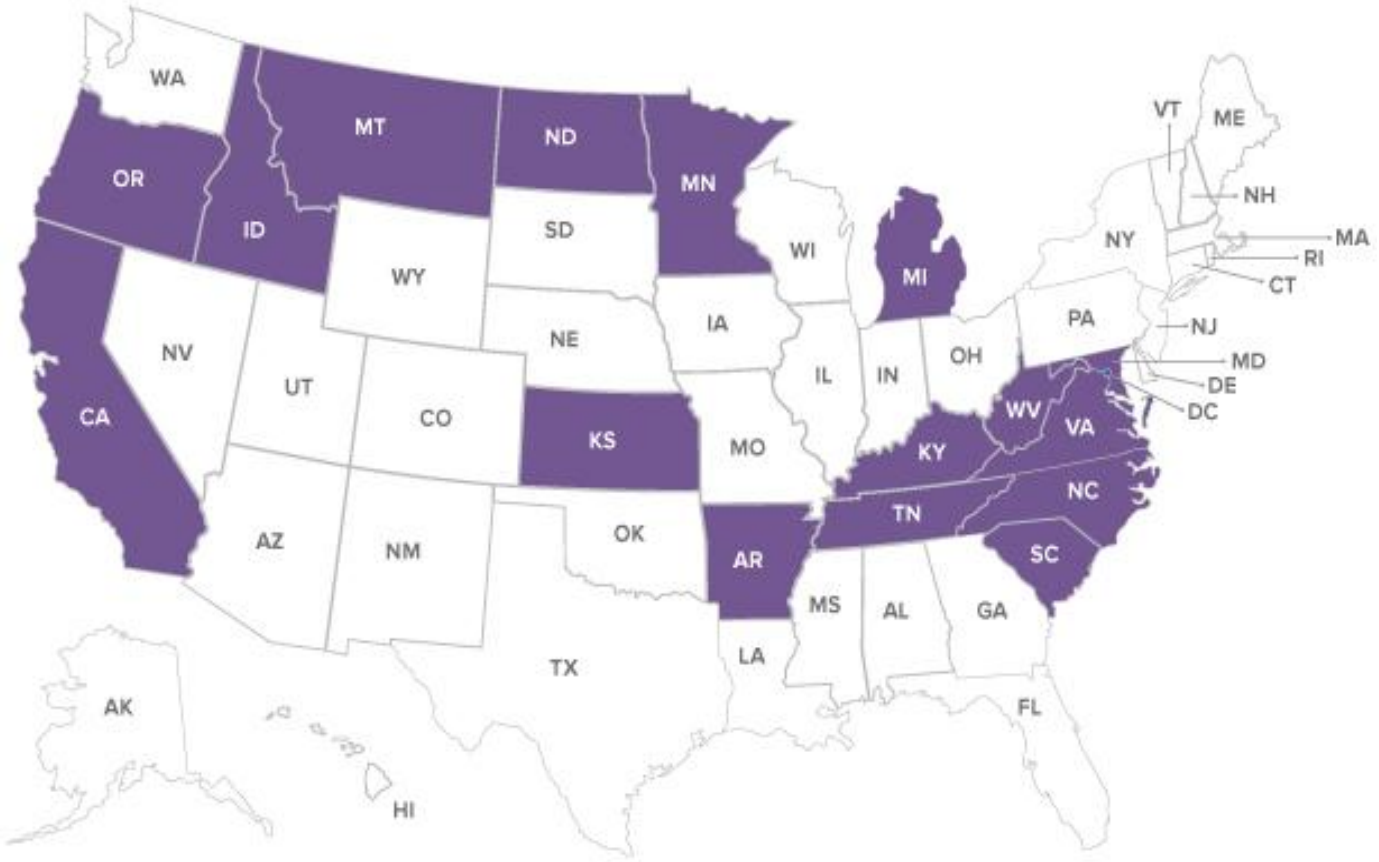


8 States

Eight states have recently passed policies allowing **remote proctoring** of high-stakes exams, improving access and reducing fatigue by letting students test in familiar environments, where research shows they may perform more accurately

THE COMMUNITY ADVANCING DIGITAL LEARNING

States passing legislation impacting digital learning policy



Policy Updates 2025

Themes

- Collected New Policy Info this year
  - Funding Models Information
  - Approval Processes
  - Standards
- Remote Proctoring
- Updating current policies

State Policy Updates & Themes

Ensure Equitable Access and Funding Across the Digital Learning Continuum

- **Colorado** provides equal base funding for all online students regardless of delivery method.
- **Texas** passed Senate Bill 569, expanding access to virtual education by allowing open enrollment beyond a student's home district, including for grades K–2, and eliminating completion-based funding. Virtual schools are now funded based on Average Daily Attendance (ADA) at the same rate as traditional public schools.
- **Washington** funds virtual learning through a statewide rate based on student enrollment and instructional hours, regardless of the student's home district. This approach ensures equitable funding while avoiding district-level billing conflicts.

State Policy Updates & Themes

Invest in Online Teacher Quality and Mobility

- **South Carolina** and **Arkansas** are examples of states that require specific endorsements or training for online educators to ensure baseline competency.

State Policy Updates & Themes

Enable Secure, Accessible Remote Assessment

- **California** adopted updated regulations for its statewide CAASPP assessments allowing remote administration and requiring test vendors to ensure data validity and timely scoring. The state also shortened the testing window to ensure all results are reported by October 15, per SB 293.
- **Alabama**'s HB95 empowers virtual schools to administer state assessments remotely—subject to protocols like video proctoring, identity verification, and proctor-to-student ratios, providing a strong model for balancing security with accessibility.

State Policy Updates & Themes

Support Innovation and Competency-Based Learning Models

- **36 states** have adopted policies enabling proficiency based diplomas, seat-time waivers, or credit flexibility to support competency-based education.

State Policy Updates & Themes

Design Aligned Accountability and Attendance Systems

- **North Dakota** counts assignment completion and engagement as valid attendance markers for virtual schools.
- **Nevada** allows attendance to be based on course progress over time rather than daily logins.

Policy Trends

- Online and **remote testing requirements** for virtual programs
- Modernizing **school meal programs** to ensure digital learners can access free and reduced-price meals
- **Accountability measures** that fail to account for student selection effects, particularly in online and choice-based programs
- **Electronic device bans** and the need for virtual learning exemptions
- **Funding shifts**, including proposed cuts and targeted increases
- **Expansion of school choice** (ESAs, vouchers, and tax credits)
- **Parent rights** and transparency legislation
- Science of Reading and math mandates, including **curriculum approval**

Trends in Practice

1. Enrollment is continuing to shift away from traditional districts.
2. The district response to competition is often overstated.
3. States are increasingly functioning as laboratories of democracy in digital learning and school choice.
4. This is not quite a clean red-state versus blue-state divide.
5. Microschools are still overhyped.
6. AI is accelerating at a pace that many educators still have not internalized.
7. Online and hybrid schools are both more vulnerable to AI and better positioned to respond to it than most other parts of K-12.
8. Student mobility rates have increased
9. Elementary online learning enrollments are declining
10. Rapid pace of legislation

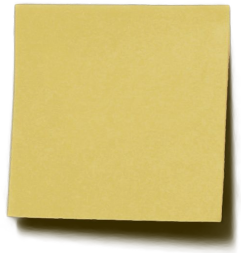
Next Steps for Collecting & Sharing Data

4 reports each year

1. State of the Field (Enrollments, School Types, etc.)
2. Policy Updates
3. Trends
4. Annual Snapshot “Summary of all 3 Reports”

Discussion & Feedback

- What changes/trends have you seen in your supplemental and/or full-time enrollments? What's coming?
- How do we better collect district enrollments?
- What recent legislation is impacting online learning in your state?
- What are your top 2-3 pain points where legislation would improve online learning in your state?
- What are you doing in your schools/programs? (new trends)
- What is the most valuable information you get from the Snapshot/State Profiles? What would you like to see?



Contact Us & Send Us Comments

Updated Data Coming Soon!!



www.deelac.com



info@deelac.com