

1Idaho Virtual Academy – Senate Ed Committee Testimony February 12, 2019

Idaho Virtual Academy (IDVA) has been accredited by NWEA and now AdvancED since 2005. IDVA underwent an accreditation site visit last week and received a glowing verbal exit report. We will receive a written report in about a month. During the verbal exit report, the Lead Site Reviewer specifically noted:

- Parents appreciate that our school addresses their children’s individuality and that staff makes strong connections with them.
- Parents and students said that our school uses data to drive interventions.
- Kids noted that our school is attentive to their needs.
- Parents of students with disabilities said we are doing phenomenal work with their students.
- When referring to the parent and student interviews, the Lead Reviewer said, “They know they’re being taken care of here.”

IDVA Demographics

- IDVA employs 57 Idaho certified teachers
- IDVA’s student population is highly mobile. About half of our students are new each year.
 - Parents choose to enroll their children with IDVA for specific reasons, and often for **non-academic** reasons. In a survey of new parents conducted last fall, 76% choose “concerned about the school environment (safety, drugs, distractions, peer pressure, bullying)’ as the reason for enrolling their child with IDVA.”
- IDVA students enroll from throughout the state, including rural areas where there are few, in any, brick-and-mortar charter schools or other alternative public-school options.
- A significant percentage of the high school students enrolling new each year at IDVA are credit deficient before enrollment at our school. For IDVA VHS, in school years 14/15, 15/16, and 16/17, 16-31% of students, by grade level, were credit deficient with new 10th graders between 24-28% credit deficient. For our alternative high school, in school years 14/15, 15/16, and 16/17, 53%-78% of students, by grade level, enrolled credit deficient.
- Students who enroll with IDVA after the first day of school are typically more academically at-risk. For our charter renewal application last year, we compared ISAT performance of late start students to that of returning students. In Spring 2017, 14% fewer late start students were proficient on Math ISAT and 15% fewer proficient on ELA ISAT as compared to returning IDVA students.
- IDVA’s Economically Disadvantaged population varies between about 50-60% and is currently 53.04%.
- IDVA’s students with disabilities (SWD) population varies between about 13-15% and is currently 13.71%.
- IDVA has had 10 graduating classes and has graduated 1288 students.
 - Number of graduates in each class.

Year	# grads	Year	# grads
2009	56	2014	130
2010	68	2015	142
2011	79	2016	157
2012	154	2017	159
2013	160	2018	183

IDVA Academic Performance Highlights in recent years

- In 2016, IDVA’ economically disadvantaged students and students with disabilities outperformed the state in Math, ELA, and Science ISAT.
- In 2017, IDVA’ economically disadvantaged students outperformed the state in ELA ISAT.
- In 2017, IDVA’ students with disabilities outperformed the state in Math, ELA, and Science ISAT.
- In 2018, IDVA’s students with disabilities outperformed the state in Math, ELA, and Science ISAT.
- In 2018, IDVA’s high school students outperformed the state in Math, ELA, and Science ISAT.
- In 2018, IDVA outperformed the state in Science for all students, economically disadvantaged students, and students with disabilities.
- Over the last three years, IDVA’s economically disadvantaged students and students with disabilities outperform the state quite consistently within the state tested grade levels.

	Areas where IDVA's 2016, 2017, and/or 2018 ISAT Math proficiency was higher than the State average				Areas where IDVA's 2016, 2017, and/or 2018 ISAT ELA Proficiency was higher than the State average				Areas where IDVA's 2016, 2017, and/or 2018 ISAT Science Proficiency was higher than the State average		
	2016	2017	2018		2016	2017	2018		2016	2017	2018
	All Students Economically Disadvantaged	X				All Students Economically Disadvantaged	X		X		All Students Economically Disadvantaged
Students w/ Disabilities	X	X	X	Students w/ Disabilities	X	X	X	Students w/ Disabilities	X	X	X

- For IDVA's charter renewal last year, we looked at the effect of persistence on ISAT performance. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who were enrolled less than 1 year.
- For students enrolled at IDVA with ISAT results in both 2015-16 and 2016-17(377 students):
 - Almost one-quarter of them improved their achievement level on ISAT in Math or ELA. Ex: Below Basic to Basic, Proficient to Advanced, etc.
 - 16% of them improved their achievement level in Math and 22% improved their achievement level in ELA.
- For students enrolled in 2015-16 that were not proficient on ISAT but stayed enrolled in 2016-17:
 - 20% of the 232 students improved their achievement level in Math, with almost half of those moving into a level at or above proficiency.
 - 32% of the 196 students improved their achievement level in ELA, with more than half of those moving into a level at or above proficiency.
- Persistence matters for economically disadvantaged students. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.
- Persistence matters for students served by Special Education Services. The group of students who stayed enrolled for 3+ years had a far higher percentage of students At or Above Proficiency on ISAT in Spring 2017 than those who enrolled less than 1 year.
- IDVA's graduation rate improved 7 percentage points from 60% in 2017 to 67% in 2018 and has improved 42.5 percentage points from 2014 to 2018.