



# Accountability and Quality Assurance (AQA)



Online Learning **BC**

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## Land Acknowledgment

The B.C. Public Service acknowledges the territories of First Nations around B.C. and is grateful to carry out our work on these lands. We acknowledge the rights, interests, priorities, and concerns of all Indigenous Peoples – First Nations, Métis, and Inuit – respecting and acknowledging their distinct cultures, histories, rights, laws, and governments.





# The AQA Framework

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## Introduction

The Accountability and Quality Assurance (AQA) framework is rooted in **continuous improvement** and focused on enhancing student success.

The goal is to create **equity of access and outcomes** to high quality K-12 online learning experiences. The AQA framework was created through a process of collaboration, sector engagement, and with feedback from Indigenous partners.

## Overview

The Accountability and Quality Assurance (AQA) framework comprises **guiding principles, quality indicators, and accountability metrics** that represent essential elements of successful online learning.

# Four Guiding Principles for Student Success

## Underpinning the AQA Framework

**1**

**Equitable access can be realized when teaching and learning foster inclusive and effective practices that are future oriented.**

**Quality indicator:**

Students have equitable access to inclusive and effective learning communities that are culturally relevant.

**2**

**Student centred pedagogies and comprehensive student supports are essential to enhance student success in all areas: academic, social, emotional, and spiritual.**

**Quality indicator:**

Students can access comprehensive supports as needed.

**3**

**Healthy and safe learning environments nurture thriving online communities and enhance student engagement.**

**Quality indicator:**

Students are engaged within a learning community.

**4**

**Student achievement aligns with specific, measurable, and observable outcomes.**

**Quality indicator:**

Student achievement reflects success, i.e., meeting, or exceeding expectations or demonstrating continuous improvement.

# 1

## Quality Indicator 1 of 4:

**Students have equitable access to inclusive and effective learning communities that are culturally relevant.**

### Requirements

- » Content respectfully integrates Indigenous perspectives;
- » Pedagogical approaches foster inclusive spaces that welcome diverse perspectives, varied worldviews, and different ways of knowing; and
- » Universal Design for Learning (UDL) principles are employed in content development.

### Accountability metrics

- 1.1** Pedagogical approaches and resources used promote anti-racism, justice, equity, diversity, decolonization, and inclusion principles.
  - 1.2** Enrolment data reflect diversity in the student population, including Indigenous students and students with disabilities or diverse abilities, in alignment with the community and family needs.
  - 1.3** Content is presented in varied formats including written, spoken, graphic, and video.
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# 2

## Quality Indicator 2 of 4:

**Students can access comprehensive supports as needed.**

### Requirements

- » Supports are available for all students to address the following areas of need: academic, social, emotional, and spiritual;
- » Individual Education Plans (IEP) are created and implemented to address unique needs of students; and
- » Effective communication practices enable supports to be offered as emergent needs arise.

### Accountability metrics

- 2.1** Evidence of Indigenous student supports as outlined in the school's Three Year Plan for Supporting Indigenous Students and Annual Report.
- 2.2** Description of student supports as outlined in the student's IEP.
- 2.3** Evidence of communication between the school of record (SOR), non-SOR, parents/guardian, and First Nation community members or Métis chartered communities as appropriate.
- 2.4** Student and parent surveys provide evidence that students have access to comprehensive supports as needed.

# 3

## Quality Indicator 3 of 4:

**Students are engaged within a learning community.**

### Requirements

- » Brightspace and other tools are used to communicate regularly with parents/guardian and First Nation school as appropriate;
- » All students feel welcome, safe, and connected to their school;
- » Variety of appropriate learning tools and Brightspace functionalities are used to enhance student learning (e.g., Online Quizzes, Portfolio, Intelligent Agents, Multimedia, etc.); and
- » Participation in Brightspace is used as a mechanism for outreach, for example, student, parents/guardian, and First Nation school are contacted (as appropriate) when student is not logging in or not completing work.

### Accountability metrics

- 3.1** Student and parent surveys provide evidence of student engagement.
  - 3.2** Evidence of interactions between educators and students to promote participation in course work (e.g., Learning Management System (LMS) reports, student progress reports, virtual class attendance and/or other).
  - 3.3** Participation in curricular and co-curricular school activities, as applicable.
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# 4

## Quality Indicator 4 of 4:

**Student achievement reflects success, i.e., meeting, or exceeding expectations or demonstrating continuous improvement.**

### Requirements

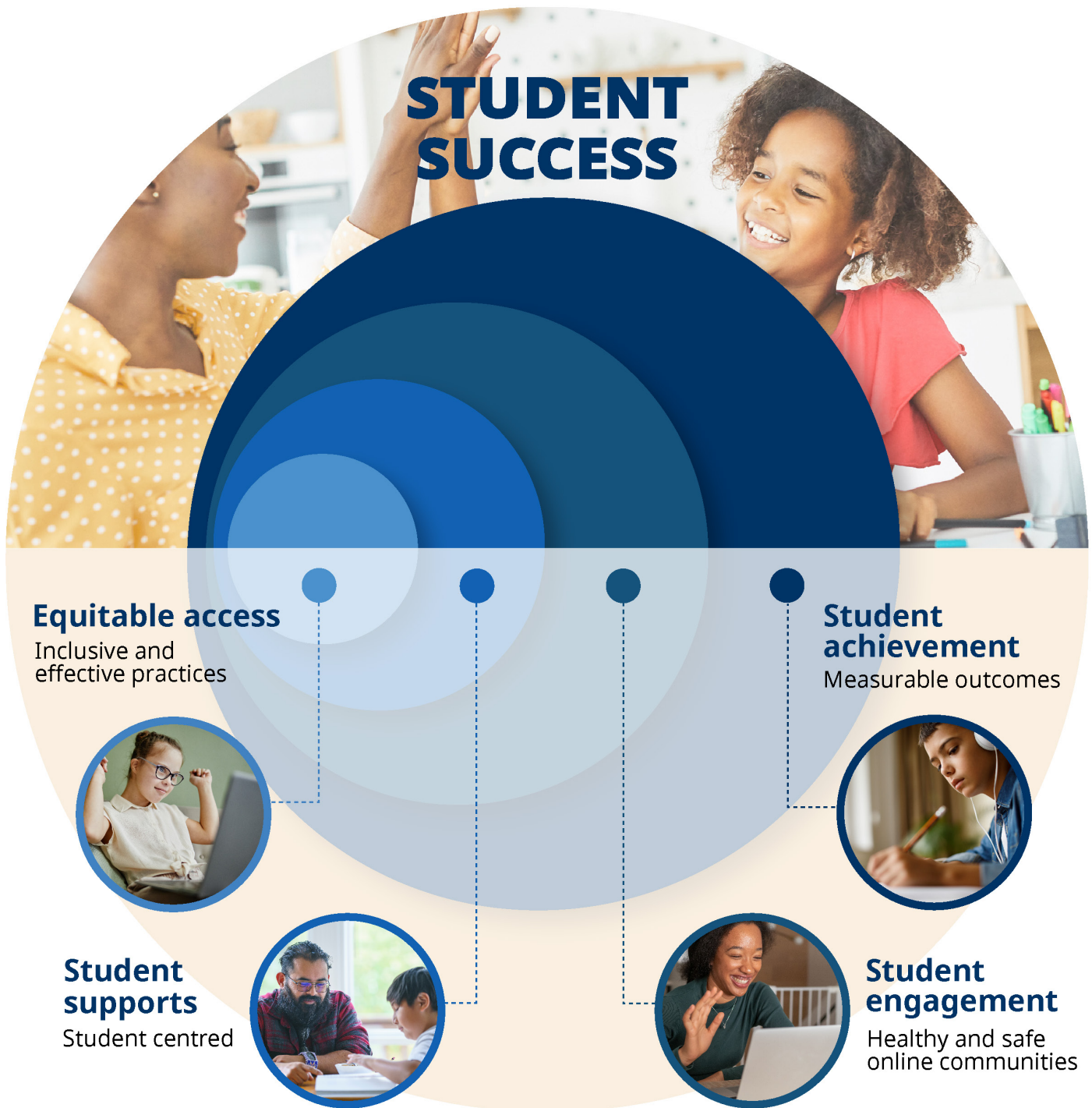
- » Program and course completion rates for Indigenous students are increasing or on par with general population;
- » Students are meeting or exceeding course expectations;
- » High expectations are maintained for all students; and
- » Average time to complete a course is one year or less.

### Accountability metrics

- 4.1** Program and course completion rates for Indigenous students are increasing or on par with general population.
- 4.2** Evidence of diverse learning pathways that lead to student success.
- 4.3** Percentage of students meeting or exceeding course expectations.



# AQA Framework Graphic Representation





# The AQA Process

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## Purpose

The Accountability and Quality Assurance (AQA) Process is focused on **continuous improvement** that will enhance student success by maximizing **equitable access and outcomes** to high quality K-12 online learning experiences for all students in British Columbia. All Provincial Online Learning Schools (POLS) are required to participate in the AQA process.

## Components

[Schedule A, "POLS Three Year Plan for Supporting Indigenous Students"](#) is part of the AQA. All POLS are required to comply with the requirements noted in Schedule A of the Ministerial Agreement. In addition, the following two cohorts will be part of the AQA process.

- » Cohort 1 – Review of Online Learning (OL) data
- » Cohort 2 – Review in full



# Approach

The new AQA process will pilot a **cohort-based approach** that reviews POLS within a Review Period (October – March) and ensures every POLS is being reviewed within a 3-year term.

# Scope

All POLS are required to participate in the AQA process. District Online Learning Schools (DOLS) are included in the 2<sup>nd</sup> Review Period to ensure the Ministry is monitoring online learning outcomes of students not attending POLS.

# Design

The AQA is designed to be efficient yet robust; comprehensive yet manageable; purposeful yet sustainable.

**Table 1:** Proposed distribution of AQA cohorts in a review period.

AQA Cohorts	POLS Public	POLS Independent	Level of effort from POLS
1. Review of OL data	All	All	Low
2. Review in full	3-6	3-6	High

## Important notes:

1. Cohort 1 is **mandatory** for all POLS.
2. POLS will be informed at least 6 months in advance if they are being assigned to Cohort 2.
3. In any given year, POLS (Public or Independent) will not be assigned to Cohort 2 if they are undergoing financial or inclusive education audit.
4. Cohort 2 for POLS-Independent will be aligned with inspection process and schedule.
5. Any POLS or DOLS can choose to conduct an internal mock review.

# AQA Schedule

## 1st Review Period

Pilot to identify what needs to be improved  
(Oct 2024 – Mar 2025)

## 2nd Review Period

Make major or moderate changes as needed  
(Oct 2025 – Mar 2026)

## 3rd Review Period

Make moderate or minor changes as needed  
(Oct 2026 – Mar 2027)

AQA Cohorts	Groups	Teams	Document, forms, etc.	Duration & Month/s
1	All POLS All DOLS (2 <sup>nd</sup> review period)	Ministry OL team	1. OL data sheets provided by Ministry	5-8 days October
2	3 to 6 POLS- Public full review  3 to 6 POLS- Independent full review (aligned with independent inspection)	Ministry OL team and reps from POLS Steering Committee	1. 45 min. POLS presentation 2. 45 min. discussion and Q&A 3. Three student samples for accountability metrics 4. Student and parent survey results	6-12 days, one day dedicated to each POLS January–March

# Quality Indicators and Accountability Metrics

1

## Quality Indicator 1 of 4:

**Students have equitable access to inclusive and effective learning communities that are culturally relevant.**

### Requirements

- » Content respectfully integrates Indigenous perspectives;
- » Pedagogical approaches foster inclusive spaces that welcome diverse perspectives, varied worldviews, and different ways of knowing; and
- » Universal Design for Learning (UDL) principles are employed in content development.

Accountability metrics	Description	Review
1.1	Pedagogical approaches and resources used promote anti-racism, justice, equity, diversity, decolonization, and inclusion principles.	Cohort 2 & Schedule A
1.2	Enrolment data reflect diversity in the student population, including Indigenous students and students with disabilities or diverse abilities, in alignment with the community and family needs.	Cohort 1 & Schedule A
1.3	Content is presented in varied formats including written, spoken, graphic, and video.	Cohort 2



## 2

### Quality Indicator 2 of 4:

**Students can access comprehensive supports as needed.**

#### Requirements

- » Supports are available for all students to address the following areas of need: academic, social, emotional, and spiritual;
- » Individual Education Plans (IEP) are created and implemented to address unique needs of students; and
- » Effective communication practices enable supports to be offered as emergent needs arise.

Accountability metrics	Description	Review
2.1	Evidence of Indigenous student supports as outlined in the school's Three Year Plan for Supporting Indigenous Students and Annual Report.	Schedule A
2.2	Description of student supports as outlined in the student's IEP.	Cohort 2
2.3	Evidence of communication between the school of record (SOR), non-SOR, parents/guardian, and First Nation community members or Métis chartered communities as appropriate.	Schedule A
2.4	Student and parent surveys provide evidence that students have access to comprehensive supports as needed.	Cohort 1 (optional for DOLS) & Cohort 2

### 3

## Quality Indicator 3 of 4:

**Students are engaged within a learning community.**

### Requirements

- » Brightspace and other tools are used to communicate regularly with parents/guardian and First Nation school as appropriate;
- » All students feel welcome, safe, and connected to their school;
- » Variety of appropriate learning tools and Brightspace functionalities are used to enhance student learning (e.g., Online Quizzes, Portfolio, Intelligent Agents, Multi-media, etc.); and
- » Participation in Brightspace is used as a mechanism for outreach, for example, student, parents/guardian, and First Nation school are contacted (as appropriate) when student is not logging in or not completing work.

Accountability metrics	Description	Review
3.1	Student and parent surveys provide evidence of student engagement.	Cohort 2
3.2	Evidence of interactions between educators and students to promote participation in course work (e.g., Learning Management System (LMS) reports, student progress reports, virtual class attendance and/or other).	Cohort 2 & Schedule A
3.3	Participation in curricular and co-curricular school activities, as applicable.	Cohort 2

# 4

## Quality Indicator 4 of 4:

**Student achievement reflects success, i.e., meeting, or exceeding expectations or demonstrating continuous improvement.**

### Requirements

- » Program and course completion rates for Indigenous students are increasing or on par with general population;
- » Students are meeting or exceeding course expectations;
- » High expectations are maintained for all students; and
- » Average time to complete a course is one year or less.

Accountability metrics	Description	Review
4.1	Program and course completion rates for Indigenous students are increasing or on par with general population.	Cohort 1 & Schedule A
4.2	Evidence of diverse learning pathways that lead to student success.	Cohort 2
4.3	Percentage of students meeting or exceeding course expectations.	Schedule A



# Schedule A:

## Provincial Online Learning School (POLS)

### Three Year Plan for Supporting Indigenous Students

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1. The Board or Independent School Authority will, within 90 days of the commencement of the Term, provide a “POLS Three Year Plan for Supporting Indigenous Students” throughout the entirety of the Term (the “Indigenous Student Support Plan”), which will include the following components:
  - a. an outline of the POLS’ processes and plans for improving outcomes for First Nations, Inuit, and Métis Students, including First Nations Students both on and off reserve, Indigenous children and youth in care, and Indigenous Students with disabilities or diverse abilities. These outcomes include but may not be limited to improving:
    - i. course completion rates;
    - ii. length of time to complete courses;
    - iii. Student engagement, for example, average time a Student spends in a course site per week;
    - iv. early interventions to identify Students at risk, supports provided to those Students, and outcomes of those supports; and
    - v. Student and Parent satisfaction levels.
  - b. an outline of the POLS’ processes for and timing of communications to ensure that the following parties are kept informed of Indigenous Students’ enrolment and progress:
    - i. the Student’s school of record in their home district,
    - ii. the Student’s First Nation; and
    - iii. the Student’s Parents.
2. The Board or Independent School Authority will provide an Annual Report to the Ministry including all records, documents, data, and information the Ministry deems necessary or desirable for review and evaluation by the Ministry of the POLS’ progress related to the Indigenous Student Support Plan including, without limitation, records, documents and information pertaining to matters and items set out in paragraphs 1(a) and 1(b) of this Schedule.
3. The Ministry will collaborate with the First Nations Education Steering Committee on the evaluation of the Annual Reports provided to the Ministry under paragraph 2 above.



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