Texas Virtual Academy
Senate Committee On Education
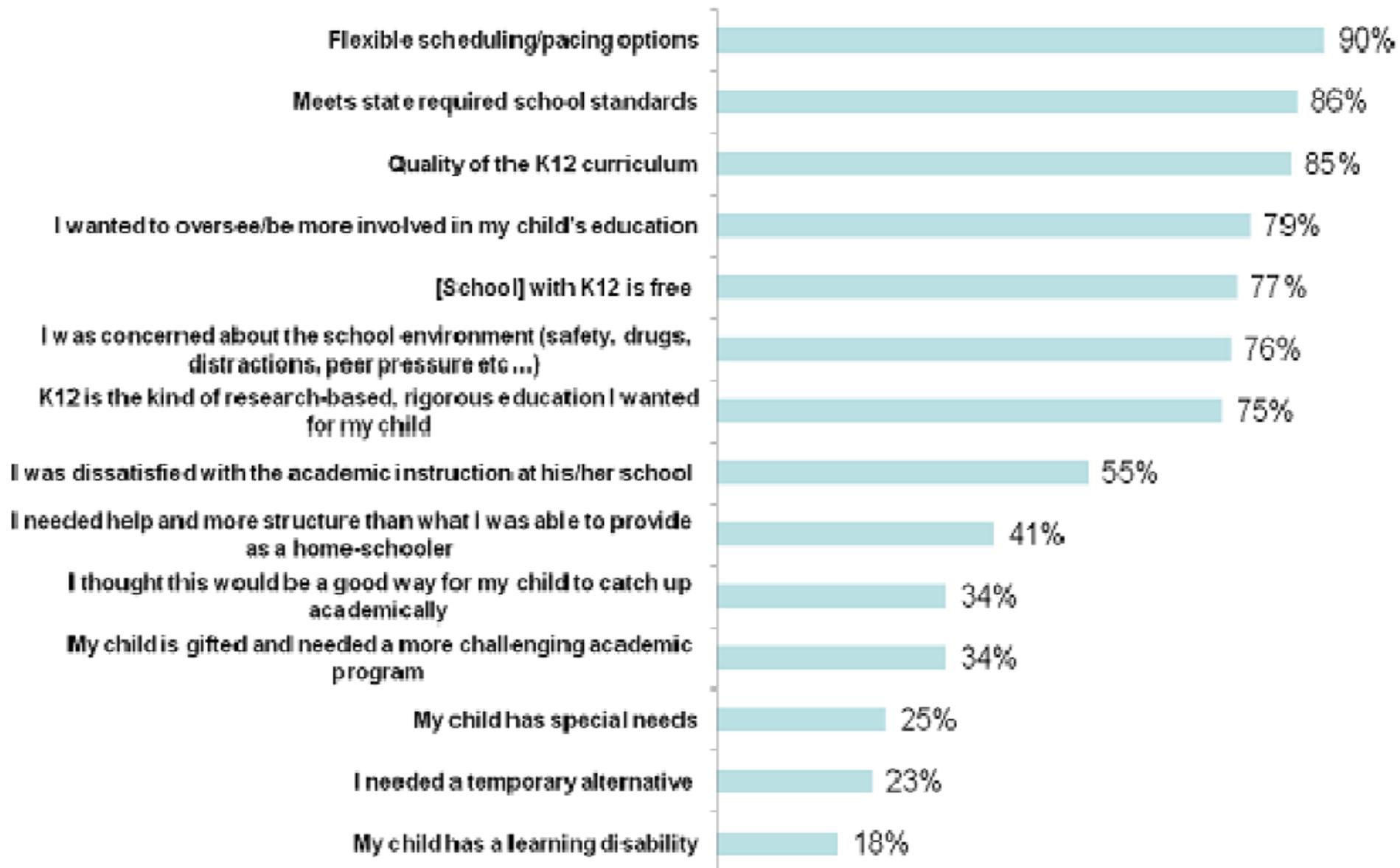## *Virtual Schools*
October 8, 2012

Parents are fully informed, agree to "I Understand" statements

What parents acknowledge:

- Rigorous curriculum, hard work required

- Daily attendance, lessons, interventions

- Partnership of student, teacher, learning coach

- Need to respond to email/kmail/phone

- Synchronous and face-to-face may be required

- Remediation may be required

- State testing required

- Parent must provide full records

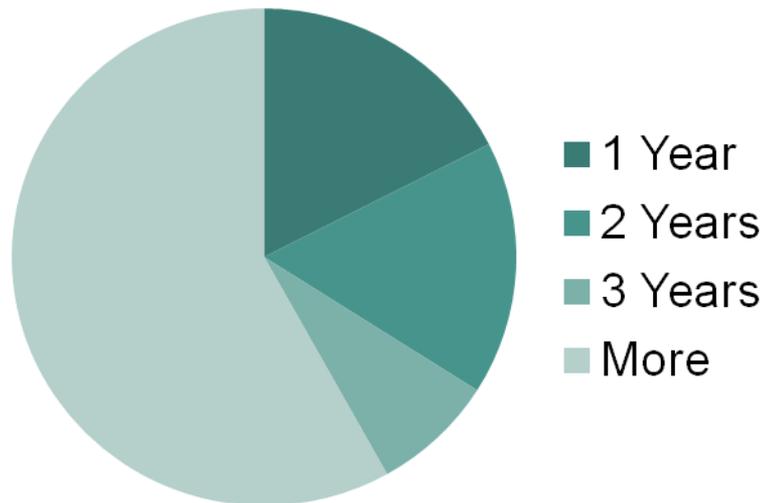# Reasons Cited by Parents for Choosing a K[12] Virtual Academy

| Reason	Percentage
Flexible scheduling/pacing options	90%
Meets state required school standards	86%
Quality of the K12 curriculum	85%
I wanted to oversee/be more involved in my child's education	79%
[School] with K12 is free	77%
I was concerned about the school environment (safety, drugs, distractions, peer pressure etc...)	76%
K12 is the kind of research-based, rigorous education I wanted for my child	75%
I was dissatisfied with the academic instruction at his/her school	55%
I needed help and more structure than what I was able to provide as a home-schooler	41%
I thought this would be a good way for my child to catch up academically	34%
My child is gifted and needed a more challenging academic program	34%
My child has special needs	25%
I needed a temporary alternative	23%
My child has a learning disability	18%

Retention

Expected Tenure: Many students in both K-8 and high school enroll expecting to only spend a limited time in the school

Tenure expectations, percent of total
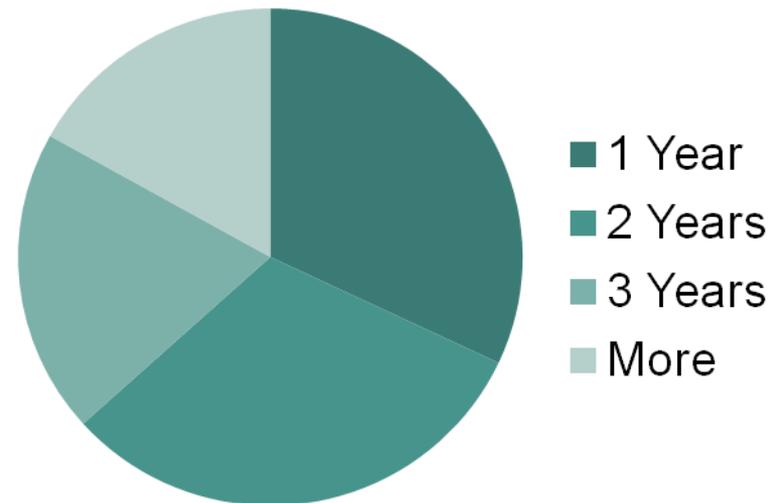
Source: Enrollment database; 44% of K-8 and 23% of HS incoming students answered "Not sure/don't know"

Many K-8 students and their Learning Coaches find the program to be more time consuming than they can sustain

Top 5 Reasons for Leaving: K-8

Reason	Percentage
Program too time consuming	33%
Difficulty schooling at home	28%
Socialization	27%
Personal reasons/moved	22%
School policies, procedures, staff & Lack of flexibility (tie)	22%

Lack of student motivation is the number one reason for High School parents withdrawing their students from K^{12}-managed schools, followed by time requirement of the program

Top 5 Reasons for Leaving: High School

Reason	Percentage
Student motivation problems	22%
Program too time consuming	18%
Getting started with program	16%
Socialization	16%
Lack of flexibility & School policies, procedures, staff (Tie)	9%
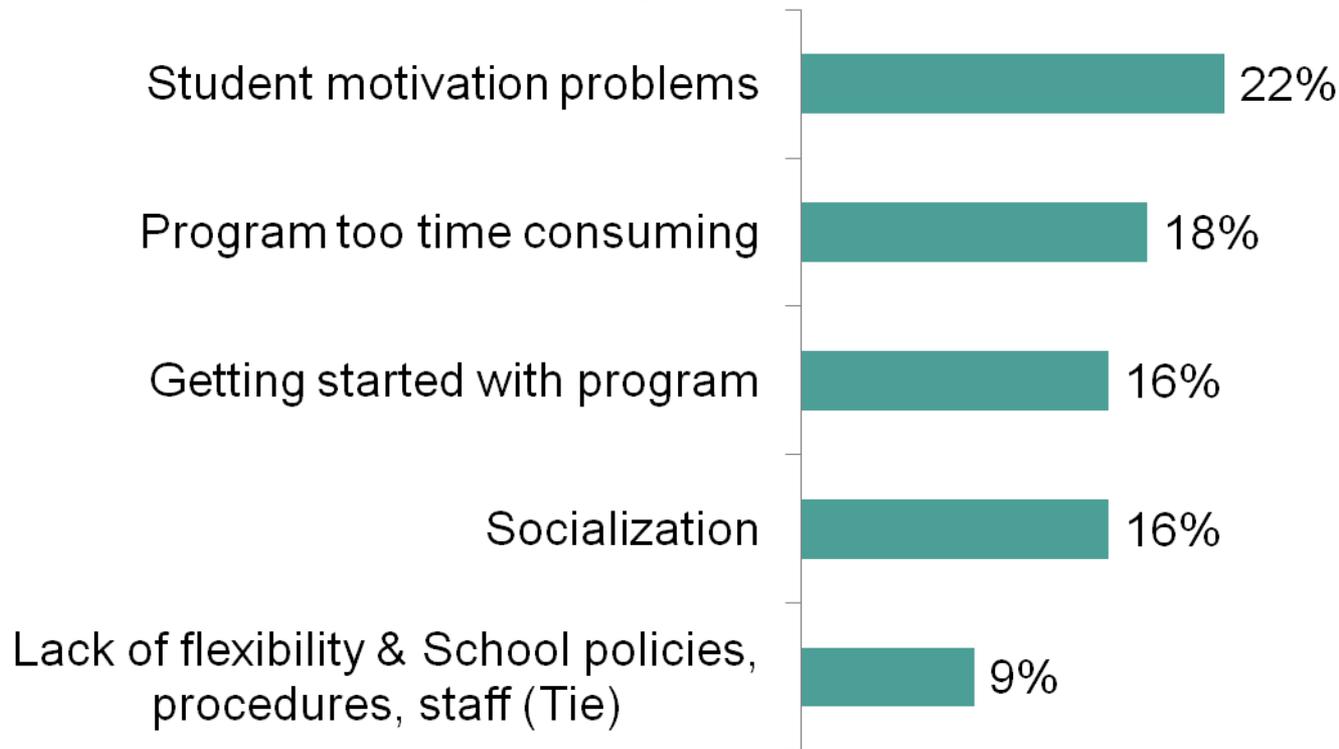
Question: Regardless of how long [student] was enrolled in a K^{12} school, what factors impacted the decision to withdraw [student] from [School]? (Select all that apply). Base = Started the K^{12} program (n= 71)

Source: K$^{12\backslash}$ ongoing survey of High School parents who withdrew their student from August 1, 2011 through November 11, 2011. Surveys were conducted on 9/27/11, 10/21/11, 11/11/11.
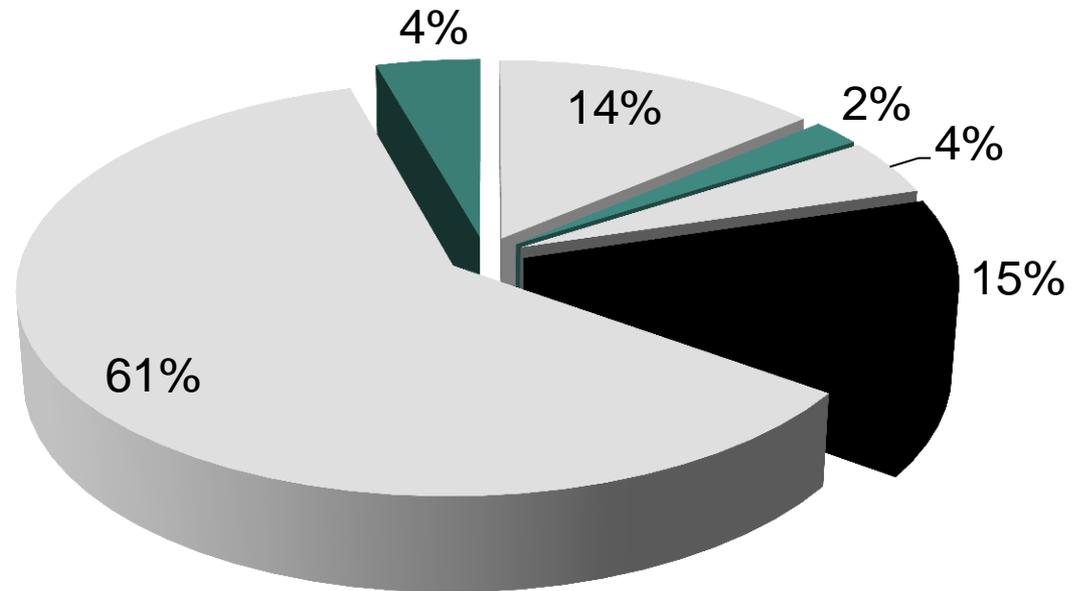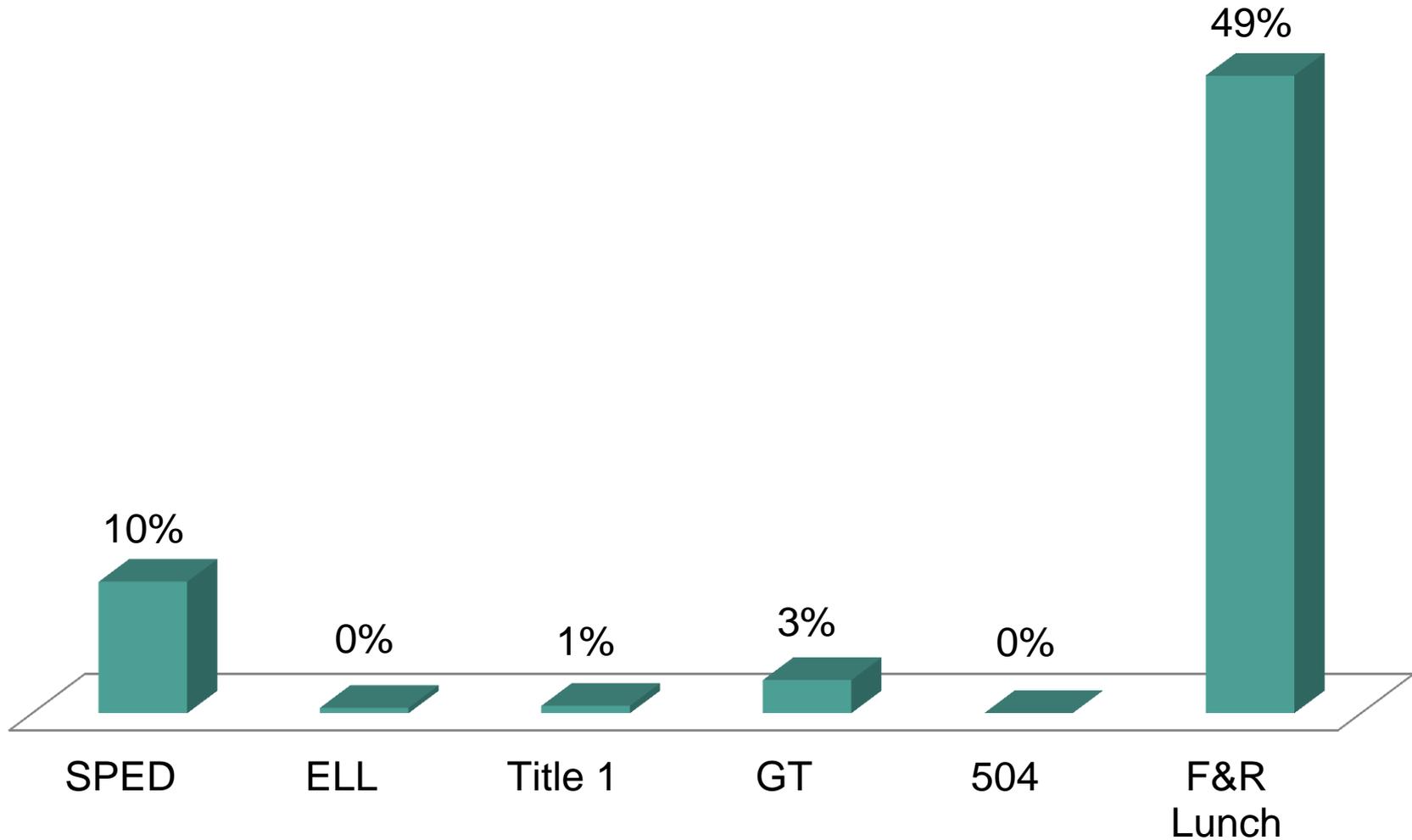
TXVA Grade Level Groupings, Fall 2012
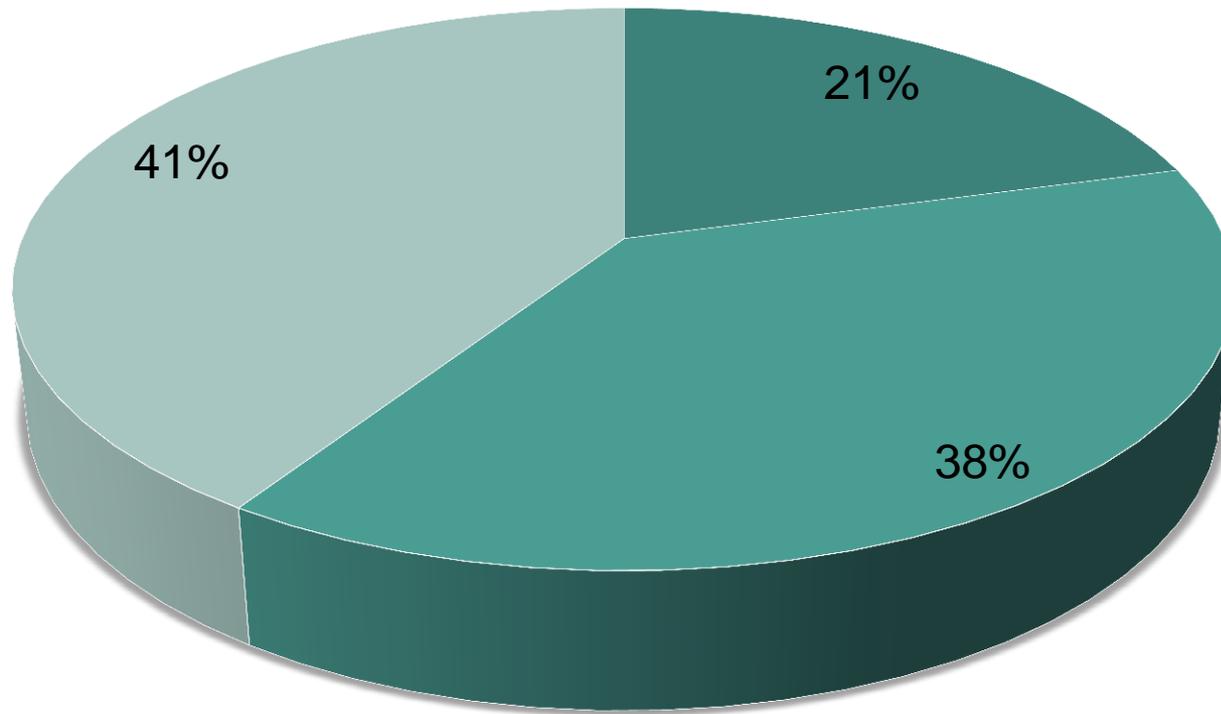
TXVA Ethnicity, Fall 2012

- African-American
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- White
- Other

TXVA Special Programs, Fall 2012

TXVA State Ratings, Campus and Summary Categories

2008 Campus Rating: Academically Acceptable

2009 Campus Rating: Academically Unacceptable

2009 Summary Ratings by Category

EX	10	
RE	4	
AA	4	
AU	1	African American Science

2010 Campus Rating: Academically Acceptable

2010 Summary Ratings Category

EX	11	
RE	6	
AA	6	
AU	0	

2011 Campus Rating: Academically Unacceptable

2011 Summary Ratings by Category

|		
EX	0	
RE	11	
AA	8	
AU	1	African American Mathematics

Percent of New TXVA Students Who Were Not Proficient in Prior Year State Assessment, Fall 2011

	Reading	Math
Grades 3-5	19	30
Grades 6-8	18	36
High School	20	46

Entering students are often behind. According to a study by West Coast Analytics, LLC, large percentages of entering CAVA students need to make over twice the expected growth to be proficient
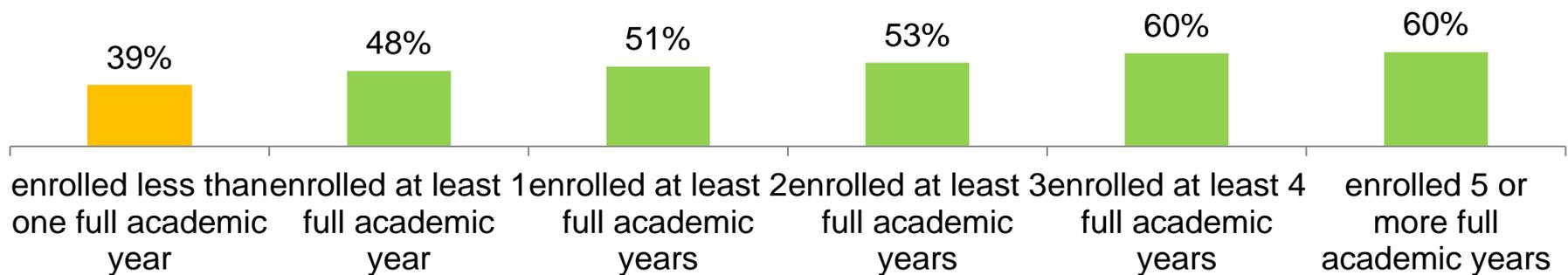
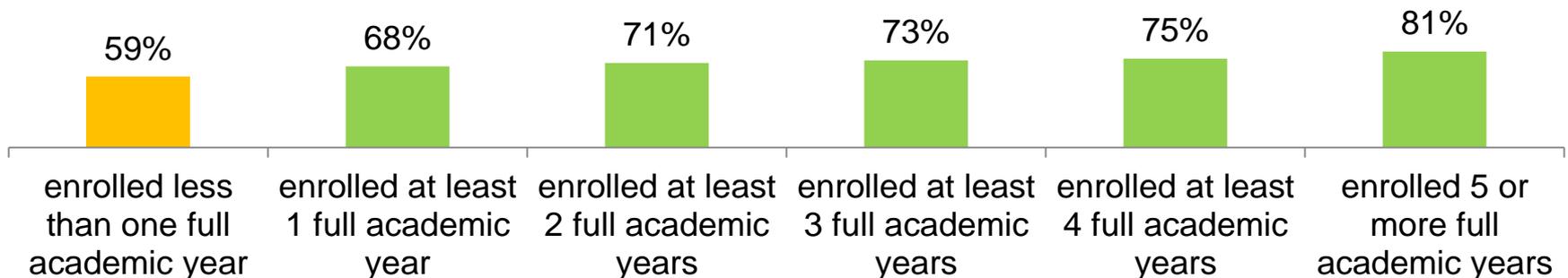Students Needing at least 2x State Expected Growth to Reach Proficiency this Spring*
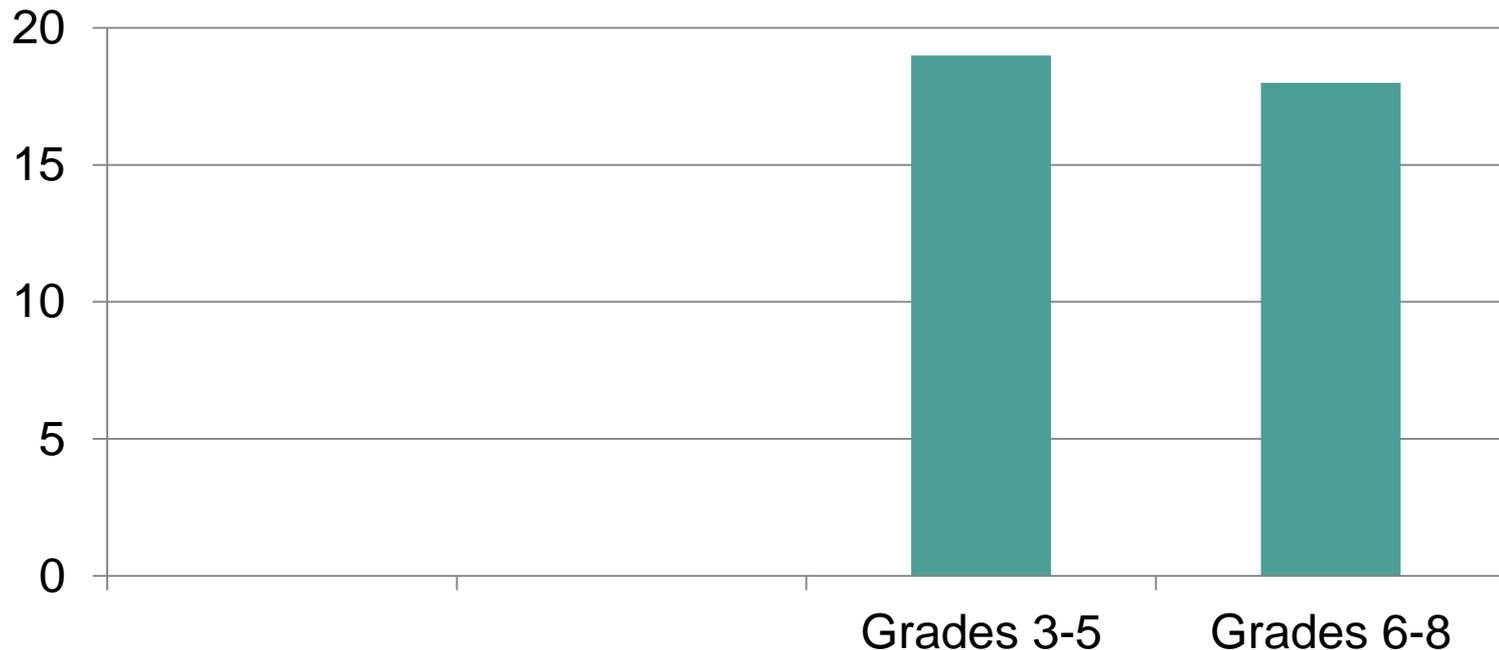
* State expected growth is the amount of growth needed from one grade to the next to maintain minimum proficiency on the state exam.

We know that the longer students stays with us, the better they do on state tests

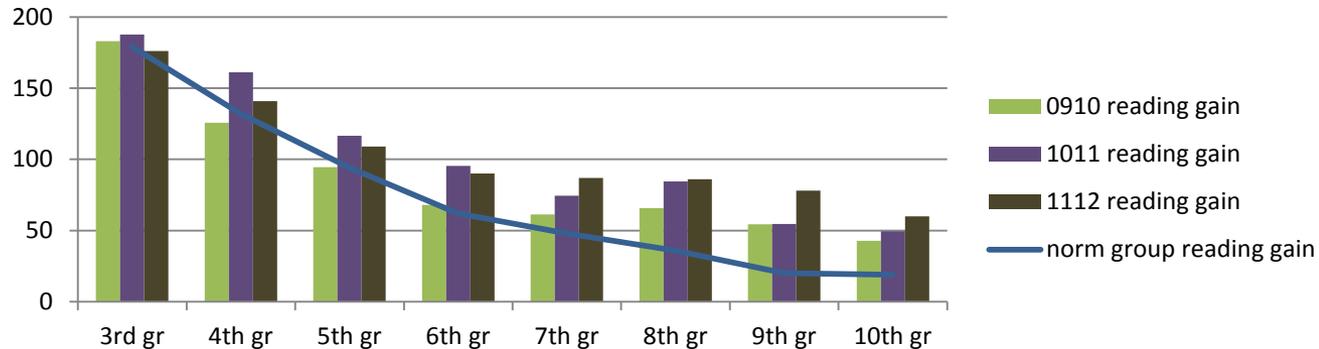**% Proficient in MATH by Length of Enrollment SY 2010-11 (n=41,002)**

enrolled less than one full academic year	enrolled at least 1 full academic year	enrolled at least 2 full academic years	enrolled at least 3 full academic years	enrolled at least 4 full academic years	enrolled 5 or more full academic years
39%	48%	51%	53%	60%	60%

% Proficient in READING by Length of Enrollment SY 2010-11 (n=40,716)

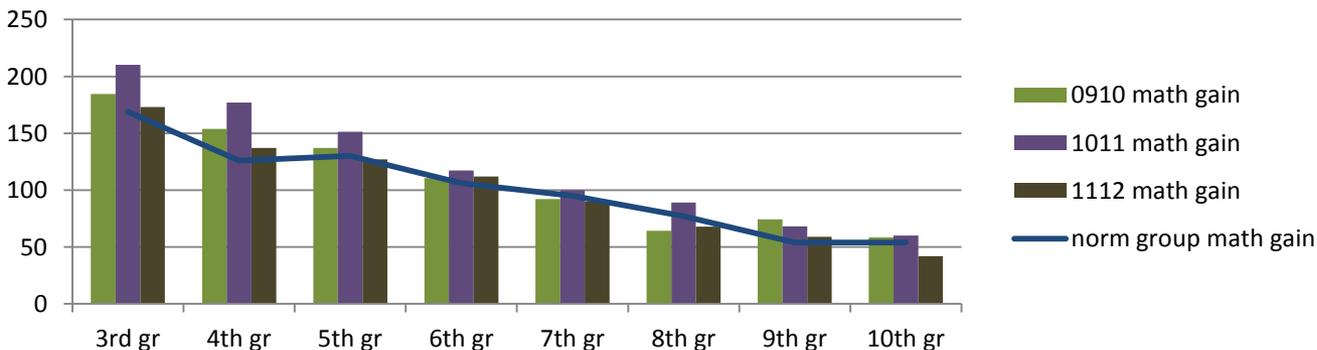| enrolled less than one full academic year	enrolled at least 1 full academic year	enrolled at least 2 full academic years	enrolled at least 3 full academic years	enrolled at least 4 full academic years	enrolled 5 or more full academic years
59%	68%	71%	73%	75%	81%

Students in K¹²-managed schools have continued to outperform the Scantron Norm Group in growth

**Scantron Performance Series Gains
Year Over Year READING**

Legend:
- 0910 reading gain
- 1011 reading gain
- 1112 reading gain
- norm group reading gain

**Scantron Performance Series Gains
Year Over Year MATH**

Legend:
- 0910 math gain
- 1011 math gain
- 1112 math gain
- norm group math gain

We have implemented many programs to help students succeed

- Teacher selection tool to identify teacher candidates more likely to retain students

- Curricular changes to address workload without "dumbing down"

- "Support over Summer" program

- "Introduction to Online Learning" program to ease startup

- Instructional coaching model based on observations and data

- Teacher-developed tools and lessons closely aligned to state standards

- Many more blended opportunities

- Many more synchronous instruction opportunities

- Multiple instructional levels in HS
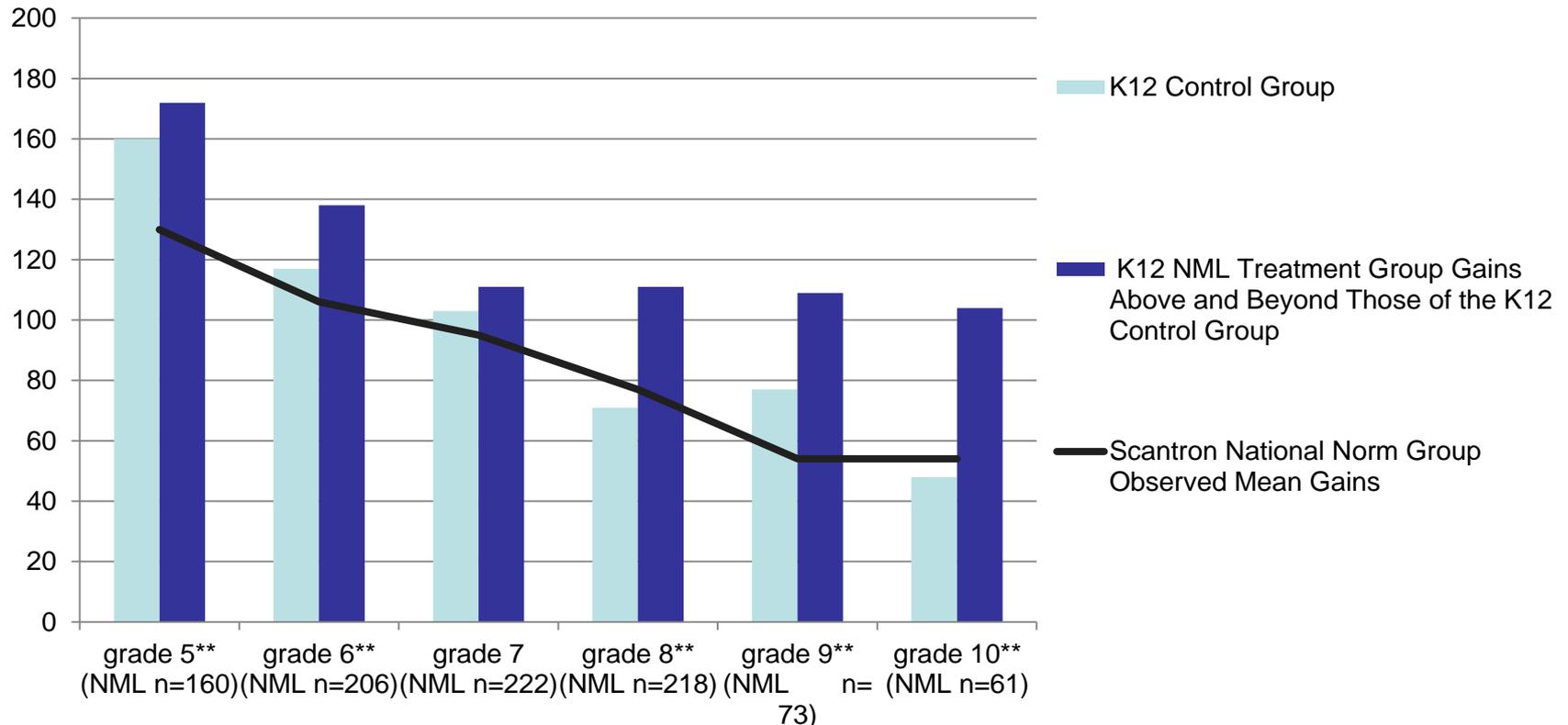
- Student-centered approach to HS

We are working to not only measure more effectively, but also perform better. A major academic performance improvement initiative for '11-12 was a large-scale pilot of a National Math Lab (NML) program

School Math Program **+** National Math Lab

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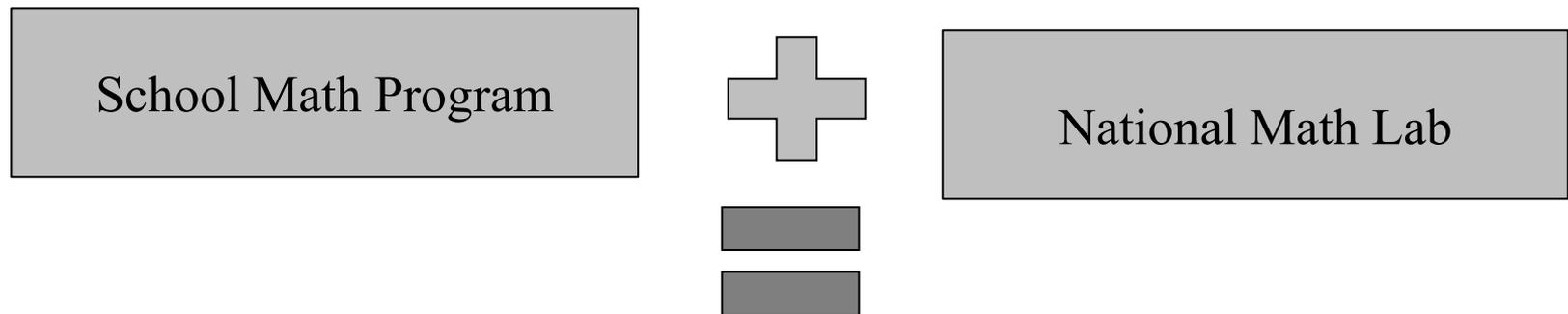
National Math Lab students spend twice the regular daily time on Math to address both grade level standards <u>and</u> remediation needs

Results of National Math Labs promising for those who engage

Scantron Performance Series™ Gains:
K^{12} National Math Lab Treatment Group vs. Control Group
(SY2011-12)

Legend:
- K12 Control Group
- K12 NML Treatment Group Gains Above and Beyond Those of the K12 Control Group
- Scantron National Norm Group Observed Mean Gains

X-axis labels:
- grade 5** (NML n=160)
- grade 6** (NML n=206)
- grade 7 (NML n=222)
- grade 8** (NML n=218)
- grade 9** (NML n= 73)
- grade 10** (NML n=61)

The control and treatment groups' gains are significantly different at p=.05