

**School Context, Data, Identified Actions, and Goals**

**Over Time Considerations**

Arkansas Virtual Academy saw another year of growth in the 2026 school year. The school has been on an in-year growth upward trajectory for three years, with an average yearly growth of 1,172 students. This mobility creates volatility in ARVA's assessment data, as students, on average, begin to show the biggest gains after being enrolled for at least 2 years. Students who complete a full year show at least one year's growth. However, students who join mid-year could see a decline as they acclimate to the online environment. Additionally, 67% of new students come to us having performed at Level 1 or 2 in their sending brick-and-mortar districts. ARVA saw its largest Kindergarten class since COVID in SY26, as well as its largest graduating class in the High School's history. Out of 676 graduates, 250 have secured job placements, and another 100 are accepted to college. An additional 11 are enlisted in the military.

ARVA operates on a data/outcomes model that identifies not only student-specific needs and targets but also larger general targets for the schools. Data available to date for each school is outlined in the charts below, with resulting actions that feed the school's improvement goals.

**Data, Actions, Goals**

**K-5**

Baseline Data	Insight	Action/Drivers	Outcome/Measures
<p><b>ELA</b>                      ELA achievement: +3.28% points</p> <p>Estimated Growth using the SEM: -5.39% points</p> <p>Bottom Quartile Growth using the SEM: +8.17% points</p>	<ul style="list-style-type: none"> <li>• ELA achievement has increased with a focused effort at each grade level for reading and comprehension</li> <li>• Writing scores caused a dip in overall scores and were a weak spot</li> <li>• FAY growth decreased, but Bottom Quartile growth saw a significant increase</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level non-negotiable skills for promotion</li> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Addition of instructional coaches and interventionists for grades 3-5</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• District-wide writing initiative to create consistency, writing grit, and score improvement</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>ELA Achievement: A minimum of 5% points of improvement for summative SY27</p> <p>ELA Growth: A minimum of 10% points growth or a point total of 45, based on final SY26 growth outcomes.</p> <p>BQ Growth: A minimum of 10% points improvement or a total of 55, based on final SY 26 growth outcomes</p>
<p><b>Math</b>                      Math Achievement: +5.61% points</p>	<ul style="list-style-type: none"> <li>• Math achievement has increased with a focus on</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level non-negotiable skills for promotion</li> </ul>	<p>Math Achievement: Increase a minimum of 5% points</p>

<p>Math Growth (SEM): +6.86% points</p> <p>Math BQ Growth (SEM): +22.16% points</p>	<p>number literacy and targeted skills and intervention</p> <ul style="list-style-type: none"> <li>• Growth for both the FAY students and the BQ saw significant increases</li> <li>• While Math achievement improved, it improved at a slightly lower rate than the state YOY</li> </ul>	<ul style="list-style-type: none"> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Addition of instructional coaches and interventionists for grades 3-5</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>improvement for SY27 summative</p> <p>Math Growth: Increase a minimum of 5% points or a point total of 30, based on SY26 growth outcomes</p> <p>Math BQ Growth: Increase a minimum of 5% points, or a point total of 35, based on SY26 growth outcomes</p>
<p><b>Science</b></p> <p>Science Achievement: +8.76% points</p> <p>Science Growth (SEM): +6.75% points</p> <p>Science BQ Growth (SEM): +15.67%</p>	<ul style="list-style-type: none"> <li>• Science achievement has increased with a focus on targeted skills and intervention.</li> <li>• Growth for both the FAY and the BQ improved, with the BQ seeing significant increases</li> <li>• Science achievement improved at a slightly higher rate than the state YOY</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level non-negotiable skills for promotion</li> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Inclusion of science skills within ELA and Math instruction and interventions</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>Science Achievement: Increase of a minimum of 5% points</p> <p>Science Growth: Increase of a minimum of 5% points, or a point total of 40, based on SY26 growth outcomes</p> <p>Science BQ growth: Increase a minimum of 5% points, or a point total of 40, based on SY26 growth outcomes</p>

**MS**

Baseline Data	Insight	Action/Drivers	Outcome/Measures
<p><b>ELA</b></p> <p>ELA achievement: +1.52% points</p>	<ul style="list-style-type: none"> <li>• ELA Achievement has increased slightly</li> <li>• Writing scores caused a dip in</li> </ul>	<ul style="list-style-type: none"> <li>• Grade-level non-negotiable skills for promotion</li> <li>• Continued tight progress monitoring with focused</li> </ul>	<p>ELA Achievement: A minimum of another 5% points improvement for summative SY27</p>

<p>Estimated Growth using the SEM: -10.26% points</p> <p>Bottom Quartile Growth using the SEM: +2.98% points</p>	<p>overall scores and were a weak spot</p> <ul style="list-style-type: none"> <li>• Growth based on the SEM has declined with a slight increase in Bottom Quartile Growth</li> </ul>	<p>intervention for skill gap closure</p> <ul style="list-style-type: none"> <li>• Addition of instructional coaches and interventionists for grades 6-8</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• District-wide writing initiative to create consistency, writing grit, and score improvement</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>ELA Growth: A minimum of 10% points growth or a point total of 52, based on final SY26 growth outcomes</p> <p>BQ Growth: A minimum of 10% points improvement or a total of 47, based on final SY 26 growth outcomes</p>
<p><b>Math</b></p> <p>Math Achievement: +0.37% points</p> <p>Math Growth (SEM): -1.71% points</p> <p>Math BQ Growth (SEM): +10.55% points</p>	<ul style="list-style-type: none"> <li>• Math achievement has held steady, with 6<sup>th</sup> grade achievement being 10% lower than 7<sup>th</sup> and 8<sup>th</sup> grade.</li> <li>• Growth saw a slight decrease, but BQ growth significantly increased.</li> <li>• Interestingly, 6th-grade BQ was higher than other grade levels, possibly indicating that the 6th-grade achievement levels, while low, lent themselves to higher growth</li> </ul>	<ul style="list-style-type: none"> <li>• Summer school bootcamp for incoming 6<sup>th</sup> graders to address grade-level Math and ELA skills, with Science integration, for closing gaps</li> <li>• Grade-level non-negotiable skills for promotion</li> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Addition of instructional coaches and interventionists for grades 3-5</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>Math Achievement: Increase by a minimum of 5% points</p> <p>Math Growth: Increase a minimum of 5% points, or total points of 47, based on final SY26 growth outcomes</p> <p>Math BQ Growth: Increase a minimum of 5% points, or a point total of 52 based on final SY26 growth outcomes</p>
<p><b>Science</b></p> <p>Science Achievement: +1.09% points</p>	<ul style="list-style-type: none"> <li>• Science achievement has increased with a focus on targeted skills</li> </ul>	<ul style="list-style-type: none"> <li>• Summer school bootcamp for incoming 6<sup>th</sup> graders to address grade-level Math and ELA skills, with</li> </ul>	<p>Science Achievement: Increase of a minimum of 5% points</p>

<p>Science Growth (SEM): -2.69% points</p> <p>Science BQ Growth (SEM): +18.2% points</p>	<p>and intervention</p> <ul style="list-style-type: none"> <li>• Growth declined slightly, while BQ growth saw a significant rise</li> <li>• Science at a slightly higher rate than the state YOY</li> <li>• 6<sup>th</sup> grade also saw a lower achievement score than the other grades in MS</li> </ul>	<p>Science integration, for closing gaps</p> <ul style="list-style-type: none"> <li>• Grade-level non-negotiable skills for promotion</li> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Inclusion of science skills within ELA and Math instruction and interventions</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>Science Growth: Increase of a minimum of 5% points, or points totaling 47, based on SY26 growth outcomes</p> <p>Science BQ growth: Increase a minimum of 5% points, or points totaling 47, based on SY26 growth outcomes</p>
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**HS**

Baseline Data	Insight	Action/Drivers	Outcome/Measures
<p><b>ELA</b></p> <p>ELA achievement: +2.49% points</p> <p>ELA Growth using the SEM: -3.25% points</p>	<ul style="list-style-type: none"> <li>• ELA Achievement has increased slightly</li> <li>• Writing scores caused a dip in overall scores and were a weak spot</li> <li>• Growth based on the SEM has declined overall</li> </ul>	<ul style="list-style-type: none"> <li>• Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>• Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>• District-wide writing initiative to create consistency, writing grit, and score improvement</li> <li>• Evaluation of the highest growth teachers for placement in English 9 and English 10</li> <li>• Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>ELA Achievement: A minimum of another 5% points improvement for summative SY27</p> <p>ELA Growth: A minimum increase of 5% point, or total points of 52 based on SY 26 growth outcomes</p> <p>BQ Combined Subject Growth: A minimum of 5% point increase, or total points of 55, based on SY 26 growth outcomes</p>
<p><b>Math</b></p> <p>Algebra I/Geometry</p>	<ul style="list-style-type: none"> <li>• Math achievement improved YOY</li> </ul>	<ul style="list-style-type: none"> <li>• Continued tight progress monitoring with focused</li> </ul>	<p>Math Achievement: Increase by a</p>

<p>Achievement: +7.84% points</p> <p>Algebra I/Geometry Growth (SEM): +0.41% points</p>	<p>with a larger gain and kept pace with the State YOY growth.</p> <ul style="list-style-type: none"> <li>Growth held steady, but BQ growth increased.</li> <li>ARVA Geometry outpaced the State in achievement</li> <li></li> </ul>	<p>intervention for skill gap closure</p> <ul style="list-style-type: none"> <li>Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>Evaluation of teacher growth to place the highest performing growth teachers in the Algebra I and Geometry courses</li> <li>Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>minimum of 5% points</p> <p>Math Growth: Increase by a minimum of 5% points, or total points of 52, based on final SY26 growth outcomes</p> <p>BQ Combined Subject Growth: A minimum of 5% point increase, or total points of 55, based on SY 26 growth outcomes</p>
<p><b>Science</b></p> <p>Biology Achievement: -0.18% points</p> <p>Biology Growth (SEM): -10.8% points</p>	<ul style="list-style-type: none"> <li>Science achievement held steady with a very minute drop</li> <li>Growth declined sharply</li> </ul>	<ul style="list-style-type: none"> <li>Continued tight progress monitoring with focused intervention for skill gap closure</li> <li>Creation of FAY classrooms to help teachers focus on prioritizing support for FAY and Mid-Year enrolled student needs</li> <li>Evaluation of teacher growth to place the highest performing growth teachers in the Algebra I and Geometry courses</li> <li>Utilization of IXL across all subjects for skills reinforcement</li> </ul>	<p>Science Achievement: Increase of a minimum of 5% points</p> <p>Science Growth: Increase of a minimum of 5% points, or points totaling 47, based on SY26 growth outcomes</p> <p>Science BQ growth: Increase a minimum of 5% points, or points totaling 47, based on SY26 growth outcomes</p>
<p><b>Bottom Quartile Growth:</b></p> <p>Estimated using SEM: +8.75</p>	<ul style="list-style-type: none"> <li>Increase in Bottom Quartile Growth points YOY based on the SEM predictor.</li> </ul>	<ul style="list-style-type: none"> <li>FAY year course set up with BQ designation that provides a higher dosage of intervention and skills remediation for Bottom Quartile students</li> </ul>	<p>Bottom Quartile Growth: Increase of a minimum of 5%, or total points of 60 based on SY 26 growth</p>
<p><b>4 year Graduation Rate:</b></p>	<ul style="list-style-type: none"> <li>No change YOY in graduation rate</li> <li>The sustained rate comes on</li> </ul>	<ul style="list-style-type: none"> <li>Graduation Coach monitors cohort status, appeals, and homeschool designations</li> </ul>	<p>4 Year Graduation Rate: Increase graduation rate by a minimum of 5% or to 84% based on</p>

<p>79% = no change</p>	<p>the heels of an over 10% increase in the past three years</p> <ul style="list-style-type: none"> <li>The implementation of a strong credit recovery program and close identification of off-cohort students was implemented for the SY27 cohort and will begin to more largely impact the graduation cohort in the coming year</li> </ul>	<ul style="list-style-type: none"> <li>Increase in in-year credit recovery options for students coming to ARVA off-cohort.</li> </ul>	<p>the final 2026 cohort grad rate</p>
<p><b>Merit &amp; Distinction</b> 25.26 pts. -8.74 YOY</p>	<ul style="list-style-type: none"> <li>With the addition of H2 pathways as the only qualifying paths for points, ARVA saw an initial drop. While state does a multiplier, we are not privy to how much higher the score will be. For SY27, this rebounds back up by 6 points and will continue to rise, as ARVA now only offers H2 pathways and is building to ensure pathway completion is part of our graduation requirements</li> </ul>	<ul style="list-style-type: none"> <li>Identify all students in each active cohort who have a)no pathway selection, b) incomplete course sequences to ensure opportunity for completion</li> <li>Promote concurrent credit in a more targeted and thorough manner</li> <li>SY27 will see honors and HS credit courses available in Middle School to create space for concurrent credit and pathway completion at the high school</li> <li>Require pathway completion as a local graduation expectation</li> <li>Create credit recovery pathways for pathway courses</li> </ul>	<p>SY27: Increase by a minimum of 5% points</p> <p>SY28: Increase by a minimum of 5% points or a minimum of 40 total points</p>

## **Accountability, Student Support Strategies, Professional Development and Innovations**

### Accountability

ARVA utilizes the following testing impact cycles:

- Beginning of Year Assessment (ATLAS Interim)
- First 9 weeks progress monitoring (ATLAS Classroom Tool)
- Middle of Year Assessment (ATLAS Interim)
- Second 9 weeks progress monitoring (ATLAS Classroom Tool)
- End of Year Assessment (ATLAS Summative)

Additionally, each classroom will complete common formative assessments, and data from each assessment impact cycle will be reviewed to inform instructional changes and ensure real-time adjustments to student learning needs. School leadership holds teacher impact meetings and meets one-on-one with each teacher every other week to discuss data, instructional practices, and strategy shifts. Instructional coaches also conduct a cycle of observation and coaching sessions to support instructional improvement. Additionally, leadership observes each teacher twice monthly.

Teachers hold students accountable for expected learner dispositions, as well as for achievement and growth goals that are set and modified after each impact cycle.

### Student Supports

In the 2026 school year, Arkansas Virtual Academy will implement a daily call for students who do not attend their live, tested-subject synchronous classes. Additionally, based on research in virtual education environments (50% of virtual students are reactive planners and report feeling behind and overwhelmed, leading to higher rates of failure), ARVA will utilize homeroom to help students plan their week to be proactive in their academic work. Additionally, an attendance team will proactively identify students who are not engaging and work to re-engage them to support academic success.

### Professional Development

ARVA will continue its professional development with Corwin, providing training for all staff on John Hattie's Visible Learning strategies. Highlights include:

- Teacher Clarity training for all
- Feedback training for all
- Rigor training for all

***Additionally, ARVA will be awarded Associate Level status this summer as a certified Visible Learning school, the first virtual school district to be personally reviewed and approved by John Hattie for the award.***

This process has included classroom observations from John Hattie experts, with feedback and planning with PLC leads and school leadership.

ARVA has also worked closely with the Arkansas Department of Education literacy coaches to improve elementary reading instruction, as well as with APSRC.

## Innovation

ARVA continues to support its Sparkman campus, which serves as a hybrid campus that combines in-person learning and online classes. This small campus serves a high-need rural area and has seen improvements in academic achievement each year of its operation.

ARVA will also continue to support Earle High School as the core curriculum and instruction for grades 9-12. This inaugural year saw an improvement in student achievement and paved the way for further refinements and growth in the 2027 school year.