



2024-2025

ANNUAL REPORT



IDLA.ORG

MESSAGE FROM THE SUPERINTENDENT

As Superintendent of the Idaho Digital Learning Alliance (IDLA), I'm honored to present our 2024–2025 Annual Report. This year's report is a reflection of the meaningful work accomplished by our staff, partner schools, students, and communities. This year, IDLA surpassed 51,000 course enrollments, achieved a 91% overall pass rate, and expanded access for students across all regions of the state, particularly in rural areas.

Our success is rooted in collaboration. IDLA does not operate in isolation; we work alongside districts, educators, families, and policymakers to ensure Idaho students are equipped with high-quality digital learning opportunities. With increased savings through dual credit programs, advancements in technology support, and new evaluation systems designed to improve the learning experience, this report demonstrates our shared progress and commitment to continuous improvement. We remain focused on equity, innovation, and outcomes, helping Idaho students prepare for a successful future.

Thank you for your continued partnership
and trust in IDLA!

Jeff Simmons, Superintendent





MILESTONES

The Idaho Digital Learning Alliance (IDLA) continued its mission of delivering equitable, high-quality online learning experiences across Idaho during the 2024–2025 school year. Below is a snapshot of key milestones, initiatives, and impacts that made this year exceptional.

- Celebrated 23 years of serving Idaho students, continuing our legacy of innovative virtual education that reaches all corners of the state.
- Supported over 51,452 student enrollments, providing flexible, mastery-based learning in alignment with Idaho state standards.
- Expanded course offerings in Computer Science, Dual Credit, and CTE, reinforcing pathways to graduation and career readiness.
- Introduced new student-centered tools, including real-time feedback features and accessibility upgrades in our learning platform.
- Partnered with over 115 Idaho districts and charters, ensuring every Idaho learner has access to IDLA’s high-quality online coursework.
- Highlighted student success stories across social media, blog posts, and our statewide newsletter, featuring voices from all regions of Idaho.
- Participated in regional and national education events, including the VLLA Conference and Idaho State Board outreach efforts.
- Enhanced internal recognition programs, celebrating milestone years of service and expanding staff development opportunities.

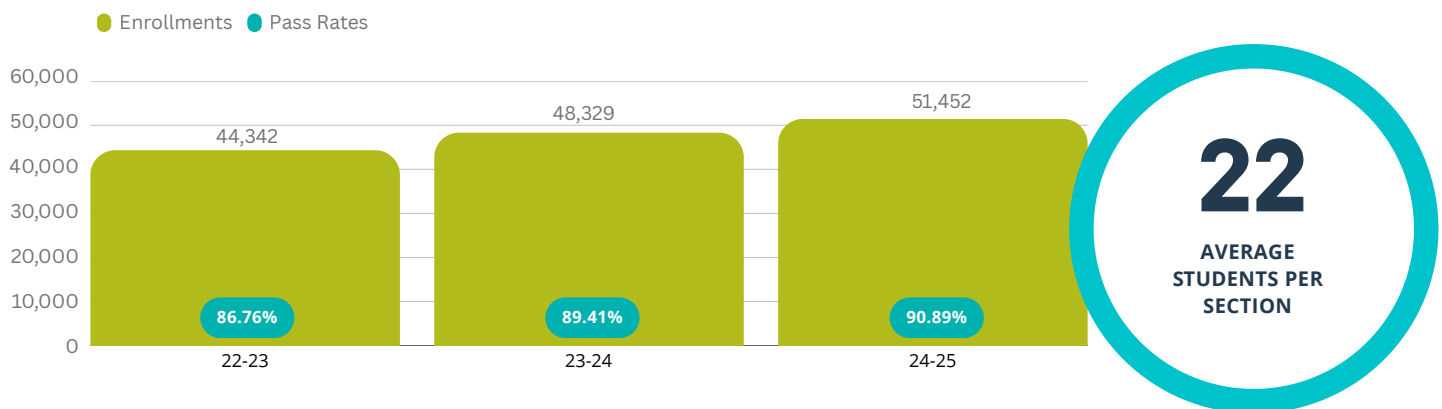
IDLA'S IMPACT



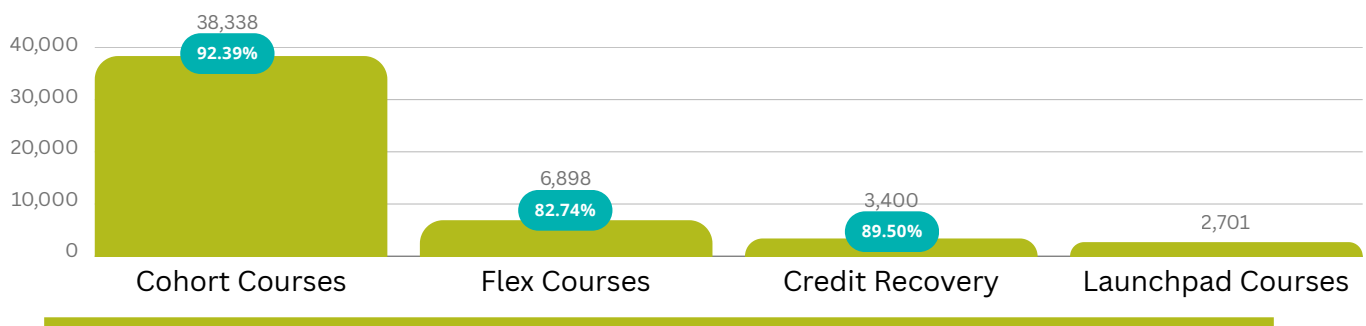
Idaho Digital Learning Alliance (IDLA) supports K-12 learners throughout Idaho by providing a wide array of flexible, standards-aligned courses and tools. From cohort to credit recovery, dual credit, and LaunchPad pathways, IDLA delivers personalized digital learning experiences. Additionally, we equip schools and families with tools such as data dashboards, mobile parent apps, and robust technology support.

In 2024-25, IDLA served over 51,000 course enrollments, continuing a trend of strong growth across three consecutive years. Cohort courses remain the most popular, with nearly 38,000 enrollments and a 92.39% pass rate. IDLA achieved an overall passrate of 90.89%, reflecting the effectiveness of our curriculum design and instructional quality.

OVERALL ENROLLMENTS AND PASS RATES

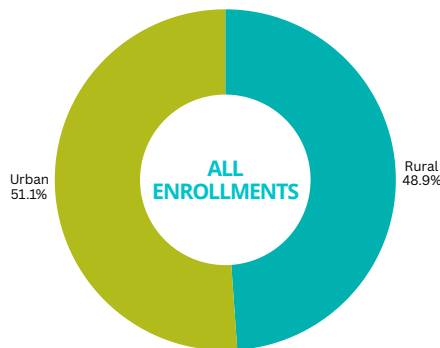


ENROLLMENTS AND PASS RATES BY PROGRAM



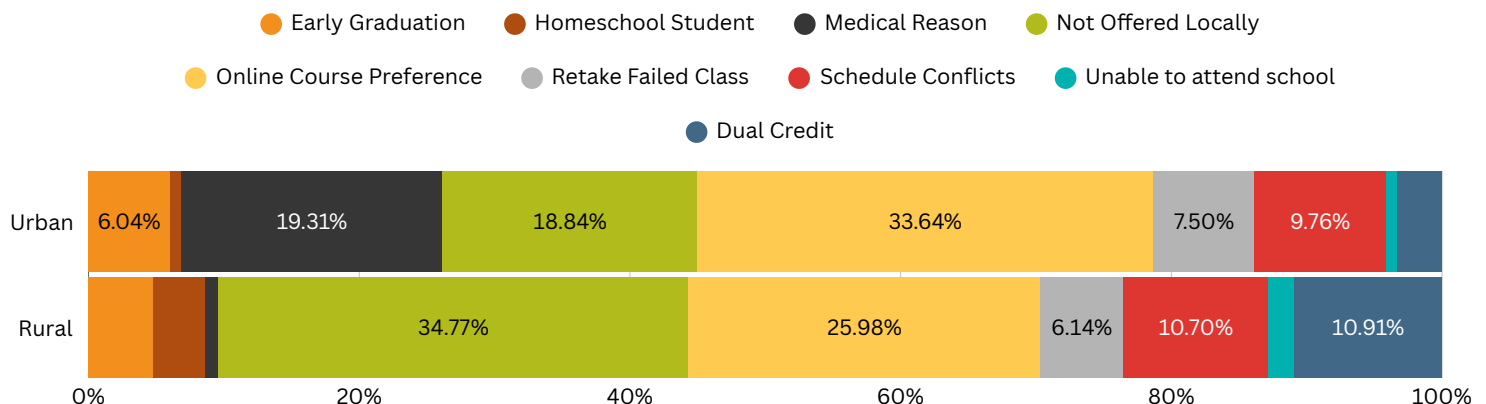
EQUITY OF ACCESS: RURAL VS. URBAN REACH

In 2024-2025, slightly more than half of IDLA's students were from urban communities, even though rural communities accounted for a larger share of overall enrollments. Our programs continue to bridge this gap, providing equitable learning opportunities for students across all Idaho geographies and ensuring that rural and urban learners alike are fully supported. While students in rural and urban areas utilize IDLA for different reasons, IDLA is able to meet a variety of rural and urban students' needs through quality online learning.



| Academic Year | Rural Enrollment | Students | Urban Enrollments | Students | Total Enrollments | Students |
|---------------|------------------|----------|-------------------|----------|-------------------|----------|
| 22-23 | 20,877 | 11,289 | 23,465 | 12,885 | 44,342 | 24,126 |
| 23-24 | 24,387 | 13,418 | 23,942 | 13,359 | 48,329 | 26,731 |
| 24-25 | 26,303 | 14,098 | 25,149 | 14,522 | 51,452 | 28,593 |

ENROLLMENT REASON



HOW WE SUPPORT SUCCESS

Supporting student success extends beyond course delivery. Our bilingual Parent App, available on both iOS and Android, keeps families informed and engaged. Schools benefit from Clarity Data Dashboards, which offer insights for tracking student progress. On the technical side, our Service Desk received an NPS score of 82.08, signaling exceptional satisfaction among users.





SEE WHAT THIS PARENT IS SAYING

SCAN ME



To access student data, parents need an IDLA portal account. **Don't have one? Don't worry!** Setup is easy with three options for creating your account.

1. Click the account creation link within your student's course registration email.
2. Download the app and link your Google account in just a few clicks.
3. Download the app and enter your information on the registration page.

For more information, visit the IDLA website at [IDLA.org](https://www.idla.org) or call 208.342.0207





DESCUBRE LO QUE DICE ESTE PADRE

ESCANÉAME



Para acceder a los datos de los estudiantes, los padres necesitan una cuenta en el portal de IDLA. ¿No tienes una? ¡No te preocupes! Configurarla es fácil con tres opciones para crear tu cuenta.

1. Haz clic en el enlace de creación de cuenta en el correo electrónico de inscripción del curso de tu estudiante.
2. Descarga la aplicación y vincula tu cuenta de Google en solo unos clics.
3. Descarga la aplicación e ingresa tu información en la página de registro.

To continuously enhance the student experience, IDLA uses Net Promoter Score (NPS) data and the Qualtrics evaluation system. NPS, a widely used measure of satisfaction across industries, is based on a single question: “How likely are you to recommend IDLA to a friend?” Responses range from 0 to 10, with higher scores indicating greater satisfaction and loyalty. IDLA has chosen to evaluate NPS data as a way to measure the quality of a student’s experience, which is not always reflected in pass rate data. At IDLA, we aim to raise the NPS score of all end-users, including students, parents, partner schools, and staff. This score not only reflects current satisfaction but also signals a learner’s likelihood to continue with IDLA or refer others. Complementing NPS, the Qualtrics platform is tightly integrated into our courses and professional development, enabling us to gather targeted feedback, analyze sentiment, and make data-informed improvements that directly impact teaching and learning outcomes.

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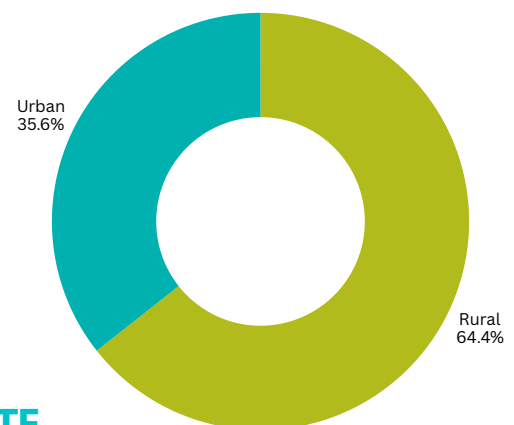
In order to continually improve the student experience, we strive to understand perceptions. Ask - analyze - act is a key set of words we use internally as we implement our new evaluation system, Qualtrics. IDLA is tightly aligning the evaluation platform into courses, staff evaluations, and professional development so we can go beyond pass rate and strive to improve the overall educational experience.

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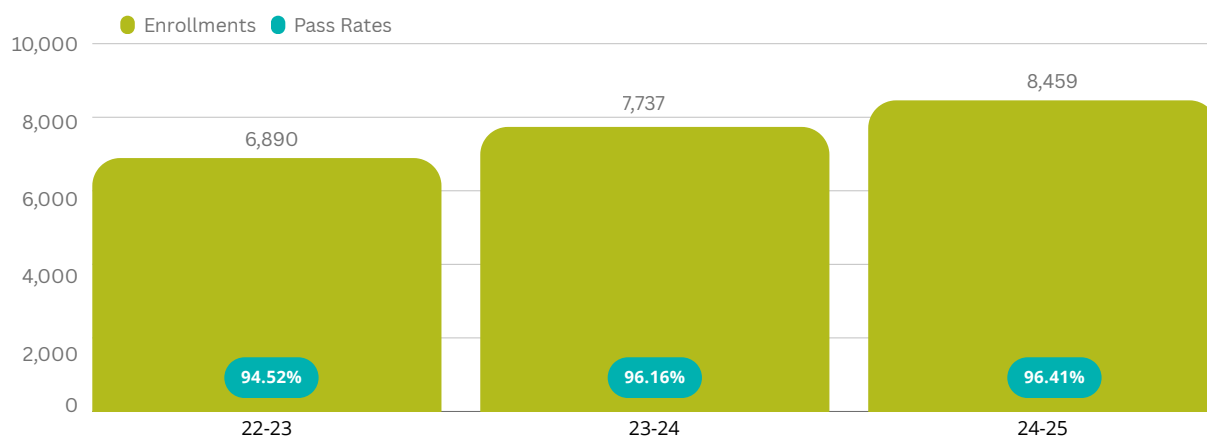
DUAL CREDIT IMPACT

IDLA's Dual Credit Program delivered significant financial savings to Idaho students and families. On average, students saved between \$371.60 per credit based on the actual cost of college tuition and \$474.15 per credit when using an average tuition calculation. Collectively, the total savings for all IDLA dual credit enrollments reached \$2.53 million using actual college rates and \$3.66 million based on the average cost per credit.

Students living in rural communities alone saved over \$2.35 million, underscoring IDLA's critical role in expanding affordable access to higher education across the state. Many of these dual credit courses are strategically aligned with career pathways in high-demand industries such as healthcare and semiconductor technology, helping students prepare for both college and future careers.



DUAL CREDIT ENROLLMENTS & PASS RATE



COMPARATIVE PERFORMANCE: IDLA & VLLA PEERS

Compared with peer organizations nationwide, IDLA leads in both student reach and academic outcomes. As a proud member of the Virtual Learning Leadership Alliance (VLLA), we collaborate with similar programs to exchange best practices. Among this group, IDLA had the highest total enrollments and one of the strongest pass rates, demonstrating Idaho's leadership in digital education.*

| Virtual Online Programs | Year Started | # of Courses | Grades Served | Total # of Unique Students Served | Total # of Public School Enrollments** | # of Schools Served | Enrollments |
|--------------------------|--------------|--------------|---------------|-----------------------------------|--|---------------------|-------------|
| IDLA | 2002 | 276 | Ele-12 | 26,731 | 294,132 | 392 | 48,329 |
| Montana Digital Academy | 2010 | 240 | Ele-12 | 3,323 | 148,585 | 178 | 6,331 |
| Wisconsin Virtual School | 2000 | 270 | Ele-12 | 5,309 | 804,771 | 314 | 12,924 |
| Virtual Arkansas | 2013 | 220 | 6-12 | 12,726 | 260,571 | 311 | 29,121 |

*Data shown is from 2023-2024

**Montana - news.mt.gov

Arkansas - grade 6-12

<https://adedata.arkansas.gov/statewide/reportlist/Schools/EnrollmentByGrade.aspx?year=34&search=&pagesize=10>

Wisconsin - Badger Institute+2Badger Institute+2

Idaho - <https://boardofed.idaho.gov/wp-content/uploads/2024/06/Demographic-Projections-Final-B-van-Doorn-June-2024.pdf>



**VIRTUAL LEARNING
LEADERSHIP ALLIANCE**

SPOTLIGHT ON INNOVATION



Innovation is a cornerstone of IDLA’s mission, and the LaunchPad program exemplifies this commitment by supporting K–5 students in building strong literacy skills and a love for learning, no matter where they live. Designed to meet each student’s unique needs, LaunchPad delivers personalized instruction through a dynamic blend of live virtual teaching, an evidence-based curriculum, and an engaging online platform for independent practice. IDLA LaunchPad teachers collaborate closely with local schools across Idaho to help students improve their current performance or accelerate beyond grade level expectations. Students who attended 80% of classes either stayed flat or improved due to Launchpad.

| Course | 23-24 Enr | Withdrawals | Students | 24-25 Enr | Withdrawals | Students | Enr Growth |
|-----------------|-----------|-------------|----------|-----------|-------------|----------|------------|
| ELA Launchpad 1 | 433 | 15 | 295 | 906 | 14 | 676 | 109.24% |
| ELA Launchpad 2 | 803 | 12 | 561 | 1,795 | 51 | 1,158 | 123.54% |

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PARTICIPATING DISTRICTS

SCAN 
ME
TO SEE LAUNCHPAD
IN CRAIGMONT



SUCCESS STORIES

RAYCE MILLER, OROFINO

Growing up in Orofino, Idaho, Rayce Miller always had a clear vision for his future. Since seventh grade, he aspired to become a lawyer—a goal he has pursued with focus and determination. By the time he graduated from Orofino High School, Rayce had earned an associate degree in Business Administration and 88 dual credits, putting him years ahead in his academic journey. This impressive achievement allowed him to earn a Bachelor's degree in Business Management from Lewis-Clark State College in just one year. Now, at only 19 years old, Rayce is thriving as the youngest student in his class at Arizona State University's College of Law. He recently showcased his skills by winning the 2024 Jenckes Cup, a prestigious partner closing argument competition featuring top law students from ASU and the University of Arizona.

Rayce credits IDLA with playing a pivotal role in his success. Introduced to IDLA by his high school counselor, he recognized the opportunities dual credit courses could provide. "IDLA was fundamental to my education," he says. "It helped me see the long-term path to becoming a lawyer and allowed me to take control of my learning." Through IDLA, Rayce was able to accelerate his education, balancing a mix of core and elective classes that aligned with his career goals. The self-paced structure of IDLA courses, which closely mirror the expectations of college-level learning, prepared him for the rigorous demands of higher education and beyond.

IDLA also helped Rayce develop essential skills like effective scheduling, self-motivation, and organization—qualities he continues to rely on in law school. He fondly recalls his Psychology teacher, Mr. Spurgeon, whose engaging feedback made learning fun and memorable. These experiences built Rayce's academic foundation and reinforced his passion for lifelong learning. "IDLA teaches you planning, time management, and self-determination along with the actual subject matter of each course," he shares.

For students considering IDLA, Rayce offers one piece of advice: "Make a four-year plan and perfect it. If there's one thing I've learned throughout my education, it is that planning pays off." Students can maximize their time and efforts by strategically selecting courses that align with long-term goals. For Rayce, IDLA wasn't just about earning credits; it was the key to unlocking his potential and fast-tracking his journey to becoming a lawyer.



MASON GIBBONS, EAGLE

Mason Gibbons, a senior from Eagle, Idaho, is preparing to graduate high school and begin an exciting new chapter attending the U.S. Naval Academy in Annapolis. With a strong academic background, dedication to service, and a heart for leadership, Mason is a standout student ready to take on the challenges ahead.

Mason enjoys STEM subjects like Calculus, Physics, and Chemistry. Outside of the classroom, he runs track and field, spends time with friends, loves to golf, and follows Michigan State basketball and football, as well as the Tennessee Titans.



His decision to pursue the Naval Academy was influenced by his family's history of military service. "My dad's family has a history of military service. My great-grandpa was a Captain in the Air Force during WWII, my grandpa was in the Army then Marines, and my aunt was in the Army as well," Mason shared. "The emphasis on engineering in the Navy is what inspired me to go down that route. My time there will shape me into the best leader I can be, so I can honorably serve our country as a Naval Officer while also giving me the education needed to be an engineer following my service."

Mason took an Algebra I course through IDLA the summer before his freshman year to make up for learning gaps caused by COVID-related school closures. He said, "Not fully understanding the concepts in that course would have been detrimental to going into pre-calculus."

My experience and what I learned from that course set me up for a successful high school career in STEM courses." He has since completed a wide array of advanced STEM classes, including AP Calculus I & II, AP Stats, AP Physics I & II, AP Chemistry, and AP Biology.

Beyond academics, Mason has made a big impact in his community. One of his proudest accomplishments was launching and leading his school's Wishmas fundraiser—a holiday initiative that raised over 35% of the funds needed for their Giving Tree program, helping families afford holiday gifts. He's also volunteered his time feeding the unhoused, a role that's reminded him to never take life's blessings for granted.

As Mason looks ahead to life at the Naval Academy, he's most excited about the relationships he'll build and the opportunity to lead. His advice to other students? "Maintain your priorities, don't procrastinate, and get enough sleep. Falling behind can lead to a tough cycle, especially for students involved in multiple activities. Handle what needs to be done first, then relax."

SAM & SURI, REXBURG

Meet Sam H. and Suri W., two ambitious students who are taking their education to the next level! Growing up in Rexburg, Idaho, they are earning college credits while still in high school, thanks to their hard work and IDLA. From an early age, they have been part of advanced academic programs. Their drive to excel led them to IDLA, where they found the flexibility to take courses beyond what their schools offered.

IDLA has played a key role in helping Sam and Suri reach their academic goals. Sam is utilizing IDLA to graduate with his associate degree by taking courses that align with his degree requirements. On the other hand, Suri is using IDLA to gain valuable college credits in subjects like psychology and medical terminology, which will support her future nursing degree. "IDLA has given me opportunities to get ahead and have flexibility I wouldn't otherwise have," Suri shares, a sentiment echoed by Sam's experience balancing coursework to graduate with nearly 20 college credits.

Both students have also benefited from the support and guidance of their instructors. Sam says, "Ms. Harmon was an excellent teacher." Similarly, Suri praises her current instructor, Shanna Brewer: "She is very involved, offers feedback on nearly every assignment, reaches out, and posts frequent announcements." Managing both in-person and online coursework has been challenging, but they have found success by prioritizing tasks, using study halls, and setting aside dedicated time for IDLA assignments.

Looking ahead, both Sam and Suri have ambitious plans. Sam will serve a mission for The Church of Jesus Christ of Latter-day Saints before attending BYU, aiming to complete his Bachelor's degree in two years. Suri plans to attend BYU-I and pursue a nursing career, confident that her IDLA experience has prepared her for the demands of college coursework. When asked to sum up his experience with IDLA in one sentence, Sam states, "An opportunity to expand my education."

Sam and Suri's drive is a testament to the power of taking control of one's education—something we can all learn from as we set our own academic goals. We are so proud of them for taking charge of their future and setting themselves up for success in the next chapter of their journeys.



LEANNE LEWIS - LEARNING COACH & SITE COORDINATOR, O'LEARY MIDDLE SCHOOL, TWIN FALLS

Leanne Lewis wears many hats at O'Leary Middle School, serving as both a Site Coordinator and Learning Coach for IDLA students—and making a meaningful impact in each role. Nominated by her colleague Sharlee Hatch, Leanne was praised for her dedication to student success, her proactive communication, and her efforts to bring real-world career experiences into the classroom.

"She is really invested in her role at IDLA," Sharlee shared. "Leanne schedules visits from colleges and local organizations like Idaho Power and Magic Valley Electric to give students insights into different career paths. She's also incredibly engaged in the classroom—if students watch a video for an assignment, she'll find ways for them to experience something similar through group work or interactive activities."

Leanne's passion for helping students discover their potential is evident. "I'm inspired by the idea of guiding students toward meaningful career opportunities," she said. "Many middle schoolers are still exploring their interests and may not realize the range of possibilities available to them. Connecting them with real-world experiences helps open their eyes to what's out there."

Her approach to online learning is hands-on and intentional. Leanne ensures students stay engaged by reviewing assignments together, watching instructional videos as a group, and encouraging active discussion. "It's all about making learning feel relevant and providing the structure they need to succeed," she explained. She also fosters strong connections with parents and teachers, believing that open communication and consistent support make all the difference.

When asked what keeps her motivated, Leanne said it's the opportunity to help students lay a foundation for their future. "Working with IDLA students in careers classes is especially rewarding. I get to help them think about high school and beyond, and that's something I truly enjoy."

Her advice to other educators? Build strong relationships, stay flexible, and always approach your work with positivity and passion. It's clear Leanne brings all of this—and more—to her role every day.



LOOKING AHEAD



In the coming year, IDLA will continue to grow by building new partnerships, offering more classes, and giving even stronger support to students, families, and teachers across Idaho. Everything we do connects back to our long-term plan, which focuses on innovation, access, and putting students first. We are proud to be a trusted partner to schools and a helpful resource for families, no matter where they live in the state.

Parent Involvement

We know that when parents are involved, students do better. That's why we're working to find more ways to help families stay connected to their child's learning. We're also moving to one Learning Management System that will make things easier for students, parents, and teachers. This change will help create a smoother and more consistent online learning experience.

AI in the Learning Process

IDLA will continue working to improve student success, including helping more students pass their classes. This goal fits with our mission to make sure every student has a chance to do well. As the world changes, we're also helping students get ready for the future—especially in jobs that use artificial intelligence (AI). This means giving students the knowledge and skills they'll need to keep up with new technology.

All of these goals support our mission. By focusing on strong relationships, meaningful learning, and real results, IDLA will continue to lead the way in online education and open doors for students across Idaho.

For more information on IDLA, visit the website at idla.org or contact the office.

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