

2025-2026

ANNUAL REPORT



[IDLA.ORG](https://idla.org)

MESSAGE FROM THE SUPERINTENDENT

In the 25-26 school year, IDLA celebrated our 24th year of serving as Idaho's k-12 supplemental online program. We proudly served 56,695 enrollments, achieving a 92% pass rate. Our dual credit program, 60% of which serves students from rural schools, achieved a 96% pass rate!

We continued to invest in quality by refining our parent app. The IDLA parent app now supports parents of both English-speaking and Spanish-speaking families. Our adoption of the app increased this year, and we see students succeeding when their parents are parent app users.

We also worked hard on integrating AI responsibly in the learning environment this year. In our Fall 2026 courses, every student will have at least one AI-supported assignment using the BusyBee tool. Our use of the AI Assessment Scale within each assignment also provides students guidance on how they should integrate AI into the learning process.

No matter the challenge, our teachers, students, parents, and staff showed up this year and met even higher levels of success. I'm proud of the work of our organization this year! I can't wait to see what our students are able to do in the 26-27 year.

IDLA's mission is to partner with schools to ensure every student, wherever they live, can access high-quality digital learning designed and delivered by Idaho educators.



MILESTONES



The Idaho Digital Learning Alliance (IDLA) continued its mission of delivering equitable, high-quality online learning experiences across Idaho during the 2025–2026 school year. Below is a snapshot of key milestones, initiatives, and impacts that made this year exceptional.

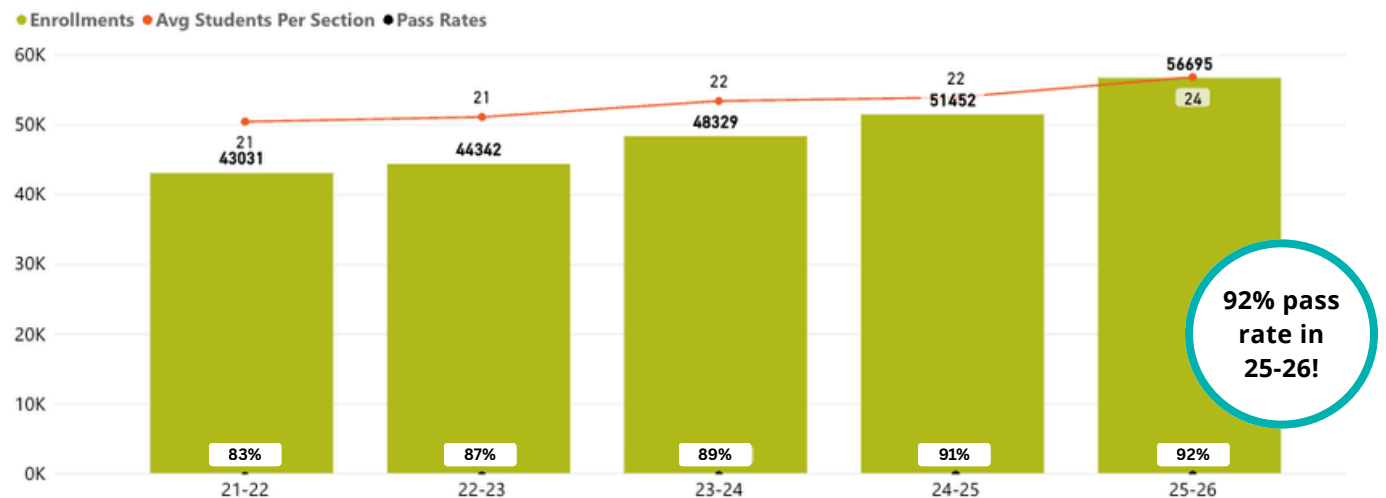
- Celebrated 24 years of serving Idaho students, continuing our legacy of innovative virtual education that reaches all corners of the state.
- Supported over 56,695 student enrollments, providing flexible, mastery-based learning in alignment with Idaho state standards.
- Achieved a 92% overall pass rate!
- Redesigned and enhanced the Student Portals and Parent App to create a more seamless, secure, and user-friendly experience.
- 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.
- Partnered with Agilix Buzz to create Busy Bee, the embedded AI tool.
- Partnered with OpenAI to become the only online course provider in the first cohort of ChatGPT for Teachers.

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.

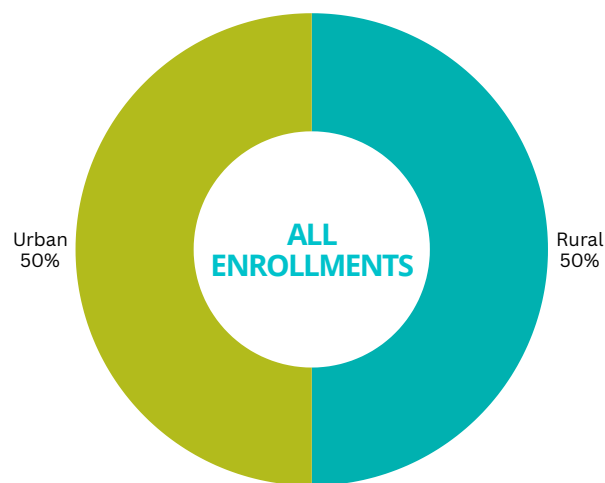
In 2025-26, IDLA served 56,695 course enrollments, continuing a trend of strong growth across three consecutive years. Cohort courses remain the most popular IDLA achieved an overall passrate of 92%, reflecting the effectiveness of our curriculum design and instructional quality.

OVERALL ENROLLMENTS AND PASS RATES

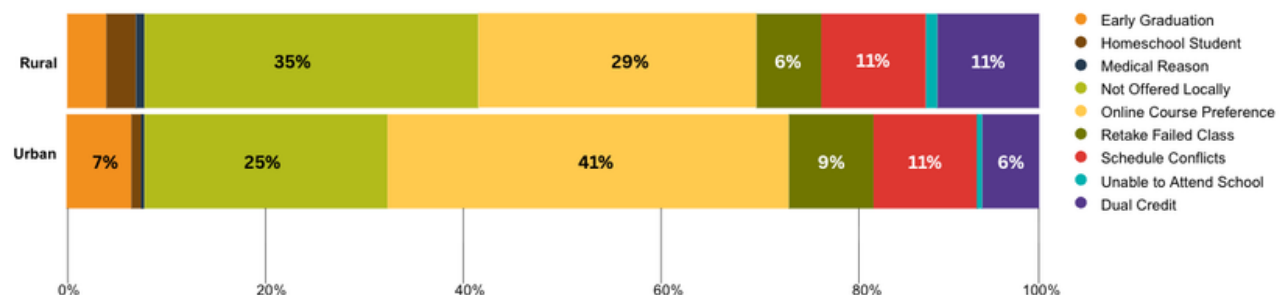


EQUITY OF ACCESS: RURAL VS. URBAN REACH

In 2025-2026, half of IDLA's students were from rural communities. IDLA continues to bridge this gap, providing equitable learning opportunities for students across all of Idaho 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.



ENROLLMENT REASON



HOW WE SUPPORT SUCCESS



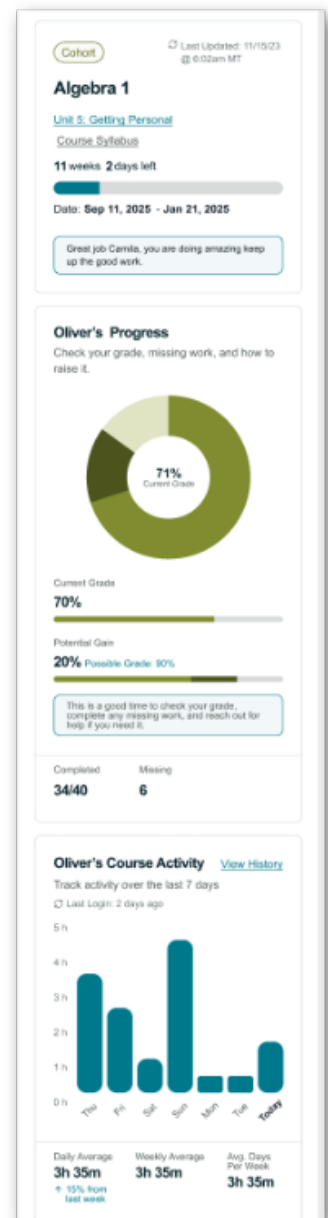
PARENT APP ENHANCEMENTS

Supporting student success extends beyond course delivery. The IDLA Parent App is a free mobile app that helps parents and guardians stay connected to their students' online learning. Available in English and Spanish for both iOS and Android devices, the app gives families convenient access to grades, assignments, teacher feedback, course activity, and important notifications. Parents can also easily communicate with teachers, technical support, and local school site coordinators, making it easier to stay informed and engaged throughout a student's course.

The Parent App strengthens the partnership between families and schools by providing parents with real-time insights into student progress. With timely access to academic information, families can identify challenges early, celebrate successes, and provide support before small issues become larger obstacles. By making it easier for parents to stay involved, the app helps create a stronger support system that contributes to student engagement, persistence, and overall success in IDLA courses.

During the year, IDLA implemented a variety of outreach efforts to increase awareness of the Parent App. Promotional campaigns successfully increased app visibility and adoption, resulting in more than 5,200 downloads and installations across iOS and Android devices. Usage trends demonstrated that proactive communication with families remains one of the most effective strategies for encouraging Parent App adoption and engagement.

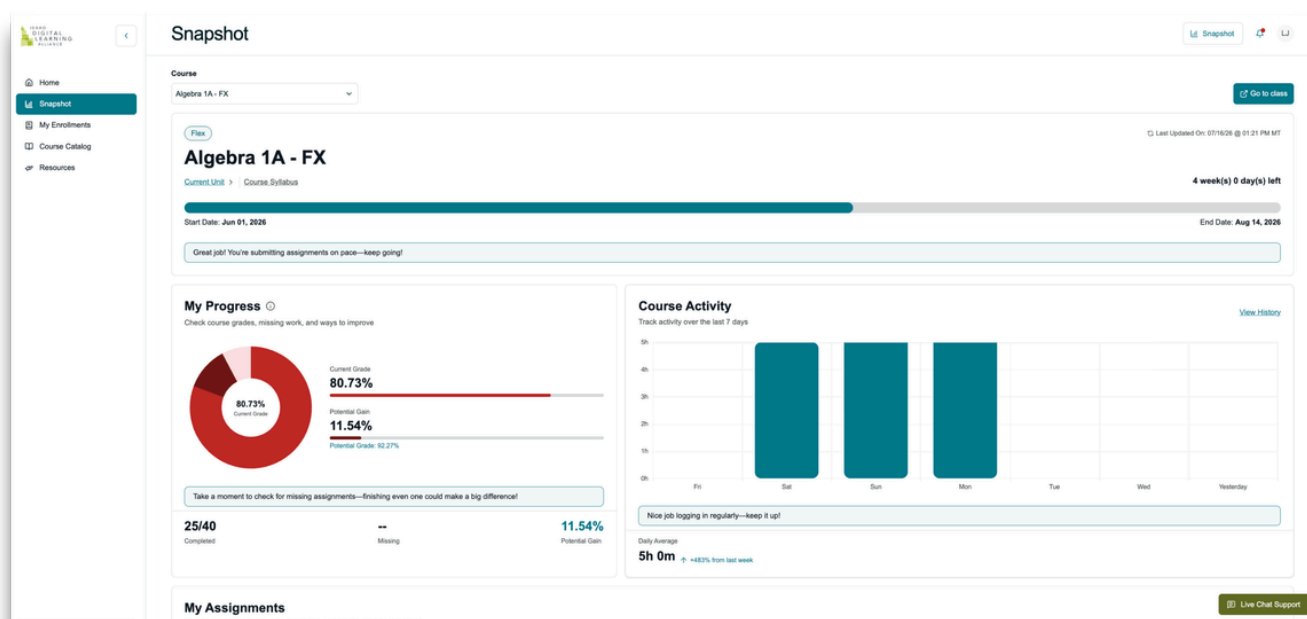
As adoption continues to grow, IDLA remains committed to enhancing the Parent App experience through future feature improvements that further support parent engagement, communication, and student success.



PORTAL REDESIGNS & ENHANCEMENTS

During the Summer of 2026, IDLA began a comprehensive modernization of its Student Portal to create a more seamless, secure, and user-friendly experience for students and families. The project streamlines account registration and sign-in, improves navigation, and enhances access to student progress, activity, assignments, and notifications.

The redesign creates a consistent experience across IDLA applications while establishing a scalable foundation for future enhancements that support student success and family engagement. The updated Student Portal and Parent App are anticipated to launch in Fall 2026.



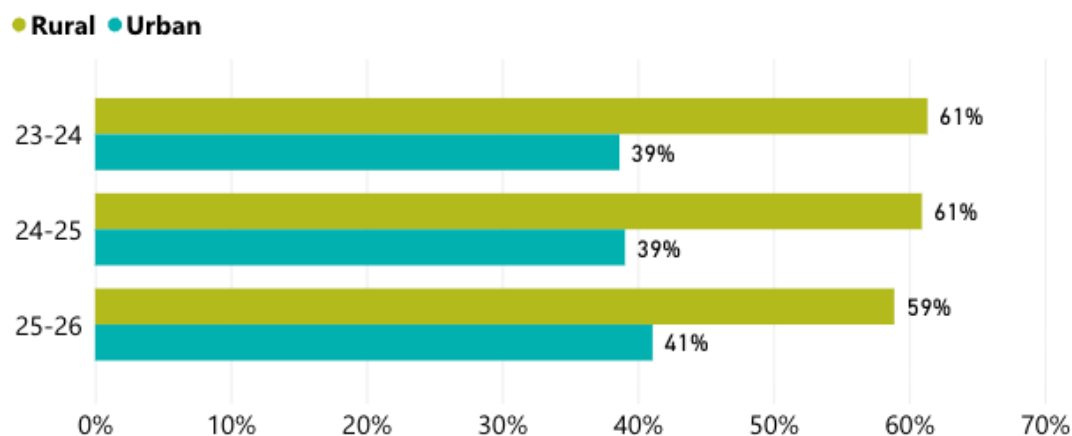
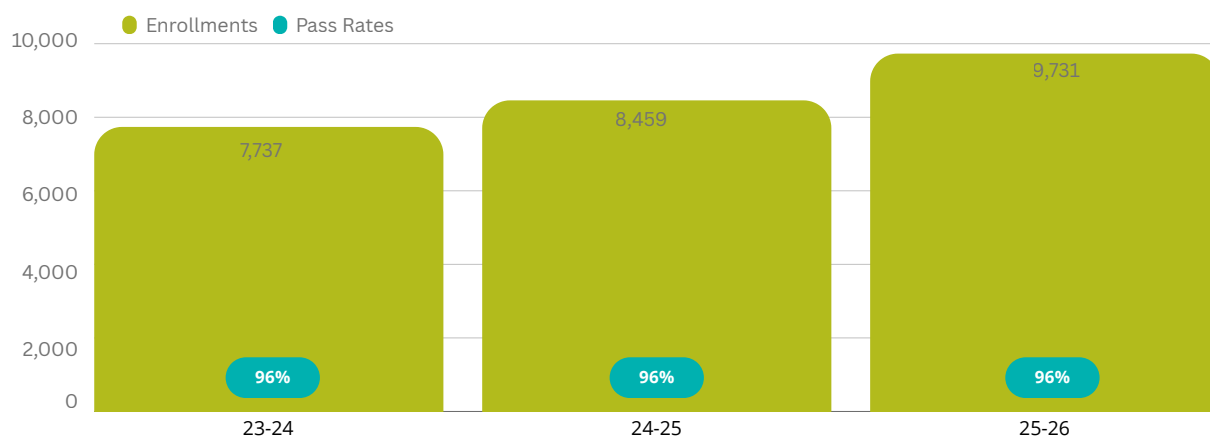
NEW-TO-IDLA STUDENT INITIATIVE

To help new students build a strong foundation for success, IDLA launched the New-to-IDLA Student Success and Support Initiative during the 2026 spring semester. This initiative provides proactive outreach and targeted support to new students and their families throughout their course, helping them navigate online learning, access key resources, and connect with available support services. By strengthening early engagement and providing timely interventions, the initiative aims to improve student success and course completion rates.

DUAL CREDIT IMPACT

IDLA's Dual Credit program operates at a significant scale and delivers substantial economic value. Approximately 9,100 enrollments generated an estimated \$4.1 million in tuition savings and waived over \$682,000 in program fees, demonstrating a strong return on investment for Idaho students and families. Of those enrollments statewide, 60% were from rural school districts where many of these courses are not offered locally.

DUAL CREDIT ENROLLMENTS & PASS RATE



60%
OF TOTAL DUAL CREDIT
ENROLLMENTS ARE
RURAL

DUAL CREDIT SUMMER 2025 COMPARISON TO SUMMER 2026 ON LEGISLATIVE POLICIES

Summer 2026 participation declined from 1,443 to 663 enrollments, a 54% decrease compared with the previous summer. As a result, realized tuition savings also declined, although individual students who participated continued to realize substantial savings relative to traditional college tuition. Average partner college tuition increased from \$255 to \$301 per course during the same period, underscoring the continued economic value of dual credit participation.

While the available data does not distinguish between rural and urban participation, statewide enrollment reductions may have a greater practical impact on students in communities with fewer local options for earning college credit. For many rural schools, IDLA serves as the primary avenue for students to access a broad portfolio of dual credit courses and college pathways.

ENROLLMENT COMPARISON

Summer Term	Enrollments
Summer 2025	1,443
Summer 2026	663

This represents:

- 780 fewer enrollments
- 54% decrease in summer participation
- An overall drop in rural enrollment of nearly 4%

COST IMPACT

- No IDLA course fees were waived during Summer 2026 per H 940, compared with \$102,600 in waived student fees during Summer 2025.
- About a 50% reduction in realized student savings using actual tuition. As compared to the prior year:

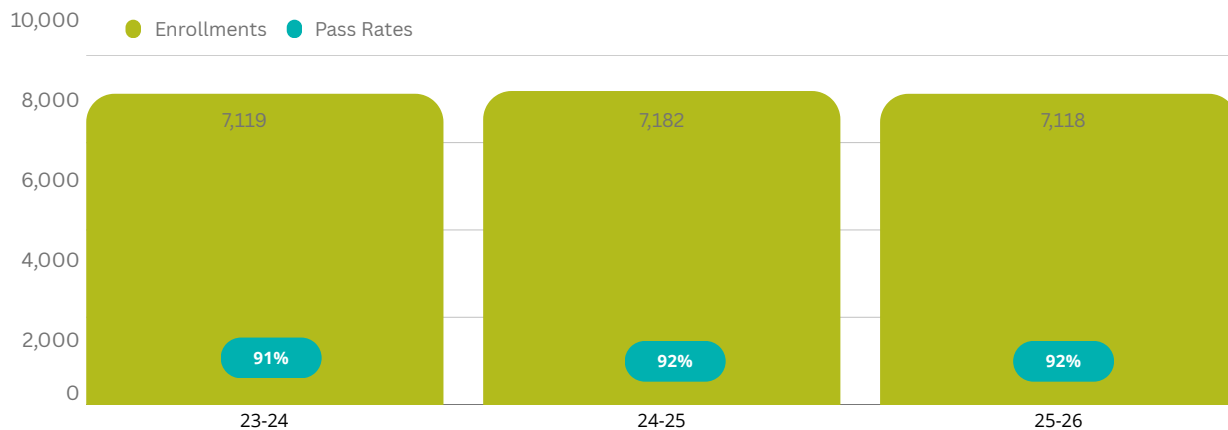
	Summer 2025	Summer 2026
Savings using actual tuition	\$422,963	\$214,403
Savings using the average tuition	\$647,912	\$385,326

NOTE: The summer 2026 data was compiled during the summer 2026 session and, therefore, may change as the session was not yet completed at the time of publication.

SPOTLIGHT ON CTE DIGITAL

The CTE Digital program provides students with industry-aligned coursework across diverse fields, including cybersecurity, accounting, and childcare. These offerings are strategically designed to support critical career pathways, such as healthcare and semiconductor technology, ensuring students gain relevant skills for future professional success.

CTE ENROLLMENTS & PASS RATE



CTE TOP TEN COURSES

Course	Enrollments	Pass Rate
8 th Grad Career Exploration	1399	93%
Pathways to Success - High School	616	89%
8 th Grade Career Exploration (4 unit)	543	81%
Personal Finance	514	94%
Intro to Culinary Arts	474	88%
Dual Credit Medical Terminology (CSI)	397	98%
Dual Credit Fundamentals of Health Professions (CSI)	379	95%
Dual Credit Entrepreneurship (CWI)	228	98%
Dual Credit Medical Terminology (ISU)	200	98%
Graphic Design	188	92%



SUCCESS STORIES

ADDIE ANDERSON, RIGBY

Growing up in Rigby, Idaho, Addie Anderson learned that big dreams can start in small places. "Being from such a small town, everyone knows each other, and there is a tight sense of community," she shared. "By knowing so many people, I developed a strong support system to help me find opportunities and pave my journey to MIT."

Addie discovered a passion for coding in sixth grade, and that interest quickly expanded into robotics, programming, and computer science. After taking every computer science course her high school offered, she wanted to keep learning. Through Idaho Digital Learning Alliance (IDLA), she enrolled in advanced dual credit courses including Computer Science Principles, Introduction to Cybersecurity, and Introduction to Networking.

"IDLA courses not only helped me academically, but they also allowed me to get ahead or catch up because I could work whenever and wherever I wanted," Addie said. The flexibility of online learning allowed her to balance a demanding schedule filled with robotics, internships, and leadership opportunities while earning college credit and working toward an Introduction to Cybersecurity Basic Technical Certificate through the College of Southern Idaho.

One course, Introduction to Networking, proved especially valuable. The skills she gained carried directly into an internship at Idaho National Laboratory, where she applied what she had learned in a professional setting. "It was one of the most technically difficult courses I've taken and helped me grow a ton," she reflected.

Beyond academics, Addie sought opportunities to inspire others. She competed in VEX Robotics and founded a Girls Who Code club to encourage more students to explore technology. Her interests have since expanded to the intersection of artificial intelligence and neuroscience, where she hopes to use machine learning to improve research and treatment for neurological disorders.

That dedication paid off when Addie received her acceptance to the Massachusetts Institute of Technology (MIT). "I remember when I first opened the acceptance letter, I kept saying, No shot. There's no shot I got in," she recalled. "I knew that the odds were against me."

As she prepares to leave rural Idaho for Boston, Addie is excited to embrace new opportunities while carrying with her the lessons she learned along the way. Her advice to other students is simple: "Don't be afraid to dream big and work hard to achieve your goals. Regardless, the hard work and experience will pay off and help you grow."



CARLOS ESCOBEDO, BRUNEAU

Carlos Escobedo, a senior at Rimrock Jr./Sr. High School in Bruneau, Idaho, has built an impressive foundation for his future in technology and leadership. As the first in his family to attend college, Carlos has already completed his cybersecurity certification through the College of Southern Idaho, before even graduating from high school.

A student with many talents, Carlos enjoys sports, music, and spending time with friends at school events. He plays multiple instruments, including guitar, piano, and bass, and finds joy in staying active and involved in his school community and student body government.



Carlos's IDLA journey began when he decided to take his first online course to get ahead in his studies. "I decided to enroll in my first IDLA class to get my health class credit out of the way a year early," he said. "I had a good online learning experience, as compared to an in-person class. I felt like IDLA taught me the criteria in a more organized and quick manner."

That early experience sparked a deeper interest in online learning and paved the way for a more significant opportunity: the Dual Credit Cybersecurity Tech Certification program through IDLA. Taking on a college-level program while still in high school required focus and determination,

and Carlos says the encouragement from his teachers and principal made all the difference. "They all checked up on me and kept me going," he said. "IDLA helped me with the goal of giving me the opportunity of being able to work through CSI so easily."

Through this experience, Carlos developed skills that have prepared him for college and beyond. "I've taken courses, like Dual Credit: Introduction to Programming, which helped build my critical thinking skills and good problem-solving techniques that I will need in my future career," he said.

Balancing sports, leadership, and academics is no small feat, but Carlos credits IDLA with helping him make it all work. "IDLA definitely gave me the flexibility of doing assignments on different schedules that don't intervene with my day-to-day activities like sports and work," he explained. "The courses were college content which gave me the confidence to know that I can tackle the obstacle of attending, and, hopefully, graduating college."

Looking ahead, Carlos plans to continue studying technology and coding at the College of Southern Idaho. He credits his IDLA experience with preparing him for both academic and social success. What advice would he offer to other students considering an IDLA course? "Take classes that will actually benefit you in the long run and help you build better personal and academic skills, rather than just trying to get an easy class."

RILEY WALTERS, RIGGINS

Growing up in Riggins, Idaho, a town of around 400 people nestled along the Salmon River, Rylee Walters has learned the value of community, hard work, and seizing every opportunity available to her. A student athlete and active leader at Salmon River High School, she fills her days with basketball, volleyball, track, 4-H, Student Council, National Honor Society, and Sources of Strength. When she is not busy with school or activities, she finds peace in the outdoors, spending time in the mountains or out on the river with friends and family.



Rylee first began taking IDLA courses after her school counselor encouraged her to try an online class. She shared, “Thanks to her, I started taking classes because I wanted to challenge myself and get ahead on college credits.” For Rylee, IDLA offered something her small rural school simply could not: a wider range of subjects that aligned with her interests and helped her prepare for the future.

That first step opened the door to an even bigger opportunity. “When I first heard about the chance to earn my associate’s degree, it honestly sounded impossible,” she said. “But the more I thought about it, the more I wanted to prove to myself that I could do it.” With the flexibility of online learning, she was able to balance college-level coursework with sports, leadership activities, and her regular school schedule, something that would have been much harder without IDLA’s support and structure.

Throughout her academic journey, Rylee found tremendous encouragement from the people who supported her. “The teachers and mentors through IDLA are always quick to respond and willing to help whenever I need it,” she explained. Her site coordinator, Sydney Allread, has been especially impactful and “goes above and beyond to help me stay on track and always checks in when I need guidance.” Family and school staff also played a crucial role by reminding her of the importance of her goals and motivating her to continue progressing.

As she prepares to graduate high school with an associate degree already completed, Rylee feels confident in her next steps. Her psychology course, one of her favorites, strengthened her interest in kinesiology and physical therapy, and her IDLA experience helped her develop time management, organization, and personal accountability. She also discovered something meaningful about herself. “I’ve learned that I’m capable of more than I thought,” she said. “Taking college classes while still in high school can be overwhelming, but it’s shown me that with discipline and consistency, I can handle hard things and still succeed.”

Rylee now encourages other students to take advantage of opportunities through IDLA and dual credit programs. Her message is enthusiastic and direct. “Do it! It might seem intimidating at first, but it’s so worth it,” she said. She believes that students who stay disciplined, ask for help, and utilize available resources will be amazed at what they can accomplish. With her goals clearly in sight and a strong academic foundation, Rylee is ready to continue her journey with confidence.

JEN HANSEN - SITE COORDINATOR, TETON HIGH SCHOOL, DRIGGS

Born and raised in Idaho, Jen Hansen is a proud mom and grandmother who brings both life experience and dedication to her role at Teton High School. She began her career in education by substituting in her local district, later moving into a secretary position that included managing IDLA's program. As the program grew, so did her involvement. "The program's significant growth and success ultimately required a full-time focus, a transition that has been successfully embraced," Jen explained.

Now, as a full-time Site Coordinator, Jen supports students face-to-face for five class periods each day. "My role involves everything from beginning with registration, to seeing a student through the end of their class and transcribing their grade," she shared. "This allows me to check in with my students and gives them class time to work on their IDLA assignments."

Jen has seen students achieve incredible milestones through IDLA, from earning dual credits and CNA certifications to excelling in electives that aren't available locally. "They are significant programs that are needed to advance the success of students wanting to further their education," she said. "Students are able to take advantage of these opportunities before they graduate high school, and the many choices in electives allow them to get their elective credits in something that grabs their interest."

Living in a rural area like Teton Valley, these opportunities are especially valuable. "IDLA has filled gaps in our area by having many Dual Credit opportunities that our local campus doesn't offer," Jen explained. "Our students are diverse, and they have different learning desires and interests. Without IDLA, they would be limited to only what is offered on campus. That does not always excite our students. They like having a variety of classes to choose from and different path choices, giving them many ideas of which paths they want to take in their future academic endeavors."

For Jen, the most rewarding part is watching confidence grow. "They are excited that they can complete a high school and college credit, both at the same time. They grow academically when they can have a choice and take classes that move them forward in what they want to do and accomplish in their future."

That growth fuels Jen's own motivation as a coordinator. Her advice to others in her role is simple but powerful: "Communicate. That is key. Communicate with the students, their counselors, online teachers, IDLA staff, and parents. Ask questions until you understand. That is the best way we can serve our students."



LOOKING AHEAD



As we look forward to the 26-27 school year, IDLA is refocusing our priorities to make sure we meet our core mission:

Partner with schools to ensure every student, wherever they live, can access high-quality digital learning designed and delivered by Idaho educators.

Key Strategic Focus Areas are:

- **Focus on Rural:** We will prioritize enrollment from rural schools to ensure our opportunities meet the needs of students with the largest equity gaps. Rural schools will have priority access to course registration, with no limit on the number of courses their students can take each semester.
- **AI Integration & Future-Readiness:** Beginning in the Fall 2026 semester, all students will have access to an AI-supported assignment within each IDLA course. Paired with our use of the AI Assessment Scale, we will continue to integrate AI into the learning process responsibly, teaching students how to incorporate AI appropriately into their learning and thinking.
- **Degrees, Diplomas, and Certificates:** We will prioritize courses that lead to high school diplomas, college degrees, and technical certificates. With less funding this year, we are forced to serve fewer students. We will prioritize the courses we can offer to those that have the greatest impact and meet the most student needs.
- **Fiscal Leadership:** We also have a strategic focus this year to reduce the cost of delivering courses. As we reduce our cost, we increase the total number of students we can serve. At the same time, we will also seek out additional sources of revenue to support programs and student opportunities.

Everything we do is designed to reinforce our core mission. None of it is done on our own. We appreciate our school districts, stakeholders, and partners who support us in this work.

For more information about IDLA, visit idla.org or contact the office.

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