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 K12 Virtual Academy

- 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-schooeler: 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

K-8
- 1 Year
- 2 Years
- 3 Years
- More

High School
- 1 Year
- 2 Years
- 3 Years
- More

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**

1. Program too time consuming - 33%
2. Difficulty schooling at home - 28%
3. Socialization - 27%
4. Personal reasons/moved - 22%
5. School policies, procedures, staff & Lack of flexibility (tie) - 22%

**Question:** Regardless of how long [student] was enrolled in a K12 school, what factors impacted the decision to withdraw [student] from [School]? (Select all that apply). Base = Started the K12 program (n=732)

**Source:** K12 ongoing survey of K-8 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.
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**

- **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} 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

- K-5: 41%
- 6-8: 38%
- 9-12: 21%
TXVA Ethnicity, Fall 2012

- African-American
- American Indian/Alaska Native
- Asian/Pacific Islander
- Hispanic
- White
- Other
TXVA Special Programs, Fall 2012

- SPED: 10%
- ELL: 0%
- Title 1: 1%
- GT: 3%
- 504: 0%
- F&R Lunch: 49%
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 by 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

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Reading</th>
<th>Math</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades 3-5</td>
<td>19</td>
<td>30</td>
</tr>
<tr>
<td>Grades 6-8</td>
<td>18</td>
<td>36</td>
</tr>
<tr>
<td>High School</td>
<td>20</td>
<td>46</td>
</tr>
</tbody>
</table>
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 stay with us, the better they do on state tests.

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

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

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

- 59% enrolled less than one full academic year
- 68% enrolled at least 1 full academic year
- 71% enrolled at least 2 full academic years
- 73% enrolled at least 3 full academic years
- 75% enrolled at least 4 full academic years
- 81% enrolled 5 or more full academic years
Students in K12-managed schools have continued to outperform the Scantron Norm Group in growth.

Scantron Performance Series Gains
Year Over Year READING

Scantron Performance Series Gains
Year Over Year MATH
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 = National Math Lab students spend twice the regular daily time on Math to address both grade level standards and remediation needs.
Results of National Math Labs promising for those who engage

Scantron Performance Series™ Gains:
K¹² National Math Lab Treatment Group vs. Control Group
(SY2011-12)

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