



Idaho Virtual Academy CONTINUOUS IMPROVEMENT PLAN AND ANNUAL REPORTING 2016 – 2017

Mission: *The Idaho Virtual Academy will empower students of all abilities to achieve excellence in a wide range of academic areas. Highly qualified educators will work alongside Learning Coaches to equip students for the demands and opportunities of the 21st century by providing and supporting a research-based, differentiated, effective and rigorous curriculum.*

Vision: *Empowering students, teachers and parents today with the tools of tomorrow.*

Executive Summary

- Idaho Virtual Academy is a school of choice. Many of our students are highly mobile and, therefore, at higher academic risk. Our goal is to help each student grow academically in order to reach his or her full potential and graduate college and career ready. To this end, we work with our stakeholders on our continuous improvement plan. The improvement planning process is ongoing and includes robust and timely data analysis to drive instruction, parent involvement, Professional Learning Communities, professional development, a Family Academic Support Team (FAST), and more.
- Performance on Statewide Assessments: IDVA is in Good Standing with the State.
- 2014/15 Idaho Public Charter School Commission Annual Report: Honors in Operational and Financial Frameworks. No designations for Academic or Mission Specific Frameworks due to ongoing changes in accountability system.
- Highlights of good things happening at your school/Achievements: Continued positive school culture amongst staff. Preliminary state assessment scores show that Middle School (6th-8th grade) increased overall proficiency percentages in all grades in both Math and ELA. Additionally, preliminarily, 3rd grade ELA and 4th and 10th grade increased overall proficiency percentages. Another highlight: 7th and 10th grade Math proficiency levels are preliminarily higher than State proficiency levels. Face to face new student orientations were developed by school staff and implemented for new students last fall. 76.6% of our new students attended in person. We are improving and continuing these orientations for SY 16/17.

IDVA Demographic Statistics (1st day of school SY 16/17)

- Enrollment 2300
- 40.4% of SY 16/17 students are new to IDVA in fall 16/17
 - 64.2% of SY 15/16 students were new to IDVA in fall 15/16.
 - 43.4% of SY 14/15 students were new to IDVA in fall 14/15.
 - 50.4% of SY 13/14 students were new to IDVA in fall 13/14)
- Students from 43 out of 44 Idaho counties enrolled
- Ethnicity
 - Black: 1.48% / American Indian or Alaska Native: 1.39% / Asian: 0.81% / Hispanic or Latino: 5.20% / Native Hawaiian or Pacific Islander: 0.36% / White: 90.76%
- 58% Eligible for Free & Reduced Lunch Status
- 12.9% Special Education / 14.8% K8 Advanced Learner (Gifted & Talented) or Adv Learner sibling
- 25.6% of our high school students are enrolled in our separately accredited alternative high school program, Vision High School.
- 0.4% English Language learners(EL); 0.0% Neglected/Delinquent, and 0.09% Homeless
- 157 IDVA graduates in our 8th graduating class in Spring 2016

Reviewed 7/26/2016

Approved 9/20/2016



Goal	Performance Measure	2014/15	2015/16	Change from 14/15 to 15/16	Meets Standard on PCSC Academic Framework (Percentages are minimum to meet standard. Our goal is to meet and then exceed each standard.)	State 2015/16
Increase college and career readiness	% students meeting college & career readiness Evidence-Based Reading & Writing benchmark on SAT (480)	New SAT in 15/16. 14/15 data does not compare.	54%	--	35%	62%
	% students meeting college & career readiness Math benchmark on SAT (530)	New SAT in 15/16. 14/15 data does not compare.	23%	--	35%	35%
	% of VHS students participating in Advanced Opportunities	10.62% (does not include IDLA)	10.32% (does not include IDLA)	-0.30%	15% with 90-100% passing with a C or higher)	?
	% of 9 th graders (VHS & Vision) graduating within 4 years	26.9%	Not Yet Available	--	81%	78.9%
	% of 9 th graders (VHS) graduating within 4 years	32.7%	Not Yet Available	--	81%	78.9%
	% of 9 th graders (Vision) graduating within 4 years	13.9%	Not Yet Available	--	81%	78.9%
Increase student preparedness to transition to the next grade level	% of students scoring proficient or greater on 3 rd grade ELA ISAT	37.2%	41.1%	3.9%	65%	49%
	% of students scoring proficient or greater on 4 th grade ELA ISAT	37.5%	40.2%	2.7%	65%	50%
	% of students scoring proficient or greater on 5 th grade ELA ISAT	46.2%	44.4%	-1.8%	65%	54%
	% of students scoring proficient or greater on 6 th grade ELA ISAT	39.2%	44.46%	5.26%	65%	51%
	% of students scoring proficient or greater on 7 th grade ELA ISAT	46.3%	58.1%	11.8%	65%	53%
	% of students scoring proficient or greater on 8 th grade ELA ISAT	50.0%	54.7%	4.7%	65%	54%
	% of students scoring proficient or greater on 10 th grade ELA ISAT (VHS)	61.0%	71.4%	13.1%	65%	62%
	% of students scoring proficient or greater on	41.2%	25.0%	-16.2%	65%	62%



	10 th grade ELA ISAT (Vision)					
	% of students scoring proficient or greater on 3 rd grade MATH ISAT	38.4%	33.3%	-5.1%	65%	52%
	% of students scoring proficient or greater on 4 th grade MATH ISAT	30.8%	40.2%	9.4%	65%	47%
	% of students scoring proficient or greater on 5 th grade MATH ISAT	30.5%	27.8%	-2.7%	65%	40%
	% of students scoring proficient or greater on 6 th grade MATH ISAT	28.1%	35.2%	7.1%	65%	39%
	% of students scoring proficient or greater on 7 th grade MATH ISAT	37.8%	43.0%	5.2%	65%	42%
	% of students scoring proficient or greater on 8 th grade MATH ISAT	29.5%	32.8%	3.3%	65%	38%
	% of students scoring proficient or greater on 10 th grade MATH ISAT (VHS)	27.1%	20.1%	-7.0%	65%	31%
	% of students scoring proficient or greater on 10 th grade MATH ISAT (Vision)	14.7%	3.4%	-11.3%	65%	31%
Goal	Performance Measure	2014/15	2015/16	Change from 14/15 to 15/16	2016/17 Goal	State 2015/16
Increase reading proficiency	% of Kindergarten students identified as reading at grade level on the Spring IRI	56.00%	59.78%	3.78%	69.78%	78.35%
	% of 1 st grade students identified as reading at grade level on the Spring IRI	45.61%	45.12%	-.049%	55.12%	68.07%
	% of 2 nd grade students identified as reading at grade level on the Spring IRI	36.70%	50.55%	13.85%	60.55%	68.87%
	% of 3 rd grade students identified as reading at grade level on the Spring IRI	58.87%	60.61%	1.74%	70.61%	72.99%
Increase student and parent engagement	% of K5 students with on track OLS progress in ELA	83%	86%	3%	90%	NA
	% of K5 students with on track OLS progress in Math	83%	86%	3%	90%	NA
	% Middle School students passing courses (spring)	Math 91.5% ELA 91%	Math 95% ELA 94%	Math 3.5% ELA 3%	95%	?

	% VHS students passing courses (spring)	85.5%	86.9%	1.4%	90%	?
	% Vision HS students passing courses (spring)	58.4%	78.8%	20.4%	80%	?
	% of students attending 90-100% of assigned Class Connect classes	Not Available	Not Available	--	90%	NA
	% of FAST students returning to Level 1	15%	21.7%	6.7%	NA	NA
	% of Level 4 FAST students withdrawing from IDVA	11.14%	26.69%	15.55%	NA	NA
	% of Middle School students participating in Fast Forward program	5%	8.3%	3.3%	10%	?

**See IDVA's Literacy Intervention Plan for more specifics on K-3 Reading Proficiency goals.*

***IDVA will be following a comprehensive Academic Plan organized according to seven guiding standards (Instruction, Assessment, Staffing, Observation and Feedback, Data Driven Instruction, Culture, and Professional Development) for SY 2016//17.*

****Progress towards all goals will be monitored regularly throughout the school year using scorecards developed for specific sub goals.*

[REFERENCE PAGE]
CONTINUOUS IMPROVEMENT PLAN

Idaho Code 33-320:

Each school district and public charter school in Idaho shall develop an annual plan that is part of a continuous focus on improving the student performance of the district or public charter school.

The board of trustees and the superintendent shall collaborate on the plan and engage students, parents, educators and the community as appropriate. The board of directors and the administrator of a public charter school shall collaborate on the plan and engage students, parents, educators and the community as appropriate.

The annual continuous improvement plan shall:

1. Be data driven, specifically in student outcomes and shall include, but not limited to:
 - ✓ Analyses of demographic data
 - ✓ Student achievement and growth data
 - ✓ Graduation rates
 - ✓ College and career readiness
2. Set clear and measurable targets based on student outcomes
3. Include a clearly developed and articulated vision and mission (statement)

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4. Include key indicators for monitoring performance
5. Include a report of progress toward the previous year's improvement goals.

The annual continuous improvement plan must be reviewed and updated annually *no later than October 1 each year.*

The board of trustees or the board of directors shall continuously monitor progress toward the goals by utilizing relevant data to measure growth. The progress shall be included in evaluations of the district superintendent or administrator of a public charter school.

The plan must be made available to the public and be posted on the school district or charter school website (no later than October 1 each year).

[Section 33-320, Idaho Statute](#)