Application for Charter Renewal

IDAHO VIRTUAL ACADEMY

Idaho Virtual Academy (IDVA)
LEA 452 / Buildings 869 & 1302
1965 S Eagle Rd, Ste 190, Meridian, ID 83642

IDVA Board Chair
Jeff Thompson /208-681-4310 / jthompson@idahova.org

IDVA Executive Director
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IDVA Mission: *Building a community of engaged learners.*

Active Enrollment by grade level (11.28.22)

K	1st	2nd	3rd	4th	5th	6th	7th	8th	9th	10th	11th	12th
59	70	69	63	84	91	91	154	171	163	157	154	176

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Narrative

What improvements are planned for the school's next performance certificate term?

Idaho Virtual Academy (IDVA) serves students in grades K-12, is the largest charter school in Idaho, and is currently in its 21st year of operation. Parents choose IDVA for their children for many reasons. A child may be enrolled with IDVA for one or more of the following reasons, or for another reason.

o Bullied
o Behind academically
o Advanced
o Athletic pursuits
o Special needs
o Personal reasons/beliefs
o At-risk

IDVA and other online schools act as safety nets for a variety of students.

o Mobile students
o Credit-deficient students
o Students with health impairments
o Economically disadvantaged students (higher than state and comparison group average)
o Students with disabilities (higher than state and comparison group average)

Virtual vs Remote Learning

When the pandemic hit, traditional schools had to pivot very quickly to remote learning. Suddenly, teachers who had been trained to teach in brick-and-mortar classrooms had to figure out how to teach remotely. It was an extremely difficult and unfair situation for teachers, administrators, parents, and students. During this time there arose some negative feedback about remote learning. Those negative experiences have, at times, been equated with virtual school learning. Virtual learning and emergency remote learning are not the same, and the points below outline some of the differences.

o Established delivery systems and curriculum vs attempt to replicate the in-classroom experience through video conferencing classes
o Trained teachers who elected to teach in a virtual school model vs teachers forced to teach in a new model
o Established intervention programs and specialized instruction for students with disabilities and English Learners vs confusion on how to meet the needs of students with disabilities
o Consistent expectations vs lessened expectations
o Student engagement and attendance monitored and tracked vs lack of systems to track attendance

Continuous Improvement

IDVA has been committed to continuous improvement for the benefit of Idaho students and will continue this commitment. The school has been data-driven for many years and is putting an even

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greater focus on data driven decision-making through the Data, Action, Outcome Framework. Under this framework data is utilized to inform the decision-making process and validate a course of action before committing to it.

Objectives of the Data, Action, Outcome Framework
- Focus to purposeful work
- Build a culture of proactivity conducting DAO analyses
- Learn from outcomes to drive future behavior
- Tangible improvements at a faster pace

Example of how the Data, Action, Outcome Framework is being implemented at IDVA

IDVA's Academic Director (DA) and K5 Principal reviewed fall IRI data and the school goals for student reading growth. They calculated how many students would need to move from non-proficient to proficient from fall to spring IRI and developed specific action plans for each grade level. Progress is being measured through the school year based on the expected outcomes and adjustments will be made, as needed, to meet goals.

IRI: Idaho Reading Indicator	BOY: Beginning of Year	ELA: English Language Arts
ICA: Interim Comprehensive Assessment	RAN: Rapid Automatic Naming	T1 & T2: Tier 1 & Tier 2

Plans

- o 95% of IDVA students will participate in Beginning of year (BOY), Middle of year (MOY), and End of year (EOY) benchmark testing in an active proctored environment.

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- All IDVA courses will have instructional mapping aligned to state standards completed for each instructional cycle. This includes power standards identification.
- All IDVA teachers will complete standards mastery tracking quarterly and will data conference with their administrator and/or teaching team using the Data, Action, Outcome framework.
- Principal/Master Teacher will conduct asynchronous reviews of each teacher's online classroom environment once per month. Asynchronous reviews will include assessing the effective use of the online course content and an audit of the asynchronous course interaction. (grading/feedback, discussion boards, weekly work schedule, TVS notes, emails) Asynchronous reviews will be documented in *Standard for Success*. Grading policies, procedures, and teacher consistency practices will be defined and consistently followed.
- All IDVA teachers will use data to appropriately group students for small group instruction for the purposes of remediation or enrichment.
- IDVA will utilize a defined tiered support plan to provide targeted intervention.
- IDVA will utilize Mindplay (a research-based reading remediation program) with fidelity to ensure students read at grade level.
- IDVA counselors will engage in quarterly graduation plan conferences for all high school students. Graduation plans will be reviewed and discussed during these conferences. All graduation plans will be available to students and their parents in PowerSchool.
- IDVA will offer Career Technical Education (CTE) opportunities, including an 8th grade Career Pathways course, high school CTE exploratory courses, and a high school Culinary Arts pathway.

Plans to improve *Alternative Additional Graduates* measure

Regardless of having a condition or not having a condition, Insight has plans to improve the *Additional Graduates* measure. This measure considers all 12th grade students enrolling after the school year begins and who stay with the school for at least one quarter. Plans for these students include the following.

- Orientation participation prior to the student's school start date.
- Appropriate course placement based on student transcript, including credit recovery.
- First graduation conference between the counselor and the student held in a timely manner and no longer than two weeks after the student enrolls. Quarterly graduation conferences through the remainder of the year.
- Individual teachers monitoring class performance and engagement with timely intervention/support, as needed.
- Administration and counselor weekly engagement tracker review with timely intervention/support, as needed. Weekly tracker monitors student engagement (week over week performance, time in courses, grades, live class attendance).

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Outline of Additional Evidence (Optional)

- Exhibit 1: IDVA/State Subgroup ISAT Proficiency Comparison
  - 2022 and 2021 Math and ELA ISAT IDVA to State comparisons show IDVA subgroups (including students with disabilities, economically disadvantaged, and Hispanic) achieved higher percentages of students scoring proficient than the state averages.
- Exhibit 2: Advanced Opportunities
  - IDVA has engaged in the state's Advanced Opportunities programs for many years. This chart gives an overview of the school's participation.
- Exhibit 3: Insight School of Idaho Early Graduates
  - Insight of Idaho is an alternative school with added opportunities for students to catch up on credits and graduate.
- Exhibit 4: Mindplay
  - IDVA is utilizing the Mindplay reading intervention program and seeing some promising results!
- Exhibit 5: SAT Virtual School and State Comparison
  - 67 IDVA students took the SAT in SY 21-22. Outcomes show IDVA students exceeding the state in all areas and exceeding the other Idaho virtual schools in nearly all areas.

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Additional Evidence (Optional)

Exhibit 1: IDVA/State Subgroup ISAT Proficiency Comparison

	21/22 ISAT Proficiency Comparison			
	ELA subgroups		Math subgroups	
	DVA &ISID	State	IDVA &ISID	State
Special Education	26.5%	15.1%	23.3%	12.3%
Econ Disadvantaged	49.7%	39.1%	31.9%	27.6%
Hispanic	47.3%	37.3%	29.7%	23.2%
Note - Data redacted for remainder of subgroups				

	20/21 ISAT Proficiency Comparison			
	ELA subgroups		Math subgroups	
	IDVA &ISID	State	IDVA &ISID	State
Special Education	16.6%	12.3%	12.4%	9.0%
Econ Disadvantaged	40.1%	39.9%	28.7%	27.0%
Hispanic	37.0%	36.1%	26.2%	21.1%
Note - Data redacted for remainder of subgroups				

Exhibit 2: Advanced Opportunities

Student flyers

Advanced Opportunity Participation Metrics

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School Year	Advanced Opportunity Funds distributed to IDVA students	College Credits earned by IDVA students*	Total Overload Courses Registered	Total Dual Credit Courses Registered	IDVA students earning college credits in one or more courses*	IDVA students utilizing Fast Forward funds	Number of IDVA students participating Fast Forward	IDVA students participating in Dual Credit (on Campus) Opportunities	Number of IDVA Early Graduation Participants	Number of IDVA students earning an Associate's Degree	Number of students participating in Workforce Training (CTE) Certification Programs
2014/15	$16,433	467			Not available	52	26	3	0	0	
2015/16	$31,135	407	68	145	86	123	38	11	3	2	
2016/17	$52,470	689	99	238	82	125	43	22	8	3	
2017/18	$93,730	1,244	164	437	143	235	61	30	4	1	
2018/19	$78,885	1,018	167	368	116	191	97	26	8	4	
2019/20	$112,659	1,342	173	509	153	220	159	47	8	4	
2020/21	$159,765	2,009	185	621	224	323	184	24	8	6	
2021/22	$127,475	1,628	100	506	211	233	101	16	15	1	2

*data only includes courses for which funds were used, does not include college courses taken and paid for 100% by student

Note: 20/21 was a high enrollment year due to the pandemic.

Exhibit 3: Insight School of Idaho Early Graduates

26 Insight School of Idaho (ISID) seniors graduated early (one year to one term early) in school year 2021/2022!

The ISID block schedule allows for 16 credits in the regular year and offers additional credit recovery options in year and via summer school. After reviewing transcripts, our ISID counselor has individual conversations with students who could, potentially, graduate early. These students have to meet at-risk qualifications to be enrolled in our alternative school so have each had some sort of struggle. Most have never had anyone propose graduating early, and this gets them excited!

Exhibit 4: Mindplay

Mindplay is an evidence-based, fully adaptive reading intervention tool for K-12 students. Students work independently and actively, and the program adjusts to their reading level to improve phonemic awareness, phonics, vocabulary, grammar, comprehension, and reading fluency.

IDVA started implementing Mindplay intervention in K5 after the school year had started in SY 21/22. At mid-year, the elementary program saw the following results.

Mindplay (T2)
- 96/124=77% students grew 1-47 points on their scaled score from fall to winter IRI
- There were 67 students who started Mindplay on October 7th who worked 400+ minutes in the program. Of those 67 students, 38 students increased one proficiency level from fall to winter IRI (38/67=57%). The remaining students increased their scaled score and worked less than 400 minutes in Mindplay.

Student Mindplay Story
- 2nd grade student started the school year with a scaled score of 214 and an IRI score of 2. Student used Mindplay for 41 days and 30 minutes per school day 4 days per week. Student's November IRI scaled score was a 227 (this is a low 1 score). Student's winter IRI scaled score was a 243 which is a 1 and the 71st percentile. Student engaged in

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Mindplay after the first IRI through the winter IRI and grew 29 points and went from a 2 to a high 1.

From fall to spring IRI, after less than a year of usage, the elementary program saw that the top 5 users in grades K-3 (students who engaged in Mindplay for 67+ hours) increased from a 2 to a 1 from fall to spring on the IRI. Additionally, 56% of students who engaged in Mindplay for 40+ hours improved a tier or maintained tier 1 from fall to spring on the IRI.

With these promising results, the school has expanded the use of Mindplay to all K5 students and to identified students in grades 6-12.

Exhibit 5: SAT Virtual School and State Comparison

SchoolYear	DistrictId	DistrictName	MetricName	Population	Rate
2021-2022			Met Both Benchmarks	All	NSIZE
2021-2022			Met Both Benchmarks	All	NSIZE
2021-2022	452	IDAHO VIRTUAL ACADEMY, INC.	Met Both Benchmarks	All	37.5
2021-2022			Met Both Benchmarks	All	36.4
2021-2022		State of Idaho	Met Both Benchmarks	All	28.3
2021-2022			Met Both Benchmarks	All	19.5
2021-2022			Met Both Benchmarks	All	18.5
2021-2022			Met Both Benchmarks	All	10.2
2021-2022			Met Both Benchmarks	All	<16

SchoolYear	DistrictId	DistrictName	MetricName	Population	Rate
2021-2022			Met Ebrw Benchmark	All	>72
2021-2022	452	IDAHO VIRTUAL ACADEMY, INC.	Met Ebrw Benchmark	All	70
2021-2022			Met Ebrw Benchmark	All	57.9
2021-2022			Met Ebrw Benchmark	All	55.6
2021-2022			Met Ebrw Benchmark	All	53.8
2021-2022		State of Idaho	Met Ebrw Benchmark	All	53.3
2021-2022			Met Ebrw Benchmark	All	49.3
2021-2022			Met Ebrw Benchmark	All	46.3
2021-2022			Met Ebrw Benchmark	All	26.3

SchoolYear	DistrictId	DistrictName	MetricName	Population	Rate
2021-2022			Met Math Benchmath	All	NSIZE
2021-2022			Met Math Benchmath	All	NSIZE
2021-2022	452	IDAHO VIRTUAL ACADEMY, INC.	Met Math Benchmath	All	37.5
2021-2022			Met Math Benchmath	All	36.4
2021-2022		State of Idaho	Met Math Benchmath	All	30.5
2021-2022			Met Math Benchmath	All	19.5
2021-2022			Met Math Benchmath	All	19.2
2021-2022			Met Math Benchmath	All	10.2
2021-2022			Met Math Benchmath	All	<16

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