Evidence of Effectiveness

Imagine Edgenuity's suite of research-based online courses is generating positive student outcomes across the country. Below is a summary of efficacy research for Imagine Edgenuity.

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Research Brief
Altamont High School

DUCHESNE COUNTY SCHOOL DISTRICT, ALTAMONT, UTAH

Edgenuity

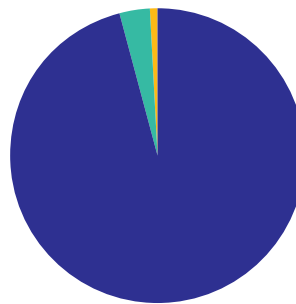## Students Improve Math Performance on SAGE and ACT Assessments

Evaluation Overview

Grades: 9–12

Model: Computer Lab

Measure: SAGE Math, ACT Math

Demographics

■ Caucasian	96%
■ Hispanic	3.3%
■ Black	0.7%

Total Students	299
Gender	
Male	53.5%
Female	46.5%
Other Demographics	
Low income	23.7%
Special education	12.7%
English learner	0.0%

School Overview

Altamont High School (AHS) is located in Duchesne, Utah, a rural town nestled between the Strawberry and Duchesne Rivers in the Uintah Basin of northeastern Utah, with a population of 1,872 people and an economic base in farming and oil. The school enrolls approximately 300 students in grades 7–12, who are predominantly Caucasian (96 percent).

AHS set out to improve math achievement during the 2014–2015 school year after 87 percent of high school students scored below the proficient level on the spring 2014 Student Assessment of Growth and Excellence (SAGE) math test. Without a budget to hire a highly qualified teacher, the school decided to turn to online instruction to better meet individual student needs. The school selected Edgenuity because of its robust reporting system and competency-based approach to learning. In the fall of 2015, the school enrolled all of its high school students in Edgenuity online math courses.

Implementation

Planning for Success

AHS recognized that implementing a new online learning program would require careful, step-by-step planning. Teachers and school leaders would need quality professional development to help incorporate the program in blended and online contexts. Once staff understood how to integrate rich pedagogical strategies with the program, they would need to work with students and parents to articulate a clear vision for online course use, and create a strategic plan for making that vision a reality. The plan would need to anticipate obstacles and come up with proactive strategies to address them.

> "We knew we had to lead with the end in mind," said Principal Dean Wilson. "We didn't want students to feel like they were guinea pigs in some sort of mathematical experiment."

Edgenuity Research

At the start of the year, teachers and school leaders attended two days of training to learn how to use and customize Edgenuity courses, set expectations, carefully align offline activities to face-to-face instruction, monitor data, provide positive feedback, and encourage online discussion. To create buy-in, school leaders invited parents and community leaders to attend workshops that discussed personalized learning, and the flexibility and options for students, staff, and families. In addition, the school trained parents how to access the Family Portal, a website that allows parents to access real-time information about their student's progress and performance.

Teacher-Led, Data-Driven Instruction

AHS students used Edgenuity math courses in computer labs for 70 minutes each day. Students were expected to complete at least 3 percent to 4.5 percent of course activities each day, with a grade of 70 percent or higher.

While in the computer lab, lab managers used data from Edgenuity's learning management system to monitor student performance, engage students, and inform content-area teachers about the specific areas in which students were struggling. Students who were falling behind or failing to master content material were pulled from their elective classes (physical education, band, or choir) to receive one-on-one instruction from a certified math teacher. The certified teacher provided additional remediation and support to reengage the students.

The school leaders viewed data as a way to deepen teacher-student relationships. "Data tracks student proficiency and it doesn't lie," commented Principal Wilson. "However, you cannot underestimate the role of a highly qualified teacher, a savvy, competent person who can use data to clarify concepts in different ways to ensure students truly understand course material."

Modeling Positive Behavior

AHS leaders believed you cannot adequately teach content material without modeling positive behavior. As such, the school aligned its blended learning program with its positive behavioral interventions and support system (PBIS).

The school used a reward system where Edgenuity students earned cards for good online behavior in five areas: personal responsibility, respect, integrity, discipline, and engagement. Teachers gave three cards per day, one to a low-performing student, one to an on-grade-level student, and one to a high-performing student. On the back of each card, the teacher wrote why the student earned a card that day. After submitting the card to the principal, the student became eligible for weekly, monthly, and annual privileges and cash prizes. The program was so successful that students initiated their own card program designed to show appreciation for teachers.

Study Sample

This report tracks the academic performance of Altamont High School students who used math courses during the 2015–2016 (211 students) and 2016–2017 (191 students) school years.

Measures

Edgenuity Program Data

Edgenuity's learning management system tracks student progress, achievement, and engagement data. This study collected data for all 9th to 12th grade students who used Edgenuity math courses during the 2015–2016 and 2016–2017 school years.

Student Assessment of Growth and Excellence

SAGE is Utah's computer-adaptive assessment system aligned to the state's core standards. SAGE includes a summative end-of-year test used for state and federal accountability, and interim fall and winter tests that inform instruction. The math assessments include standard tests for grades 3–8, as well as Secondary Math I, II, and III.

Edgenuity Research

ACT

The ACT is a curriculum- and standards-based educational and career planning test that assesses students' academic readiness for college. The test consists of four multiple-choice subtests: English, Mathematics, Reading, and Science. It provides a benchmark for the minimum score needed for students to be ready for college-level coursework. This study focuses on the Math subtest of the ACT.

Results

Participation Level

Edgenuity usage data were collected for 219 Altamont High School students who were enrolled in 754 math courses during the 2015–2016 school year and 223 students who were enrolled in 822 math courses during the 2016–2017 school year (see Figure 1).

Data indicate that students progressed through nearly 80 percent of course activities during the 2015–2016 school year and more than 76 percent of course activities during the 2016–2017 school year, maintaining an average overall grade of approximately 77 percent both years.

Figure 1. Altamont High School Edgenuity Students

Edgenuity Math Course Data by School Year

School Year	Number of Students	Total Number of Courses	Average Progress	Average Overall Grade
2015–16	219	754	79.4%	77.4%
2016–17	223	822	76.5%	76.8%

SAGE MATH ASSESSMENT

Edgenuity examined AHS student performance on the SAGE Math assessment from the 2013–14 to 2016–17 school years. During the 2013–14 school year, AHS used in-person, face-to-face instruction only. For the purposes of this analysis, the 2013–14 school year is used as a baseline. Data show that across all grades in this analysis, the percentage of AHS students achieving proficiency on the SAGE Math assessment increased from 2014 to 2017 (Figure 2). Results were particularly impressive for 10th grade students, who demonstrated more than an eightfold increase in proficiency rates on the SAGE Math test.

Figure 2: Altamont High School Edgenuity Students, Grades 9–11

Percentage of Students Reaching Proficiency on the 2014, 2015, 2016, and 2017 SAGE Math Tests

Edgenuity Research
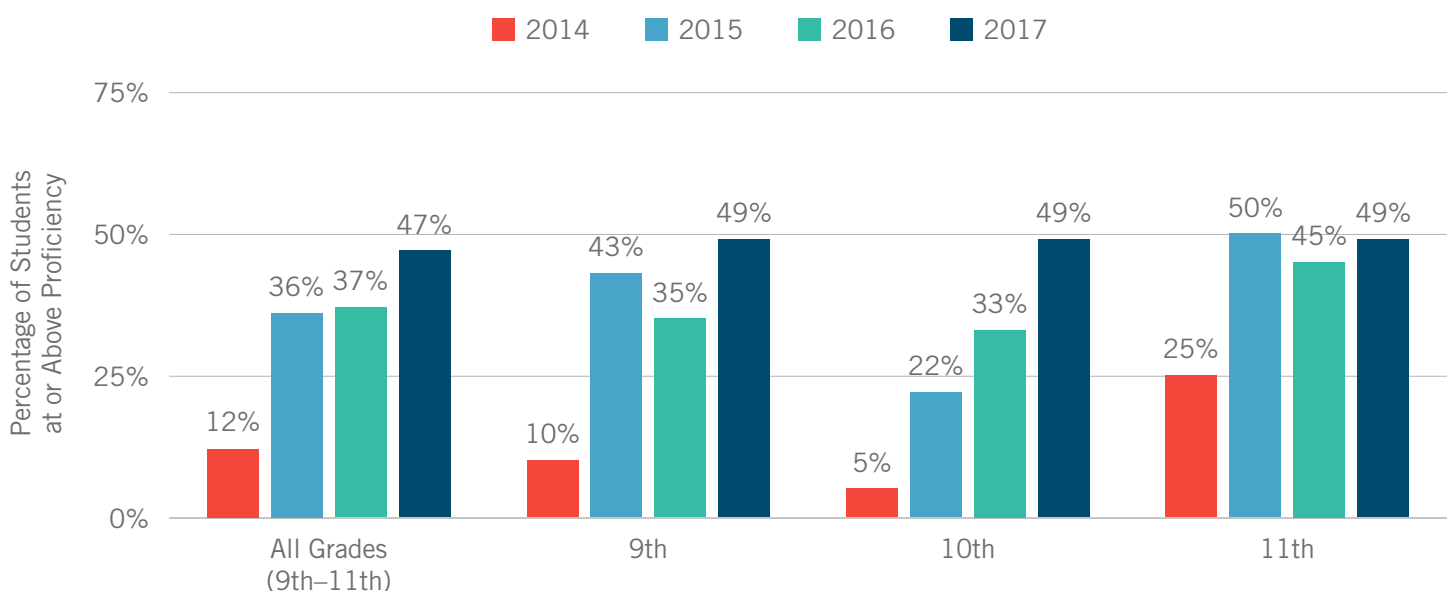
ACT

Data were collected from students who took the ACT from 2015 to 2017. Results show that the average ACT Math subtest score increased from 17.4 to 19.8 (Figure 3).

Figure 3: **Altamont High School Edgenuity Students, 11th and 12th Grades**
Average Score on the ACT
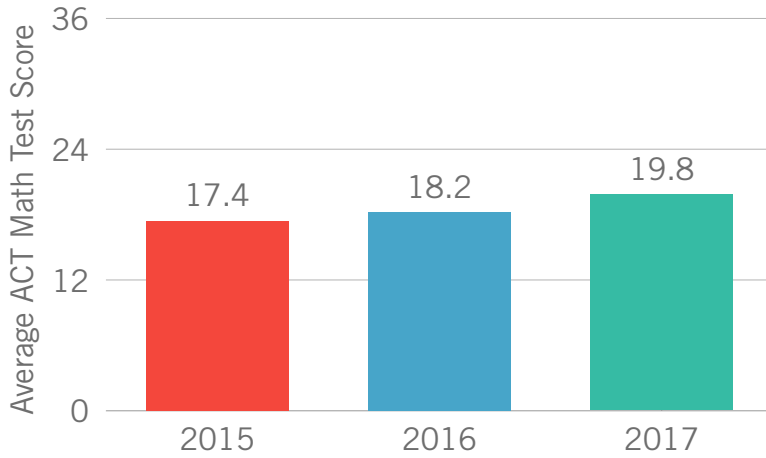
Conclusion

Preliminary results from this study suggest that Edgenuity is having a positive impact on the academic achievement of AHS students. From 2014 to 2017, the percentage of students who reached proficiency on the SAGE Math assessment increased. Similarly, from 2015 to 2017, the average score on the ACT Math subtest grew from 17.4 to 19.8.

As a result of these successful math outcomes, AHS leadership decided to offer Edgenuity online courses in personal finance, health, foreign languages, and courses for seniors who need specific credits to graduate.

Edgenuity Research

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imagine **instructional services**

Imagine Edgenuity and Imagine Instructional Services Leads to Greater Proficiency Rates in Ohio

OVERVIEW

During the 2020–2021 academic year, Arcanum Virtual Academy (AVA) implemented Imagine Edgenuity Courseware and Imagine Instructional Services with 29 students in mi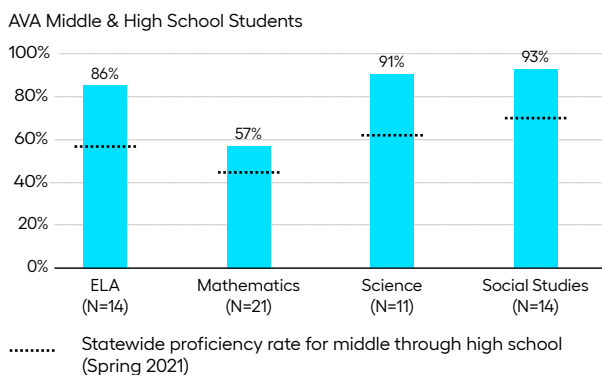ddle and high school. AVA is a non-traditional school, where students learn in a large room that resembles a cybercafé, with comfortable chairs, high-top tables, Chromebooks, and power outlets. After each hour of work, students take a 15-minute exercise break to rejuvenate and restore their energy. Principal Jim Gray says "Students learn in different ways, and I wanted to create a school where students could interact with rigorous content in different ways. Edgenuity not only allows students to master challenging curricula, but the company also builds really positive and powerful relationships between teachers and students."

Arcanum Virtual Academy

Demographics (N = 29)	Percent
Female	38%
White	100%
English Language Learners	0%
Grade 7	3%
Grade 8	10%
Grade 9	17%
Grade 10	21%
Grade 11	21%
Grade 12	31%

Each student at AVA was enrolled in an average of 5 Imagine Edgenuity Courseware courses (one each for ELA, math, science, and social studies), and spent an average of 45.7 hours working online per course. To investigate student achievement using Imagine Edgenuity, Imagine Learning analyzed student Ohio State Test (OST) assessment data from Spring 2021.

Figure 1. Percent of students achieving proficiency on the 2021 Ohio State Test.

AVA Middle & High School Students

ELA (N=14): 86%; Mathematics (N=21): 57%; Science (N=11): 91%; Social Studies (N=14): 93%

.... Statewide proficiency rate for middle through high school (Spring 2021)

RESULTS

The OST 2021 data was summarized by percent of students who met (or exceeded) proficiency. Findings demonstrate that, in all four categories, a greater percent of Imagine Edgenuity students in Grades 7–12 met proficiency compared to the percent of students in the state (Figure 1). See Appendix A for a summary of the data.

Principal Jim Gray attributes student success to the school's high degree of personalization, saying "students are empowered to take control over their own learning. If they need more time, they can get it. If they are mastering a topic quickly, they can go faster". He also highlights the role of the instructors, commenting "Edgenuity instructors are critical to motivating and engaging students. They keep clear, open lines of communication with students. This establishes trust and accelerates learning".

Appendix A.

	n	Percent of students achieving proficiency on the 2021 Ohio State Test	
		AVA	State of Ohio
English Language Arts (ELA)	14	86%	57%
Mathematics	21	57%	45%
Science	11	91%	62%
Social Studies	14	93%	70%

Note: n refers to number of students at Arcanum Virtual Academy (AVA)

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Research Brief
Bald Eagle High School

WINGATE, PENNSYLVANIA

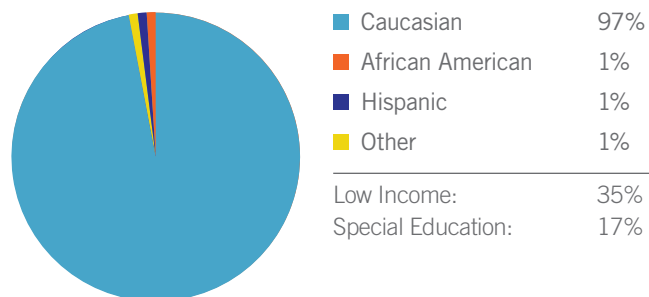Edgenuity students demonstrate **significant improvements** on the Biology Keystone Exam.

Evaluation Overview

Grades: 10 and 11

Model: Flex Model

Measure: Pennsylvania Biology Keystone Exam

Sample Demographics

Caucasian	97%
African American	1%
Hispanic	1%
Other	1%
Low Income:	35%
Special Education:	17%

District Overview

Bald Eagle High School (BEHS) is located 20 miles north of State College in rural Pennsylvania. It serves 925 students in grades 9–12. While BEHS has a 92 percent graduation rate and more than 70 percent of students pass their state standardized tests, a small group of high school students were continually failing the Biology Keystone Exam. During the 2014–2015 school year, administrators began looking for an engaging online test preparation course that would help students improve their scores on the high-stakes biology assessment. The district chose Edgenuity because of its video-based instruction by expert teachers, interactive assignments, and frequent assessment. They particularly liked that Edgenuity's virtual tutor course leveraged diagnostic tests to identify students' strengths and weaknesses, creating a personalized learning path for each student.

Implementation

Students who needed to retake the Biology Keystone Exam were offered Edgenuity's biology virtual test preparation course from September 2, 2015, to January 22, 2016. Students used the course 44 minutes a day, five days a week, for 18 weeks in a computer lab. While in the computer lab, three certified teachers circulated through the room, providing challenge, support, or remediation to students. Once a week, students worked on laboratory experiments and hands-on projects.

Study Sample

This report tracks the performance of 40 high school students who didn't reach proficiency on the Pennsylvania Biology Keystone Exam in spring 2015 and retook the exam in winter 2016. Approximately 95 percent of these students were White and 5 percent were Hispanic. Twenty percent were eligible for free or reduced-price lunch and 15 percent received special education services.

Edgenuity Research

Measures

Biology Keystone Exam

The Keystone Exams are end-of-course assessments designed to evaluate proficiency in academic content. Students take the Keystone Exam at or near the end of their Algebra I, Biology, and Literature courses. The Biology Keystone Exam was developed by educators and is aligned to the standards adopted by the Pennsylvania State Board of Education. The test is made up of two modules: Cells and Cell Processes, and Continuity and Unity of Life. Each module yields a scale score and a performance level (Below Basic, Basic, Proficient, or Advanced). Students who do not score at least Proficient may retake the exam. Biology Keystone Exam scale score data were collected from 40 Edgenuity students who took the assessment in spring 2015 and winter 2016.

Results

After using Edgenuity's Biology Virtual Tutor for 18 weeks, students showed gains on the Biology Keystone Exam (see Graph 1). On Module 1, Edgenuity students improved from a spring 2015 scale score of 1,471 to a winter 2016 scale score of 1,492, a significant gain of 21 scale score points (effect size = .74). On Module 2, Edgenuity students improved from a spring 2015 scale score of 1,477 to a winter 2016 scale score of 1,481, a gain of 4 scale score points.

Graph 1: Bald Eagle High School Edgenuity Students, Grades 10–11
Performance on the Pennsylvania Biology Keystone Exam, Spring 2015 to Winter 2016 (N = 40)
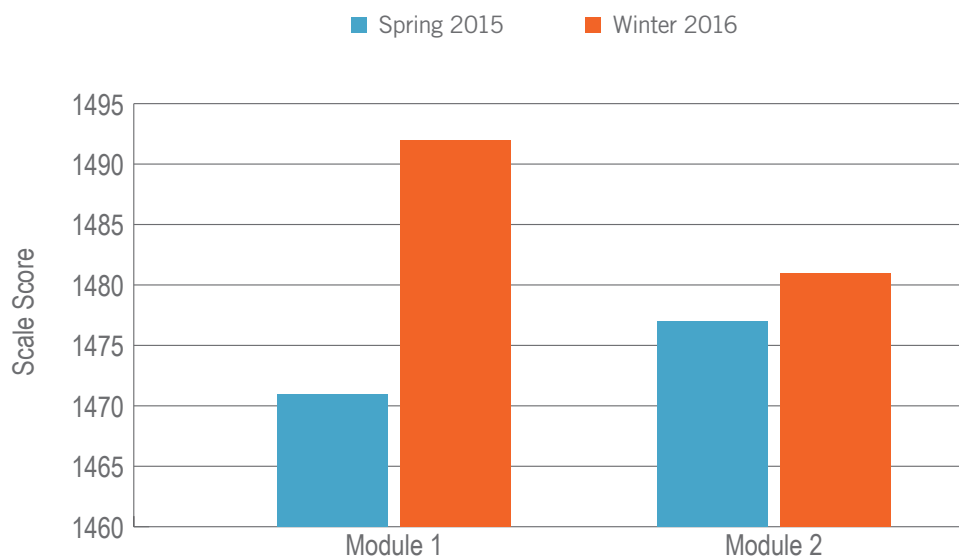
*Note: Paired t-tests revealed gains were statistically significant at ($p \leq 0.05$).

Conclusion

This preliminary analysis indicates that BEHS students benefited from participation in the Edgenuity Biology Virtual Tutor course. From spring 2015 to winter 2016, students demonstrated significant gains on the Pennsylvania Biology Keystone Exam.

Edgenuity Research

imagine edgenuity

Imagine Edgenuity Contributes to Credit Attainment and Graduation Rates Among California Charter School Students

OVERVIEW

During the academic years between 2018 and 2022, California Pacific Charter Schools (CalPac) implemented Imagine Edgenuity as the primary curriculum for both initial credit and credit recovery with students across three high schools. At CalPac, students learn with the flexibility of online courses but with the structure of a traditional brick and mortar calendar. The online school is available for California students in 15 counties and offers a personalized learning approach to promote student achievement.

CALIFORNIA PACIFIC CHARTER SCHOOLS

Demographics (*N* = 537)

Hispanic	39%
White	38%
Other Race / Ethnicity	23%
Female	51%

RESULTS

With implementation of Imagine Edgenuity Courseware, CalPac saw a substantial increase in credit attainment graduation rates. Furthermore, it is important to note that throughout the COVID-19 pandemic, CalPac student success continued to accelerate, at least in part because of the established Imagine Edgenuity curriculum and CalPac's online learning model.
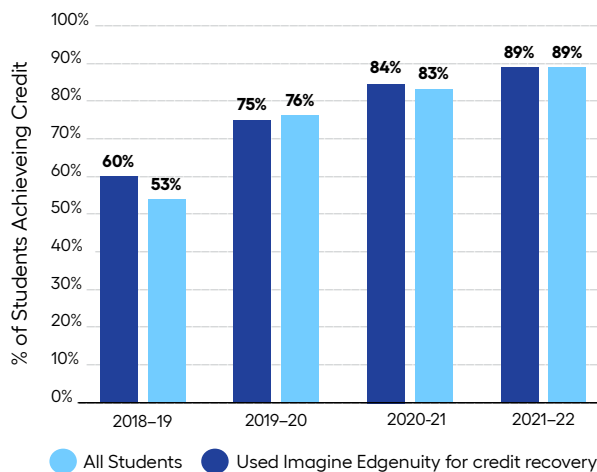
"Imagine Edgenuity's customization tools have allowed CalPac to personalize learning for our students, using three different learning pathways to support all kinds of learners, and personalizing instruction and plans further for students who need it. This has allowed us to increase equity and access to the most impacted students and support their academic success, including earning a high school diploma."

Christine Feher, CalPac Superintendent

Figure 1. Change in Credit Attainment Rates, 2018–2022 California Pacific Charter Schools, Grades 9–12

Y-axis: % of Students Achieveing Credit

- 2018–19: All Students 60%, Used Imagine Edgenuity for credit recovery 53%
- 2019–20: 75%, 76%
- 2020-21: 84%, 83%
- 2021–22: 89%, 89%

Legend: All Students / Used Imagine Edgenuity for credit recovery

Figure 2. Change in Graduation Rates, 2018–2022 California Pacific Charter Schools, Grades 9–12

Y-axis: Graduation Rate

- Los Angeles: 2018–2019 39%, 2019–20 50%, 2020–21 73%, 2021–22 82%
- San Diego: 52%, 60%, 94%, 93%
- Sonoma: 54%, 89%, 86%

Legend: 2018–2019 / 2019–20 / 2020–21 / 2021–22
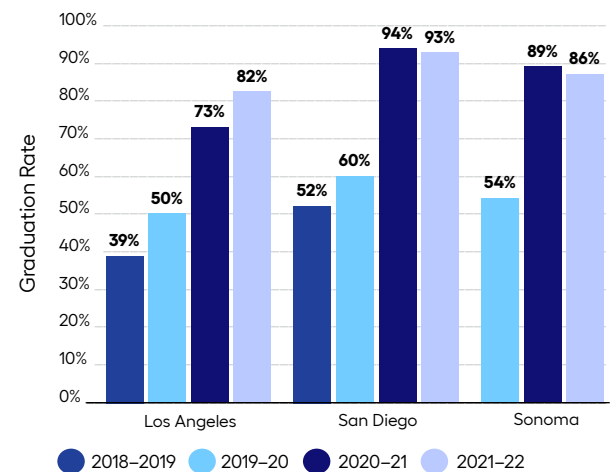
imagine edgenuity

Classical Academies — San Diego, *California*

Providing Flexibility, Accountability, and Emotional Competency With Imagine Edgenuity

TAKEAWAY: Charter school uses Imagine Edgenuity in four innovative ways to provide flexible options for a wide range of students.

BACKGROUND

Founded in 1999, Classical Academies serves 4,200 K–12 students in three independent public charter schools in North San Diego County, California. The organization's mission is to prepare students for college, career, and citizenship by partnering with families, offering rigorous academics, fostering social and emotional learning, and providing academic choice.

PROVIDING MORE FLEXIBLE LEARNING OPTIONS

Classical Academies enrolls a diverse array of students, ranging from homeschoolers, athletes, and actors to gifted, traditional, remedial, at-risk, and medically fragile students.

School Demographics

White	77%
Hispanic	11%
African American	6%
Other	6%
Special Education	9%
Economically Disadvantaged	10%

- To provide more flexible learning options that would better differentiate instruction and create more time for conferencing with students and parents, they partnered with Imagine Edgenuity — finding confidence in its research base, breadth of course offerings, and actionable data.
- **WHY IT MATTERS:** the wide variety of courses enable them to support struggling students while also providing appropriate challenges to accelerated learners.
  - "At Classical Academies, we recognize that students have varying abilities, talents, and interests. We strongly believe that instruction should be tailored to each student's unique needs," said Dr. Stacey Perez, Online Principal.
  - "Edgenuity's content and learning management system allowed us to truly personalize learning without compromising the rigor or integrity of instruction."

> **"Edgenuity's content and learning management system allowed us to truly personalize learning without compromising the rigor or integrity of instruction."**
>
> • • •
>
> Dr. Stacey Perez, Online Principal

Four-day school week program

High school students use Imagine Edgenuity courses for approximately 60 minutes per day, per subject

Blended instructional program

High school students use Imagine Edgenuity courses three days a week at home and receive face-to-face workshop instruction two days a week at school

Online learning program

Students complete Imagine Edgenuity courses at home and meet with a teacher every five weeks

Independent study program

Full-time independent study students are supported by certified teachers

A core belief of Classical Academies is that schools should offer flexible scheduling of courses. That's why they offer Imagine Edgenuity in four distinct settings.

A Typical Day (Blended Instruction Program):

- Most instruction takes place in cybercafés with comfortable chairs, sofas, and whiteboard tables.
- Half the time, students work on Imagine Edgenuity courses via Chromebooks — independently or with the available highly qualified teachers, tutors, and academic coaches.
- The remainder of the time is spent engaging in collaborative learning projects, attending science labs, and receiving small-group or one-on-one instruction.

BUILDING EMOTIONAL COMPETENCY

Because they "know from Maslow's Hierarchy of Needs that students must have their basic physiological and psychological needs met before they can really advance cognitively," said Perez, teachers prioritize developing students' social and emotional competencies first.

- "Our staff work deliberately with students to create a sense of belonging, build their trust, and boost their confidence. We meet the student needs when they walk in the door."

HOW THEY DO IT: at the start of the school year, each student meets with an academic coach, who discusses their past educational experiences, fears, current expectations, and future aspirations.

- They develop an individualized graduation plan and set academic and personal goals.
- Teachers intentionally and explicitly integrate character education into face-to-face instruction.
- Through specialized lessons, assemblies, community service, and field trips, students are taught to do the right thing when no one is watching, learn from mistakes, keep a positive attitude, take ownership of feelings and actions, and try new strategies to achieve a goal.

EMPOWERING ACCOUNTABILITY WITH A GROWTH MINDSET

Because they believe learning should be competency-based, students must consistently show mastery of 80 percent of course content to progress.

HOW THEY DO IT: educators encourage students to have a growth mindset. They help students focus on the processes that lead to learning, such as putting forth effort and trying new strategies.

- Students are explicitly taught how to set goals, take notes, determine the importance of content material, and actively engage in Imagine Edgenuity.
- Teachers meet weekly to discuss student progress, achievement, and engagement using the data in Imagine Edgenuity's learning management system. Teachers then meet one-on-one with students to offer remediation and support.
- "Our teachers love that they can use Imagine Edgenuity's dashboard to show students how their hard work paid off," said Perez. "We have students who, when they get 80 percent on a quiz, say they can do better and want to try for 90 percent."

Families are an integral part of student success — including supervising, communicating, and aiding in daily progress.

- Parents and guardians are given access to Imagine Edgenuity courses and are even encouraged to attend classes and lead activities with teachers.
- "Our belief is that a partnership with parents can positively impact student learning," said Perez. "We try to provide the tools and programming to make sure that is a reality."

GENERATING RESULTS

Student engagement continues to rise as students find a comfortable and safe learning environment, as well as quality college prep courses through Imagine Edgenuity. Students who have struggled with a traditional public-school setting are now successful in this environment.

81%
Percent of students who earned a score of 3 or higher on their AP tests

99%
Percent of students who graduated on time

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imagine Edgenuity

Imagine Edgenuity Students Achieve Significant Gains and Reduce Achievement Gaps on NWEA® MAP® Growth™ Assessment
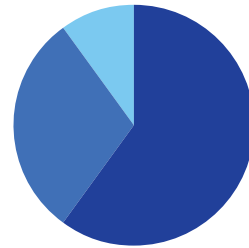
EVALUATION OVERVIEW

Grades: 6–12
Model: Rotational Model
Measure: Northwest Evaluation Association
Measures of Academic Progress (NWEA MAP)
Reading, Math, and Language Usage

DISTRICT DEMOGRAPHICS

Alaska Native	60%
Caucasian	30%
Other	10%
Low Income	70%

DISTRICT OVERVIEW

Nestled around the Wrangell–St. Elias National Park, the Copper River School District (CRSD) is one of the most rural school districts in Alaska. Located four hours east of Anchorage, the K–12 district spans 24,663 square miles and is home to 450 students in three combined-grade-level schools. The only way to access the region is through the Alaska Highway System, which is usually covered in ice due to subzero temperatures for much of the year.

For years, educators in CRSD have used a broad array of digital learning tools to assist in their teaching. These efforts have been so successful that in 2013, the district began researching digital curricula that could be offered across the district. CRSD wanted to find a digital online content provider that could be used as a reliable, functional curriculum and would meet the needs of a diverse student body. CRSD examined a number of different digital tools and selected Imagine Edgenuity because of its full alignment with the Common Core State Standards and Alaska Content and Performance Standards, and its unique scaffolding and supports for students (i.e. video, transcripts, audio support, online assessments, interactive note-taking tools, online glossaries, vocabulary support, text-to-speech, and writing tools).

IMPLEMENTATION

In fall 2013, the district implemented Imagine Edgenuity as a curriculum resource with middle and high school students. Middle school students used courses over three 50-minute class periods; high school students used Imagine Edgenuity courses over two 60-minute class periods.

There are two components to the instructional model, most often used in a rotation model:

- Whole group introduction: Teachers first conduct a warm-up activity, preview new content material, or introduce a metacognitive or cognitive learning strategy. Teachers then project Imagine Edgenuity's direct instructional video to the entire class and summarize what was taught and ask students questions to determine whether students have mastered content material.
- Small group rotations: Students then break into two groups. While one group is working with the teacher to reinforce or practice skills, the other is completing Imagine Edgenuity online assignments and quizzes independently. Teachers use data from Imagine Edgenuity's learning management system to continually monitor student progress and address individual students' needs.

STUDY SAMPLE

A total of 203 middle and high school students participating in Imagine Edgenuity courses during the 2013–2014 school year make up the sample in this report. Of the 3,337 courses taken, 43 percent were in English language arts, 33 percent were in social studies, 21 percent were in mathematics, and the remaining 3 percent were in a science or elective course.

MEASURES

Imagine Edgenuity Program Data

Imagine Edgenuity's Web Administrator tracks student engagement, achievement, and progress. This study collected data on the total number of attempted courses, the average percentage of courses completed, and the average overall grade.

Northwest Evaluation Association Measures of Academic Progress

Developed by the Northwest Evaluation Association (NWEA), the Measures of Academic Progress (MAP) Reading, Language Usage, and Mathematics tests are Common Core–aligned, computer-adaptive assessments administered to students in grades 3–12. If a student answers correctly, the next question is more difficult; if a student answers incorrectly, the follow-up item is easier. Tests are typically administered three times a year. Each MAP assessment uses the Rasch (RIT) unit, an equal interval scale score, to measure student growth and determine student mastery of various defined skills within disciplines.

In 2011, the Northwest Evaluation Association conducted a study describing how more than 5.1 million students in grades K–11 performed on the NWEA assessments at three different time points during the year. By testing students who had the same characteristics as the U.S. school population, the study provided grade-specific, rank-ordered distributions of performance. This information can be used to determine how a single student, a school, or an entire district's performance or growth compares to a much larger group—a norm sample.

RESULTS

Participation Level

Course usage data were examined for 203 CRSD students who used Imagine Edgenuity courses during the 2013–2014 school year. As Table 1 and Table 2 show, the average overall grade and course completion varied by grade and subject. Overall, students completed 80 percent of their Imagine Edgenuity courses.

Table 1. Copper River School District Imagine Edgenuity Students, Grades 6–12 (N = 203)
Imagine Edgenuity Course Usage Data 2013–2014

Grade Level	Number of Unique Students	Total Number of Courses	Average Percent of Course Completed	Average Overall Grade
6th	32	807	77%	73%
7th	27	777	82%	67%
8th	24	642	78%	68%
9th	36	495	86%	78%
10th	23	247	86%	80%
11th	31	206	77%	80%
12th	30	163	77%	81%
All Courses	**203**	**3,337**	**80%**	**73%**

Table 2. Copper River School District Imagine Edgenuity Students, Grades 6–12 (N = 203)
Imagine Edgenuity Course Usage Data 2013–2014

Subject	Total Number of Courses	Average Percent of Course Completed	Average Overall Grade	Average Number Of Days Between First & Last Grade
English/Literature	1,446	78%	75%	30
Math	704	79%	66%	24
Social Studies	1,103	84%	73%	27
Science	15	100%	77%	124
Electives	69	94%	85%	114
All Courses	**3,337**	**80%**	**73%**	**30**

NORTHWEST EVALUATION ASSOCIATION MEASURES OF ACADEMIC PROGRESS

Tables 3, 4, and 5 show the average RIT scores achieved by Imagine Edgenuity students on the fall 2013, winter 2014, and spring 2014 administrations of the NWEA MAP Reading, Language Usage, and Mathematics tests. The three tables also show how the grade level performance of Imagine Edgenuity students on the NWEA MAP tests compared to their peers in the national norm group.

Results show that Imagine Edgenuity students exhibited significant gains on the NWEA MAP Reading assessment (Table 3). On average, Imagine Edgenuity students improved from a fall RIT score of 217.2 to a spring RIT score of 223.3, resulting in a significant gain of 6.1 points (an effect size of 0.64). When results were broken down by grade, dependent t-tests revealed that 6th, 8th, and 9th grade students achieved significant fall-to-spring RIT gains (12.3, 8.6, and 4.0, respectively). Students also reduced some of the achievement gap that existed between themselves and the national norm. In fall 2013, 6th, 7th, and 8th grade Imagine Edgenuity students were performing 11.6, 8.0, and 8.9 points, respectively, below the national norm. By spring 2014, the gap with the national norm was reduced by 8.1 points for 6th graders, 1 point for 7th graders, and 5.5 points for 8th graders.

Analyses reveal that Imagine Edgenuity students who took the NWEA MAP Mathematics assessment improved their scores from fall 2013 to spring 2014 (Table 4). Overall, Imagine Edgenuity students achieved a significant gain of 6.2 points (an effect size of 0.66). These improvements were maintained when the data were disaggregated, with 6th, 7th, 8th, and 9th graders significantly gaining 8.7, 8.4, 8.4, and 4.8 points, respectively. Perhaps more notably, while 7th grade students were performing 2.8 points below the national norm in fall 2013, by spring 2014 they were performing above it.

As Table 5 shows, Imagine Edgenuity students evidenced a statistically significant gain of 3.9 points on the NWEA MAP Language Usage assessment (an effect size of .50). Students in the 8th grade mad e the largest improvement, demonstrating gains of 6.6 points. Consistent with the NWEA MAP Reading and Mathematics results, after one year of Imagine Edgenuity courses, students reduced some of the achievement gap that existed between themselves and the national norm. While 6th, 7th, and 8th graders were performing 5.4, 5.1, and 6.6 points, respectively, below the national norm on the fall 2013 test, by spring 2014, the gap with the national norm was reduced by 3.4, 0.8, and 3.5 points, respectively.

Table 3. Copper River School District Imagine Edgenuity Students, Grades 6–11 (N = 130)
Performance on the NWEA MAP Reading Assessment, Fall 2013 to Spring 2014

Grade	N	Fall RIT 2013 (Percentile Rank	Winter RIT 2014	Spring RIT 2014 (Percentile Rank)	RIT Gain (*p<.05)	Points Below National Norm at Fall	Points Below National Norm at Fall	Gap to National Norm Reduced by...
6th	24	200.7 (22nd)	212.0	212.9 (41st)	12.3*	11.6 pts	3.5 pts	8.1 pts
7th	18	208.3 (29th)	212.6	212.7 (32nd)	4.3	8.0 pts	7.0 pts	1.0 pts
8th	23	210.4 (28th)	218.2	219.0 (42nd)	8.6*	8.9 pts	3.4 pts	5.5 pts
9th	29	225.8 (62nd)	229.7	229.8 (67th)	4.0*	Already performing above national norm		
10th	15	228.1 (63rd)	228.3	230.7 (67th)	2.7	Already performing above national norm		
11th	21	231.2 (68th)	232.8	234.5)(74th)	3.3	Already performing above national norm		
All Imagine Edgenuity	**130**	**217.2**	**222.4**	**223.3**	**6.1* (d=.64)**			

Note: Dependent t-tests revealed gains were statistically significant at ($p \leq 0.05$).

Table 4. Copper River School District Imagine Edgenuity Students, Grades 6–11 (N = 126)
Performance on NWEA MAP Mathematics Test, 2013 to 2014

Grade	N	Fall RIT 2013 (Percentile Rank	Winter RIT 2014	Spring RIT 2014 (Percentile Rank)	RIT Gain (*p<.05)	Points Below National Norm at Fall	Points Below National Norm at Spring	Gap to National Norm Reduced by...
6th	24	214.6 (38th)	220.3	223.3 (45th)	8.7*	5.0 pts	2.3 pts	2.7 pts
7th	18	222.8 (44th)	226.8	231.2 (52nd)	8.4*	2.8 pts	Now performing above norm	
8th	22	225.7 (40th)	231.6	234.1 (50th)	8.4*	4.5 pts	0.4 pts	4.1 pts
9th	26	241.4 (67th)	243.5	246.3 (71st)	4.8*	Already performing above national norm		
10th	18	238.8 (60th)	242.9	243.2 (64th)	4.4	Already performing above national norm		
11th	18	250.1 (76th)	251.5	251.8 (75th)	1.8	Already performing above national norm		
All Imagine Edgenuity	**126**	**231.8**	**235.7**	**238.0**	**6.2* (d=.66)**			

Note: Dependent t-tests revealed gains were statistically significant at ($p \leq 0.05$).

Table 5. Copper River School District Imagine Edgenuity Students, Grades 6–11 (N = 127)
Performance on NWEA MAP Language Usage Test, 2013 to 2014

Grade	N	Fall RIT 2013	Winter RIT 2014	Spring RIT 2014	RIT Gain (*p<.05)	Points Below National Norm at Fall	Points Below National Norm at Spring	Gap to National Norm Reduced by...
6th	24	206.9 (34th)	212.8	214.2 (44th)	7.3*	5.4 pts	2.0 pts	3.4 pts
7th	18	210.7 (36th)	214.8	214.4 (37th)	3.8*	5.1 pts	4.3 pts	0.8 pts
8th	22	212.1 (31st)	216.8	218.2 (41st)	6.0*	6.6 pts	3.1 pts	3.5 pts
9th	27	224.4 (61st)	227.4	227.5 (67th)	3.1*	Already performing above national norm		
10th	15	226.9 (65th)	227.6	226.5 (61st)	-0.4	Already performing above national norm		
11th	21	229.6 (70th)	229.6	231.6 (71st)	2.0	Already performing above national norm		
All Imagine Edgenuity	**127**	**218.2**	**221.0**	**222.1**	**3.9*** (d=.50)			

Note: Dependent t-tests revealed gains were statistically significant at ($p \leq 0.05$).

CONCLUSION

In conclusion, results from this study provide evidence that CRSD students enrolled in Imagine Edgenuity courses made significant improvements in their reading, mathematics, and language skills, as measured by the NWEA MAP tests. Findings also show that after using Imagine Edgenuity for a year, students reduced the achievement gap that existed between themselves and the national norm on the Reading, Mathematics, and Language Usage RIT scales. On the NWEA Mathematics test, for example, 7th grade students were performing 2.8 points below the national norm in fall 2013. By spring 2014, however, the 7th graders were performing above it. This preliminary research suggests that Imagine Edgenuity is having a positive impact on student achievement.

imagine
edgenuity

Imagine Edgenuity Students Recover 26% More Credits and Graduate at a Higher Rate than Their Peers

OVERVIEW

During the 2015, 2016, and 2017 school years, Cypress-Fairbanks Independent School District (CFISD) students who passed the State of Texas Assessment of Academic Readiness (STAAR®) End-of-Course (EOC) assessment, but failed the corresponding English I, English II, Algebra I, U.S. History, or Biology course, were given the option to retake the failed course in a traditional credit recovery classroom or use an Imagine Edgenuity online credit recovery course. Students in both groups completed their credit recovery coursework during their regularly scheduled block (Imagine Edgenuity students completed their coursework in computer labs).

Cypress-Fairbanks ISD Demographics (*N* = 1,962)

Hispanic	61%
African American	25%
Caucasian	10%
Asian	2%
Multiracial	1%
Native American	1%

RESULTS

Across all subjects and years, results show that students enrolled in Imagine Edgenuity's online English I, English II, Algebra I, U.S. History, and Biology courses obtained more credits (99.7% versus 73.8%) and achieved higher course grades (79.6% versus 64.5%) than an equivalent group of students enrolled in a face-to-face credit recovery course (see Table 1)[1]. Data also indicate that 12th-grade students enrolled in Imagine Edgenuity credit recovery courses graduated at a higher rate than those who took the face-to-face credit recovery courses (see Table 2).

Table 1. Course Grade and Credit Attainment Rates, School Year 2015–16 to School Year 2017–18
Cypress-Fairbanks ISD Students, Treatment and Comparison Groups (*N* = 1,962)

Subject	Treatment Group					Comparison Group				
	Number of Students	Number of Enrollments	Average Grade	# Credits Attempted	% Credits Earned	Number of Students	Number of Enrollments	Average Grade	# Credits Attempted	% Credits Earned
Algebra I	128	136	77.0%***	68	99.3%*	128	185	65.9%***	92.5	69.7%*
English I	127	134	80.3%***	67	100.0%*	127	151	62.4%***	75.5	68.2%*
English II	207	220	79.1%***	110	100.0%***	207	255	65.2%***	127.5	76.9%***
Biology	215	222	79.5%***	111	100.0%**	215	282	62.4%***	141	70.6%**
U.S. History	304	317	82.2%***	158.5	99.4%*	304	406	66.5%***	203	78.1%*
All	**981**	**1,029**	**80.0%***	**514.5**	**99.7%***	**981**	**1,279**	**64.6%***	**639.5**	**73.5%***

*p < .05; **p < .01; ***p < .001
Note: Students earned 0.5 credits for a semester-long course and one credit for a year-long course.

1 This study used a matched-comparison group design to evaluate the effects of Edgenuity credit recovery courses on student achievement. The analytical sample consisted of (1) a group of students who used Edgenuity online credit recovery courses; and (2) a comparison group of equivalent students who took a face-to-face credit recovery course. Edgenuity students were included in the analysis if they completed 100% of course activities with a grade greater than or equal to 70% and/or if their enrollment status was marked "completed" by a teacher. Researchers used exact matching to identify a comparison group whose baseline characteristics were similar to those of Edgenuity students at the beginning of the intervention. First, researchers identified comparison students whose grade level, gender, and English language status were identical to the Edgenuity sample. Next, researchers paired students based on their ethnicity. White students were required to be matched with white students. For those not self-identified as white, a match within ethnicity was made. If there was no matching student available, a student match was made by randomly selecting from remaining students who were from one of the remaining race/ethnicity categories. If a match using these procedures was not available for the Imagine Edgenuity student, that student was removed from the analysis. Finally, researchers used paired t-tests to determine whether performance on the prior year STAAR EOC assessments differed significantly between the treatment and comparison groups. No significant differences were found; therefore, the matching procedures used were successful in creating equivalent groups. See Appendix A.

Table 2. 12th-Grade Graduation Rates, Spring 2016 to Spring 2018
Cypress Fairbanks ISD Students, Treatment and Comparison Groups (*N* = 714)

Subject	Treatment Group		Comparison Group	
	# 12th Graders	12th Graders Graduated	# 12th Graders	12th Graders Graduated
Algebra I	7	5 (71.4%)	7	4 (57.1%)
English I	3	3 (100.0%)	3	3 (100.0%)
English II	63	52 (82.5%*)	63	51 (81.0%*)
Biology	28	25 (89.3%**)	28	19 (67.9%**)
U.S. History	256	209 (81.6%***)	256	206 (80.5%***)
All	**357**	**294 (82.4%***)**	**357**	**283 (79.3%***)**

*$p < .10$; **$p < .05$; ***$p < .001$

SUCCESS FACTORS

The school attributes its success to:

- **Making content material more personalized and accessible:** Imagine Edgenuity courses use a variety of instructional formats, including video lectures, graphic displays, simulations, closed captioning, and text (with optional read-aloud support). Students could learn content material in a variety of ways.
- **Customizing courses to match CFISD's curriculum scope and sequence:** Using Imagine Edgenuity's Texas-specific courses, district curriculum staff customized the content of online courses to match the scope and sequence of face-to-face courses.
- **Arming teachers with additional data to track progress:** Computer-lab managers had access to students' real-time progress, engagement, and achievement data. They were able to closely monitor and use this data to motivate students and help them stay on track.

Demographic		2015-16		2016-17		2017-18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Algebra I	**All Students**	**51**	**51**	**46**	**46**	**31**	**31**
Grade Level	9	37 (72.5%)	37 (72.5%)	25 (54.3%)	25 (54.3%)	19 (61.3%)	19 (61.3%)
	10	3 (5.9%)	3 (5.9%)	13 (28.3%)	13 (28.3%)	4 (12.9%)	4 (12.9%)
	11	9 (17.6%)	9 (17.6%)	5 (10.9%)	5 (10.9%)	6 (19.4%)	6 (19.4%)
	12	2 (3.9%)	2 (3.9%)	3 (6.5%)	3 (6.5%)	2 (6.5%)	2 (6.5%)
Gender	Male	28 (54.9%)	28 (54.9%)	27 (58.7%)	27 (58.7%)	19 (61.3%)	19 (61.3%)
	Female	23 (45.1%)	23 (45.1%)	19 (41.3%)	19 (41.3%)	12 (38.7%)	12 (38.7%)
Ethnicity	Asian	1 (2.0%)	1 (2.0%)	–	–	1 (3.2%)	1 (3.2%)
	Black	10 (19.6%)	10 (19.6%)	13 (28.3%)	13 (28.3%)	9 (29.0%)	9 (29.0%)
	Hispanic	37 (72.5%)	37 (72.5%)	32 (69.6%)	32 (69.6%)	16 (51.6%)	15 (48.4%)
	Multiracial	–	–	–	–	–	–
	Native American	–	–	–	–	–	1 (3.2%)
	White	3 (5.9%)	3 (5.9%)	1 (2.2%)	1 (2.2%)	5 (16.1%)	5 (16.1%)
LEP	Yes	3 (5.9%)	3 (5.9%)	6 (13.0%)	6 (13.0%)	3 (9.7%)	3 (9.7%)
		48 (94.1%)	48 (94.1%)	40 (87.0%)	40 (87.0%)	28 (90.3%)	28 (90.3%)
Average Previous STAAR Score		3681.6	3681.3	3712.2	3766.3	3812.4	3744.9
English I	**All Students**	**41**	**41**	**41**	**41**	**45**	**45**
Grade Level	9	19 (46.3%)	19 (46.3%)	26 (63.4%)	26 (63.4%)	33 (73.3%)	33 (73.3%)
	10	13 (31.7%)	13 (31.7%)	9 (22.0%)	9 (22.0%)	11 (24.4%)	11 (24.4%)
	11	8 (19.5%)	8 (19.5%)	4 (9.8%)	4 (9.8%)	1 (2.2%)	1 (2.2%)
	12	1 (2.4%)	1 (2.4%)	2 (4.9%)	2 (4.9%)	–	–
Gender	Male	24 (58.5%)	24 (58.5%)	22 (53.7%)	22 (53.7%)	26 (57.8%)	26 (57.8%)
	Female	17 (41.5%)	17 (41.5%)	19 (46.3%)	19 (46.3%)	19 (42.2%)	19 (42.2%)
Ethnicity	Asian	1 (2.4%)	–	2 (4.9%)	–	–	–
	Black	7 (17.1%)	7 (17.1%)	13 (31.7%)	14 (34.1%)	20 (44.4%)	20 (44.4%)
	Hispanic	27 (65.9%)	29 (70.7%)	19 (46.3%)	22 (53.7%)	19 (42.2%)	20 (44.4%)
	Multiracial	1 (2.4%)	–	2 (4.9%)	–	2 (4.4%)	1 (2.2%)
	Native American	1 (2.4%)	1 (2.4%)	–	–	–	–
	White	4 (9.8%)	4 (9.8%)	5 (12.2%)	5 (12.2%)	4 (8.9%)	4 (8.9%)
LEP	Yes	1 (2.4%)	1 (2.4%)	1 (2.4%)	1 (2.4%)	1 (2.2%)	1 (2.2%)
		40 (97.6%)	40 (97.6%)	40 (97.6%)	40 (97.6%)	44 (97.8%)	44 (97.8%)
Average Previous STAAR Score		3968.9	3928.3	3953.8	3919.1	3973.5	3956.2

Demographic		2015-16		2016-17		2017-18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
English II	**All Students**	**65**	**65**	**79**	**79**	**63**	**63**
Grade Level	9	4 (6.2%)	4 (6.2%)	5 (6.3%)	5 (6.3%)	3 (4.8%)	3 (4.8%)
	10	4 (6.2%)	4 (6.2%)	3 (3.8%)	3 (3.8%)	8 (12.7)	8 (12.7)
	11	33 (50.8%)	33 (50.8%)	44 (55.7%)	44 (55.7%)	40 (63.5%)	40 (63.5%)
	12	24 (36.9%)	24 (36.9%)	27 (34.2%)	27 (34.2%)	12 (19.0%)	12 (19.0%)
Gender	Male	36 (55.4%)	36 (55.4%)	50 (63.3%)	50 (63.3%)	36 (57.1%)	36 (57.1%)
	Female	29 (44.6%)	29 (44.6%)	29 (36.7%)	29 (36.7%)	27 (42.9%)	27 (42.9%)
Ethnicity	Asian	4 (6.2%)	3 (4.6%)	1 (1.3%)	–	–	–
	Black	11 (16.9%)	13 (20.0%)	20 (25.3%)	13 (16.5%)	16 (25.4%	17 (27.0%)
	Hispanic	43 (66.2%)	43 (66.2%)	50 (63.3%)	59 (74.7%)	42 (66.7%)	42 (66.7%)
	Multiracial	1 (1.5%)	1 (1.5%)	1 (1.3%)	1 (1.3%)	1 (1.6%)	–
	Native American	1 (1.5%)	–	1 (1.3%)	–	–	–
	White	5 (7.7%)	5 (7.7%)	6 (7.6%)	6 (7.6%)	4 (6.3%)	4 (6.3%)
LEP	Yes	3 (4.6%)	3 (4.6%)	2 (2.5%)	2 (2.5%)	1 (1.6%)	1 (1.6%)
		62 (95.4%)	62 (95.4%)	77 (97.5%)	77 (97.5%)	62 (98.4%)	62 (98.4%)
Average Previous STAAR Score		3998.5	3915.4	3961.0	3938.1	3966.0	3957.4
Biology	**All Students**	**61**	**61**	**92**	**92**	**62**	**62**
Grade Level	9	18 (19.5%)	18 (19.5%)	33 (35.9%)	33 (35.9%)	22 (35.5%)	22 (35.5%)
	10	14 (23.0%)	14 (23.0%)	21 (22.8%)	21 (22.8%)	24 (38.7%)	24 (38.7%)
	11	17 (27.9%)	17 (27.9%)	27 (29.3%)	27 (29.3%)	11 (17.7%)	11 (17.7%)
	12	12 (19.7%)	12 (19.7%)	11 (12.0%)	11 (12.0%)	5 (8.1%)	5 (8.1%)
Gender	Male	38 (62.3%	38 (62.3%	58 (63.0%)	58 (63.0%)	36 (58.1%)	36 (58.1%)
	Female	23 (37.7%)	23 (37.7%)	34 (37.0%)	34 (37.0%)	26 (41.9%)	26 (41.9%)
Ethnicity	Asian	2 (3.3%)	1 (1.6%)	2 (2.2%)	1 (1.1%)	–	1 (1.6%)
	Black	14 (23.0%)	14 (23.0%)	31 (33.7%)	32 (34.8%)	13 (21.0%)	15 (24.2%)
	Hispanic	37 (60.7%)	38 (62.3%)	50 (54.3%)	50 (54.3%)	40 (64.5%)	38 (61.3%)
	Multiracial	1 (1.6%)	1 (1.6%)	–	–	1 (1.6%)	1 (1.6%)
	Native American	–	–	1 (1.1%)	1 (1.1%)	1 (1.6%)	–
	White	7 (11.5%)	7 (11.5%)	8 (8.7%)	8 (8.7%)	7 (11.3%)	7 (11.3%)
LEP	Yes	4 (6.6%)	4 (6.6%)	8 (8.7%)	8 (8.7%)	4 (6.5%)	4 (6.5%)
		57 (93.4%)	57 (93.4%)	84 (91.3%)	84 (91.3%)	58 (93.5%)	58 (93.5%)
Average Previous STAAR Score		3840.9	3767.3	3795.6	3758.9	3860.7	3807.1

Demographic		2015-16		2016-17		2017-18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
U.S. History	All Students	100	100	104	104	100	100
Grade Level	9	–	–	3 (2.9%)	3 (2.9%)	2 (2.0%)	2 (2.0%)
	10	–	–	–	–	1 (1.0%0	1 (1.0%0
	11	11 (11.0%)	11 (11.0%)	19 (18.3%)	19 (18.3%)	12 (12.0%)	12 (12.0%)
	12	89 (89.0%)	89 (89.0%)	82 (78.8%)	82 (78.8%)	85 (85.0%)	85 (85.0%)
Gender	Male	62 (62.0%)	62 (62.0%)	65 (62.5%)	65 (62.5%)	65 (65.0%)	65 (65.0%)
	Female	38 (38.0%)	38 (38.0%)	39 (37.5%)	39 (37.5%)	35 (35.0%)	35 (35.0%)
Ethnicity	Asian	3 (3.0%)	2 (2.0%)	2 (1.9%)	2 (1.9%)	2 (2.0%)	2 (2.0%)
	Black	24 (24.0%)	25 (25.0%)	20 (19.2%)	16 (15.4%)	27 (27.0%)	27 (27.0%)
	Hispanic	58 (58.0%)	59 (59.0%)	67 (64.4%)	72 (69.2%)	56 (56.0%)	57 (57.0%)
	Multiracial	3 (3.0%)	2 (2.0%)	1 (1.0%)	–	1 (1.0%)	–
	Native American	–	–	–	–	–	–
	White	12 (12.0%)	12 (12.0%)	14 (13.5%)	14 (13.5%)	14 (14.0%)	14 (14.0%)
LEP	Yes	9 (9.0%)	9 (9.0%)	9 (8.7%)	9 (8.7%)	9 (9.0%)	9 (9.0%)
		91 (91.0%)	91 (91.0%)	95 (91.3%)	95 (91.3%)	91 (91.0%)	91 (91.0%)
Average Previous STAAR Score		3884.5	3937.9	3946.6	3988.9	3988.8	4038.5

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Case Study
Dearborn Public Schools

DEARBORN, MI

How can online learning increase graduation rates?

Challenge: Lack of academic success and low graduation rates for students participating in the district's alternative high school.

Solution: A small magnet high school for students, staffed with committed teachers and stocked with Edgenuity courses.

Outcome: After implementing Edgenuity courses, the five-year graduation rate of students in the program increased from 21 percent in 2009 **to 80 percent in 2014.**

School Demographics
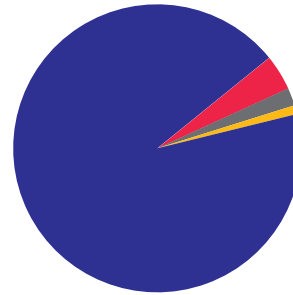
■ Caucasian	93%
■ African American	4%
■ Hispanic	2%
■ Asian	1%

Low Income:	69%
English Language Learners:	46%
Students with Disabilities:	8%

Background

Founded in 2010, Dearborn Magnet High School serves a small subset of the students of the Dearborn Public School District. Dearborn is the eighth largest city in Michigan and part of the Detroit Metropolitan Area. The school targets students who face personal and academic challenges and who have struggled for success in a traditional classroom environment. Sixty-three percent of students qualify for free or reduced-price lunch and 40 percent are English language learners.

Approximately 40 of the district's most challenged students attend the school, which works to graduate students within five years. Students interview for placement in the Magnet High School, where they work with three full-time faculty members. Students are required to do community service as part of the curriculum, and to take at least one community college course during their time at the school—though many take more than one.

> "The program meets kids where they are and leaves teachers free to do what they do best—build relationships, and individualize instruction. With Edgenuity, our teachers can effectively meet the needs of students at multiple levels at the same time."
>
> Gail Shenkman, Associate Superintendent of Dearborn Public Schools

Edgenuity Research

Ensuring Academic Success

A growing number of districts and schools are turning to blended learning as an alternative way to engage students with a wide array of academic experiences. The benefits of virtual learning are well documented, affording students—particularly those with academic and social challenges—scheduling freedom, feedback without judgment, and a thoroughly individualized learning program.

Dearborn Public Schools launched its Virtual Learning Program in the mid-2000s for students who were at risk of dropping out or not completing high school. They quickly learned that in virtual learning, not all programs are created equal. Graduation rates in the Dearborn Virtual Academy were low—at its end, the five-year graduation rate for the Virtual Academy was 21 percent.

Perhaps the biggest challenge with the Virtual Academy was ensuring that student work was rigorous, says Gail Shenkman, Associate Superintendent of Dearborn Public Schools. "Kids knew how to game the system in the Virtual Academy, so their work was complete and correct—but they didn't understand the concepts and they couldn't pass the tests." The result? "Failure that led to low graduation and high drop-out rates."

To solve the problem, Dearborn disbanded the Virtual Academy and opened the Dearborn Magnet High School during the 2009-2010 school year. The school continued to serve a student population with unique needs, but the structure of the school day changed, and with it, the curriculum. Dearborn implemented Edgenuity in the second semester of the 2009-2010 school year; the program was a proven success for credit recovery in other high schools in the state.

"Edgenuity supports teachers and students and ensures that everyone is getting the most out of the school day," Shenkman says. "We don't have a science teacher on staff, and our students are in different levels of language arts, but Edgenuity makes it possible for each student to have an individual curriculum, and for teachers to keep track of multiple students at once." As for gaming the system: "It's impossible; students have to learn to succeed."

Proven Results

In the four years since the start of the Dearborn Magnet High School and the implementation of Edgenuity, graduation rates for the students served by the school have nearly quadrupled. The five-year graduation rate for students at the high school is now 80 percent, up from 21 percent in 2009.

Edgenuity Research
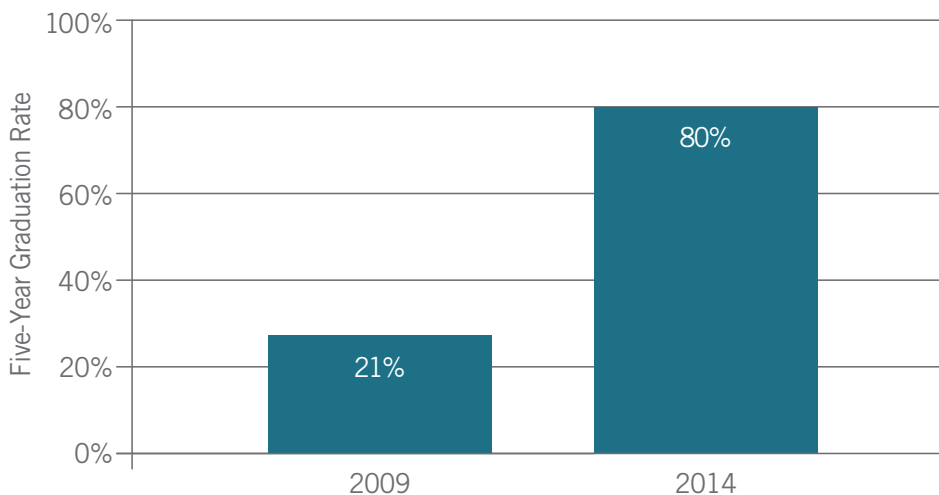
But the quantitative data pales into comparison to some of the real-life results. "Students are getting a second chance," Shenkman says. In 2014, the high school graduated a young woman who had been homeless, and by her last year of school was working as a waitress 50 hours a week to pay for food and housing. With a 3.85 GPA, she received a full scholarship to Henry Ford College. "This is an opportunity she never would have had if not for the magnet school and its unique curriculum."

The school received the 2014 Michigan Association of School Boards Education Excellence Award, as part of Dearborn's eight-step plan to improve graduation rates.

Student and Faculty Success

"The students served by the Magnet High School are a special kind of kid. Many of them have challenges outside of school and have struggled in traditional high schools," Shenkman says. But students are not simply succeeding with Edgenuity, they're enjoying the program. "They like it because it respects their privacy—both when they succeed and when they fail. They appreciate the program's individualized pacing and enjoy their success—because they know it means they've learned."

At the same time, the teachers appreciate that the program is designed to support them as they do the hard work of teaching—working with struggling students to help them succeed. "Individualized instruction isn't easy; having five students working at different levels of language arts isn't easy," Shenkman points out. "But the program meets kids where they are and leaves teachers free to do what they do best—build relationships and individualize instruction. With Edgenuity, our teachers can effectively meet the needs of students at multiple levels at the same time."

And the district leaders appreciate that the program keeps students performing to the best of their ability while teachers remain active in the classroom, ensuring success for students, teachers, and the school.

Says Shenkman, "It's win-win-win."

Greater Edgenuity Courseware Use Is Associated with Higher Standardized Test Scores and Higher Graduation Rates

Graduation Solutions, LLC, is an online dropout recovery program that enrolls about 1,800 students across the state of Arizona. Open to students ages 16 to 21, the program is designed to offer students who have been disengaged from high school for at least 30 days a chance to earn a diploma. The school uses Edgenuity Courseware for its entire curriculum delivery system.

GRADUATION SOLUTIONS ENROLLMENT: 1,800	
Program Goal:	Graduation
Avg. days from start to graduation:	300
Avg. course enrollments per student:	5.3
Avg. credits earned per year:	3.0

Graduation Solutions is the brainchild of Jim Lee, Founder and CEO, who wanted to come up with a more efficient way to help students earn a high school diploma, rather than a GED, after dropping out of high school. While the goal is to build a fully competency-based online program where students progress only if they demonstrate mastery of lessons, students are expected to complete one course every two months. To support this process, teachers, program administrations, and mentors regularly interact with students virtually.

Promoting Student Success

Executive Director Stephanie Munro believes that Edgenuity's personalized online content and flexibility have propelled student outcomes. "Students are at the heart of Graduation Solutions, and the Edgenuity platform allows us to put each student's individualized needs first," Munro says. "The solution allows for course customization to meet students where they are at." All students are expected to meet minimum monthly progress requirements. These thresholds can be adjusted to meet the needs of students with IEP and 504 designations. Students who are repeating a course receive bespoke content. In this case students are presented with a lesson quiz before each lesson. If they pass with greater than 70 percent, they can skip the material that they have already mastered and focus in on the content where they need additional instruction. This feature enables students to work only on content in which they need additional instruction and practice.

In addition, rigorous courses are empowering for students. "Edgenuity courses are well-structured and make sense to students. Students can track their own progress and take control of their learning. When students own their learning, they have a better chance of succeeding," notes Adam Dregely, Director of Exceptional Student Services.

Parents, teachers, administrators, and the students themselves have access to student performance data on Edgenuity 24/7, making it highly unlikely for any student to fall through the cracks. Moreover, full-time, paid mentors check the Dashboard within the Edgenuity Learning Management System (LMS) to track student progress, check for course completions, and give credit for work-based learning (manual credit for work experience). The mentors help hold students accountable, spend more time getting to know each student, and ensure that students' academic and emotional needs are met.

Edgenuity Research

Edgenuity Powering Success

Data from 2017 to 2018 show that Edgenuity Courseware is having a positive influence on student graduation rates. For example, every additional Edgenuity mathematics and reading course taken increased the odds of a student graduating by more than 1.12.

Data also show a strong relationship between Edgenuity Courseware and outcomes on the the AzMERIT state test.

- For every additional hour spent in Courseware, there was a 0.66-point increase in AzMERIT ELA scores.

- For every additional 1 percent course progress, there was a 1.37-point increase in AzMERIT Algebra 1 scores.

- For every additional 1 percent course progress, there was a 0.56-point increase in AzMERIT Algebra 2 scores.

- For every additional 1 percent per day course progress, there was a 7.93-point increase in AzMERIT Geometry scores.

Additionally, 447 students graduated from Graduation Solutions with a high school diploma, setting them up for success in their next step, whether academically or professionally.

Edgenuity Research

Edgenuity Courseware accelerates HISD middle school students' achievement

From 2013 to 2016, the Greater Houston Community Foundation and Houston Independent School District (HISD) launched the Learn Engage Advance Persevere (LEAP) program to address the needs of middle school students most at risk of dropping out of school. As part of this program, Edgenuity online courses were offered to overage 6th, 7th, and 8th grade students at Edison and Jackson Middle Schools who needed targeted intervention support. An independent research firm, Safal Partners, studied changes in STAAR Reading and Math test scores, discipline, and grade retention by Edgenuity users during the 2013, 2014, and 2015 school years.

After two years of Edgenuity, students make significant gains on Texas STAAR Reading and Math tests

Figure 1. Houston Independent School District Edgenuity Students, Grades 6, 7, 8, (N=250)
Percentage of Students Achieving Satisfactory Performance Level on the STAAR Reading and Math Tests, 2014 and 2016
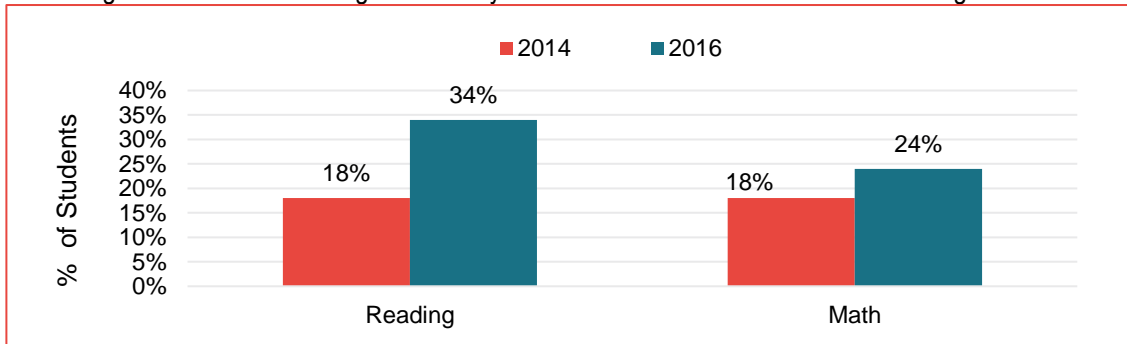
Data were collected from students who took the spring STAAR Reading and Math tests in 2014 and 2016. Findings showed that the percentage of students performing at the Satisfactory Performance Level nearly doubled (from 18 percent to 34 percent).

Suspension Rates Significantly Decline for At-risk Students

Figure 2. Houston Independent School District Edgenuity Students, Grades 6, 7, 8, (N=250)
Percentage of Students that Were Suspended Six or More Days, 2014 and 2016
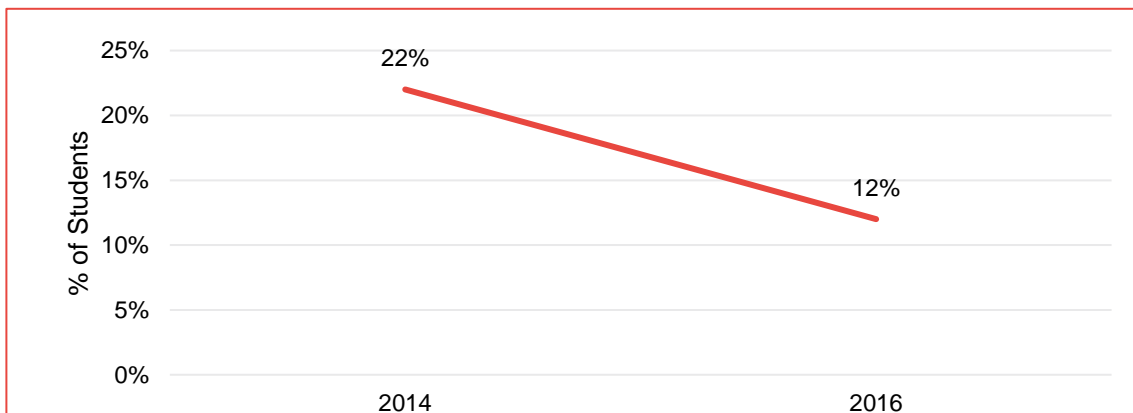
Two years of Edgenuity use contributed to improved behavioral outcomes. In 2014, 22 percent of Edgenuity students were suspended for six or more days. This figure dropped to 12 percent in 2016.

Grade retention sores for Edgenuity students

Figure 3. Houston Independent School District Edgenuity Students, Grades 6, 7, 8, (N=250)
Number of Students Who Skipped a Grade in the 2013, 2014, and 2015 School Years

	EDISON			JACKSON		
	School Year					
	2013-2014	2014-2015	2015-2016	2013-2014	2014-2015	2015-2016
Total # of Edgenuity students who skipped a grade	33	46	43	13	65	32
Total # of Students who were enrolled in Edgenuity	111	115	58	41	82	41
Percent of Edgenuity Percentage of students who skipped a grade	**30%**	**40%**	**74%**	**32%**	**79%**	**78%**

Grade retention is linked to both dropout rates and lower life outcomes. Safal Partners calculated the number of students who skipped a grade in both Jackson and Edison Middle Schools over the three program years. Figure 3 shows the total number and percentage of students in Edgenuity who skipped a grade. At Jackson Middle School, 78 percent of Edgenuity students skipped a grade in 2015-16 and 79 percent skipped the year before. In Edison Middle School, 74 percent of Edgenuity students skipped a grade in 2015-16.

"When Sophia enrolled in Edgenuity at Edison, she had behavioral issues that were impeding her learning and participation in class. Most notably, she had severe attitude problems, including being very confrontational with her teachers and classmates. When she was promoted from 6th to 7th grade midyear, her teachers noticed a drastic improvement in her demeanor and attitude. Sophia recalls this moment as 'changing her life' because it taught her that her effort could produce results. She commented that it was especially freeing to come out of the identity of being behind a year. She continues performing well academically and was accepted to a magnet program in the city. – Interview with Safal Partners

Partnering with Large Urban Districts to Accelerate Academic Performance

Edgenuity recognizes that improving student achievement in large urban districts is complex. Superintendents face unique organizational, economic, personnel, and student-related challenges: they must oversee a system with thousands of employees, attract and maintain highly qualified teachers, and meet the unique learning needs of diverse students. With constrained resources and often-underserved students, large urban districts simply do not have time to waste when it comes to providing personalized instructional models that generate success. That is why Edgenuity works hand-and-hand with large school districts to build capacity for blended learning initiatives that deliver results.

Florida Edgenuity students achieve a 34 point increase on lesson quizzes

Figure 1. Public School District Florida
Users Performance on Pre-Lesson & Post-Lesson Quizzes, August 1, 2016 to May 31, 2017 (N=40,068)*
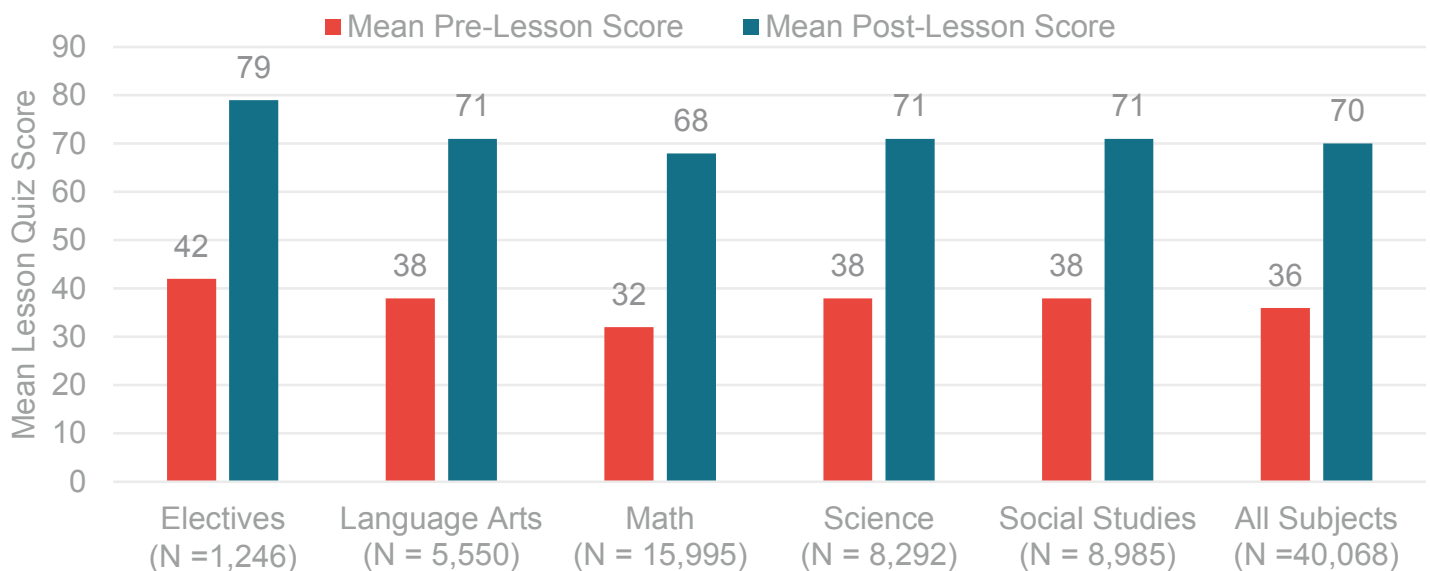
A large urban district in Florida turned to Edgenuity to help students stay on track for on-time graduation, promote student engagement and subject mastery, as well as to offer enrichment. Results from the 2016-2017 school year show that regardless of subject, students in the Florida school district demonstrated significant gains in achievement as measured by lesson pre- and postlesson quizzes ($p<.05$).
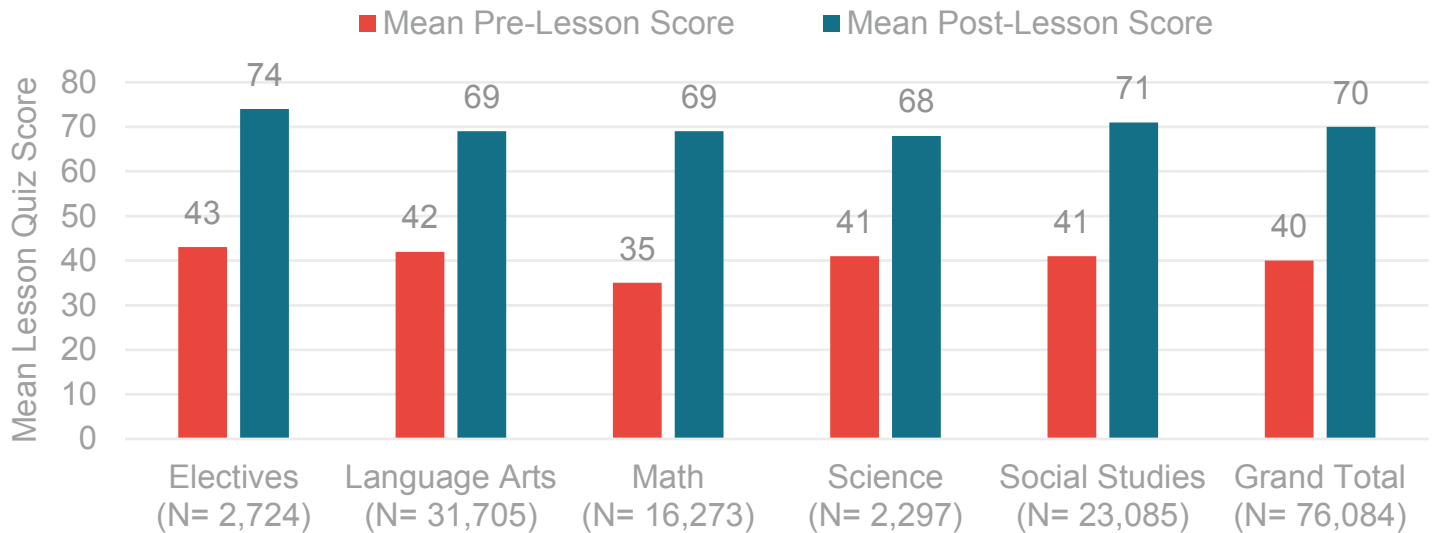
*=number of lesson quizzes

Edgenuity® Courseware

California Edgenuity Students Score 1.75 Times Higher on Pre- and Post-Lesson Quizzes

Figure 1. Public School District California
Users Performance on Pre-Lesson and Post-Lesson Quizzes, August 1, 2016 to May 31, 2017 (N=76,084)*

During the 2016–2017 school year, a large school district in California used Edgenuity with students for credit recovery, initial credit, and with virtual instructors.

Findings showed that on average Edgenuity students improved from a pretest score of 40 to a posttest score of 70, resulting in a statistically significant gains of 30 percentage points on lesson quizzes ($p<.05$)

*=number of lesson quizzes

Edgenuity Research

Edgenuity®

Research Brief
Locust Grove Middle School

Edgenuity
where learning clicks

LOCUST GROVE, GEORGIA

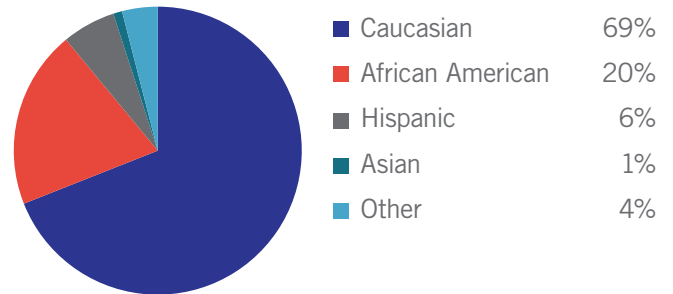### Edgenuity students outperform peers on Georgia state test

Evaluation Overview

Grades: 6-8

Model: Rotational Model

Measures: Criterion-Referenced Competency Tests (CRCT)

Sample Demographics

■ Caucasian	69%
■ African American	20%
■ Hispanic	6%
■ Asian	1%
■ Other	4%

Background

Located 30 miles outside of Atlanta, Henry County Schools is the seventh largest school system in Georgia. Over the past 15 years, district enrollment has more than doubled—from 19,000 students in 2000 to 41,000 students today. With a growing student population and new demands to provide flexible learning options, the district needed a more effective way to personalize learning for all students. The district decided to pilot a blended learning model, in which students would learn in part through online delivery of content, and in part in a brick-and-mortar instruction environment. District leaders began researching online programs and selected Edgenuity because it provides rigorous content aligned to the Common Core Georgia Performance Standards (CCGPS), allows students to progress at their own pace, and enables teachers to customize courses as needed. During the 2013–2014 school year, Locust Grove Middle School was one of six schools to pilot the blended learning initiative.

Implementation

Locust Grove Middle School uses a lab rotational model where learning is split into three two-hour periods. During the lab period, students use Edgenuity's English language arts, mathematics, science, and social studies courses. The "connections" period is when students engage in project-based learning and participate in physical education, art, band, chorus, or foreign language courses. In the "seminar" block, students receive small group, face-to-face instruction with a content area teacher who provides remediation or extension activities.

After one year, Edgenuity students improved their performance on the CRCT English language arts, mathematics, social studies, and science tests.

Edgenuity Research

Study Sample

This report focuses on 289 7th-grade students enrolled in Locust Grove Middle School during the 2013–2014 school year. Of these, 94 used Edgenuity online courses for English language arts, mathematics, social studies, and science. The remaining 195 students did not use Edgenuity; instead, they received the school's regularly implemented curriculum.

Measures

Edgenuity Program Data

Edgenuity's Web Administrator tracks student engagement, achievement, and progress. This study collected data on the total number of attempted courses, the average percentage of completed courses, and the average overall grade.

Table 1: Locust Grove Middle School, Grade 7 (N = 94)

Edgenuity Course Usage Data (2014-2014)

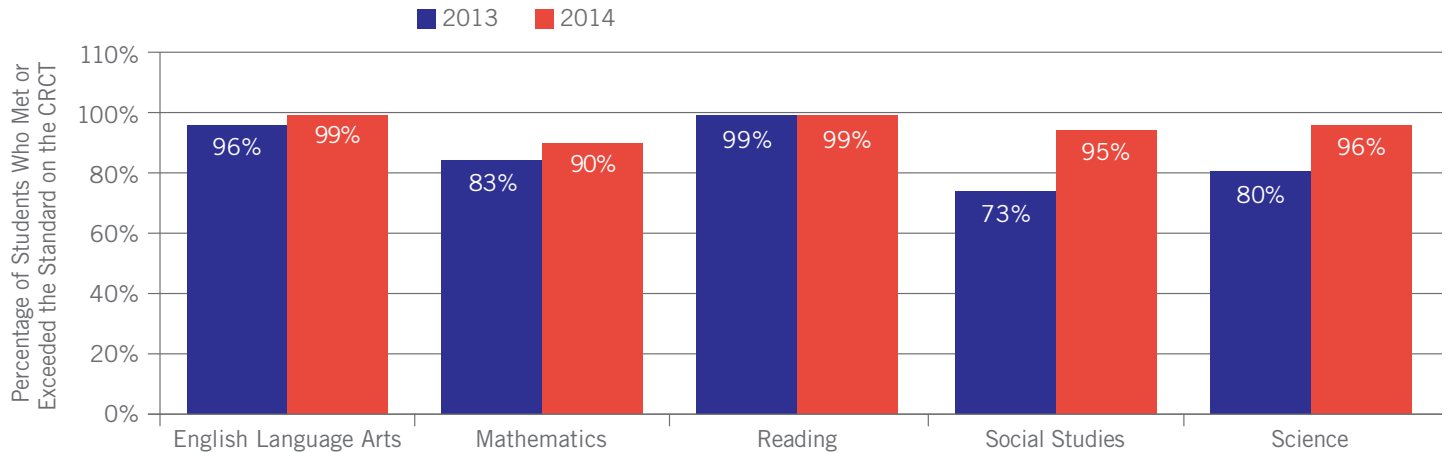| Subject	Total Number of Courses	Average Percent of Completed Courses	Average Overall Grade
Language Arts	378	83%	81%
Math	441	89%	75%
Social Studies	1,061	98%	79%
Science	409	92%	80%
All	**2,289**	**93%**	**79%**

CRCT Results

2013 and 2014 CRCT English language arts, mathematics, reading, social studies, and science data were obtained from 94 students who used Edgenuity. After one year, results indicated that Edgenuity students improved their performance on the CRCT English language arts, mathematics, social studies, and science tests (see Graph 1). Edgenuity students exhibited the greatest gains on the CRCT social studies test—the percentage of students meeting or exceeding the standard increased from 73 percent to 95 percent.

In addition, 2014 CRCT scores were gathered from approximately 195 7th-grade students in Locust Grove Middle School who did not use Edgenuity. Data revealed that students participating in Edgenuity outperformed their peers on the 2014 CRCT English language arts, mathematics, reading, social studies, and science assessments (see Graph 2).

Edgenuity Research

Graph 1: Locust Grove Middle School Edgenuity Students, Grade 7 (N = 94)

Performance of Students Meeting or Exceeding the Standard, 2013 and 2014*

Legend: ■ 2013 ■ 2014

Chart — Percentage of Students Who Met or Exceeded the Standard on the CRCT (Y-axis 0%–110%):

Subject	2013	2014
English Language Arts	96%	99%
Mathematics	83%	90%
Reading	99%	99%
Social Studies	73%	95%
Science	80%	96%

*Note: Dependent t-tests revealed that gains on the CRCT mathematics, social studies, and science tests were statistically significant ($p \leq 0.05$).

Graph 2: Locust Grove Middle School Edgenuity Students and Non-Edgenuity Students, Grade 7 (N = 289)

Performance of Students Meeting or Exceeding the Standard, 2014*

Legend: ■ Non-Edgenuity Students ■ Edgenuity Students

Chart — Percentage of Students Who Met or Exceeded the Standard on the CRCT (Y-axis 0%–110%):

Subject	Non-Edgenuity Students	Edgenuity Students
English Language Arts	97%	99%
Mathematics	89%	91%
Reading	97%	99%
Social Studies	87%	96%
Science	86%	95%
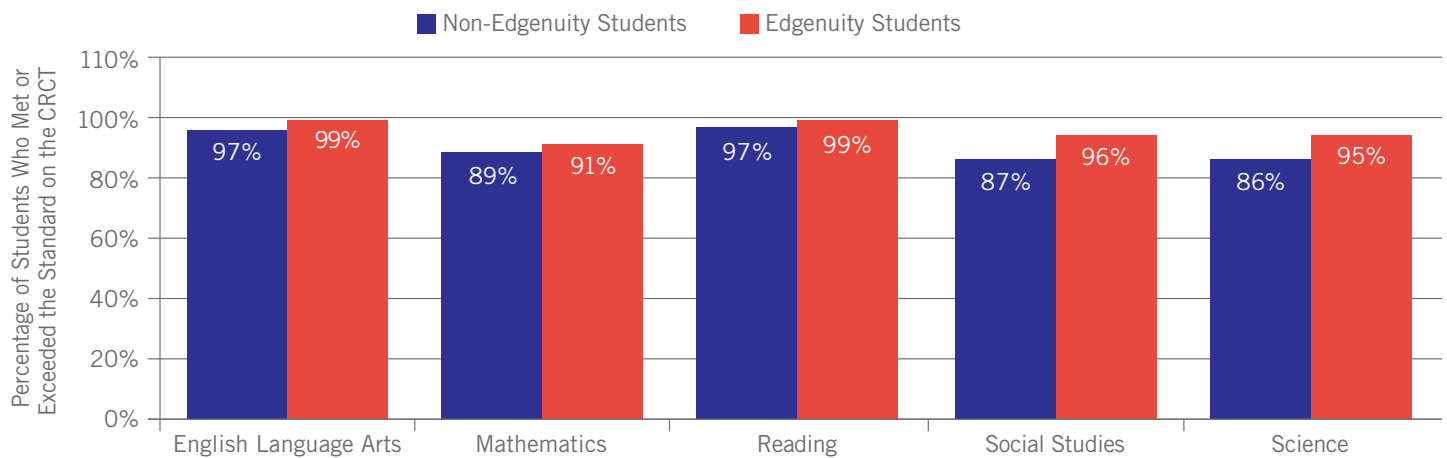
*Note: Sample sizes are as follows: Edgenuity Students (N = 94); Non-Edgenuity Students, Language Arts (N = 183); Non-Edgenuity Students, Mathematics (N = 181); Non-Edgenuity Students, Reading (N = 183); Non-Edgenuity Students, Science (N = 195); Non-Edgenuity Students, Social Studies (N = 195).

Conclusion

Locust Grove Middle School students who participated in Edgenuity courses revealed improvements on the CRCT English language arts, mathematics, social studies, and science tests. In addition, a greater percentage of Edgenuity students met or exceeded the standard on the CRCT than their peers. As a result of these successful findings, Locust Grove Middle School offered Edgenuity to all students during the 2014–2015 school year.

Edgenuity Research

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Research Brief

Pasadena Independent School District

PASADENA, TEXAS

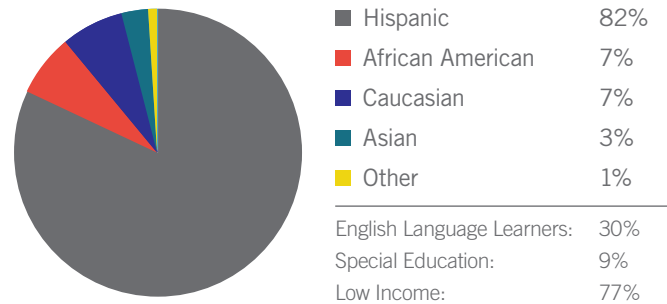Pasadena students make significant gains on the Algebra I and Biology STAAR EOC

Evaluation Overview

Grades: 9-12

Model: Flex Model

Measures: The State of Texas Assessments of Academic Readiness End-of-Course Assessments (STAAR EOC) for Algebra 1 and Biology

Sample Demographics

■ Hispanic	82%
■ African American	7%
■ Caucasian	7%
■ Asian	3%
■ Other	1%

English Language Learners:	30%
Special Education:	9%
Low Income:	77%

District Overview

Located just south of Houston, Pasadena Independent School District (PISD) is a large urban public school district serving more than 55,000 students in 65 schools. During the 2014–2015 school year, 82 percent of students were Hispanic and 77 percent were economically disadvantaged. In 2013, administrators began looking for a flexible online curriculum that would not only allow gifted students to take more advanced classes, but also provide credit recovery options to struggling students. The district chose Edgenuity because of its wide range of core, elective, and test preparation course offerings.

Implementation

During summer 2014, PISD implemented a preparation program for the STAAR EOC assessments.

- Students who needed to retake the STAAR EOC assessments were offered Edgenuity core and virtual tutor test prep courses in a summer school program six hours a day, six days a week.

During the 2014–2015 school year, PISD implemented Edgenuity courses with three different populations of students.

- Students short on educational credits worked on Edgenuity courses for 45 minutes a day, five days a week in a school computer lab. In the computer lab, a full-time staff member monitored, mentored, and motivated students to complete work.

- Students who were at risk of failing a class were given the opportunity to complete an Edgenuity course at home to supplement their grade.

- Motivated students looking to graduate early were allowed to take Edgenuity core and elective courses at home through the district's virtual school.

Edgenuity Research

Study Sample

This report tracks the performance of 97 high school students who took the STAAR EOC for Algebra 1 in spring 2015. Approximately 88 percent of these students were Hispanic, 8 percent were African American, 3 percent were Caucasian, and 1 percent were Asian; 81 percent were eligible for free or reduced-price lunch, 36 percent were English language learners, and 7 percent received special education services.

This study also reports findings from 78 high school students who took the STAAR EOC for Biology in spring 2015. Approximately 86 percent of these students were Hispanic, 9 percent were African American, 4 percent were Caucasian, and 1 percent were Asian; 78 percent were eligible for free or reduced-price lunch, 33 percent were English language learners, and 5 percent received special education services.

Measures

STAAR EOC

The STAAR EOC for Algebra 1 and Biology provide scale scores that allow direct comparison of student performance across different test administrations.

Results

Results show that PISD students demonstrated significant improvements on the STAAR EOC tests (see Graph 1). On the STAAR EOC for Algebra, PISD students improved from a spring 2014 scale score of 3,273 to a spring 2015 scale score of 3,399, a significant gain of 126. Similarly, on the STAAR EOC for Biology, students improved their performance from a scale score of 3,308 in spring 2014 to a scale score of 3,457 in spring 2015, a significant gain of 149.

Graph 1: Pasadena Independent School District Edgenuity Students, Grades 9–12
Performance on the STAAR EOC Assessments, 2014 and 2015*
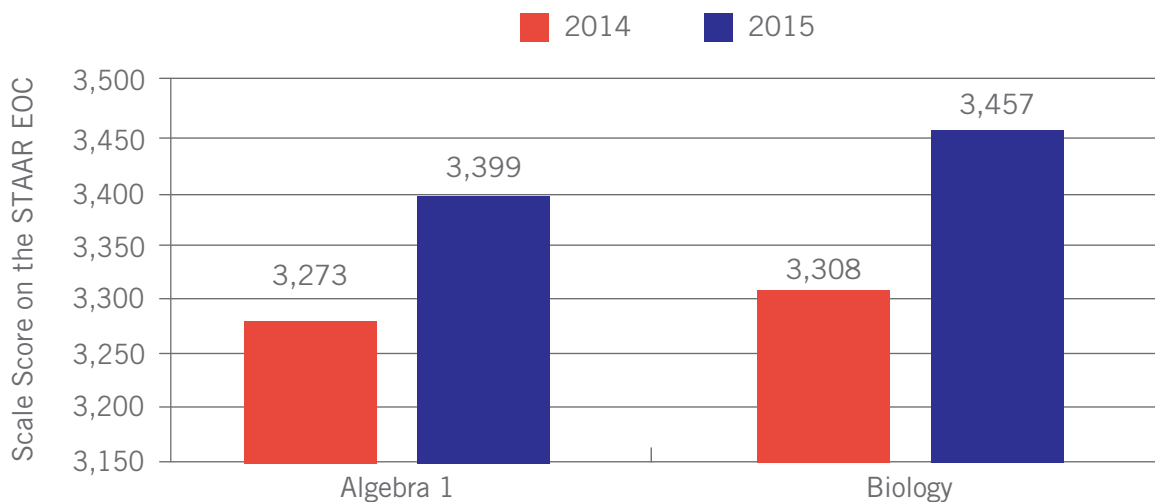
*Results were statistically significant at $P<.05$

Conclusion

Results from this study suggest that Edgenuity is having a positive impact on the academic achievement of PISD students. From spring 2014 to spring 2015, students who participated in Edgenuity courses made significant improvements on the STAAR EOC Algebra 1 and Biology assessments.

Edgenuity Research

Imagine Edgenuity Middle and High School Students Outperform Peers on the New Mexico Measured Progress Exam

OVERVIEW

Founded in 2005, Rio Rancho Cyber Academy (RRCA) is an accredited, diploma-granting school that uses Edgenuity online courses as its core curriculum for students in Grades 6–12. RRCA students complete Imagine Edgenuity mathematics, language arts, science, and social studies courses on their personal computers at home and attend school two days a week (7:30 a.m. to 2:05 p.m.). They spend a minimum of five hours per week working on each Imagine Edgenuity course. At school, teachers provide instruction in a computer lab, reviewing materials, answering questions, and clarifying complex concepts and skills. They also provide project-based activities and small-group instruction to help students refine their notetaking, writing, critical thinking, and analytical skills.
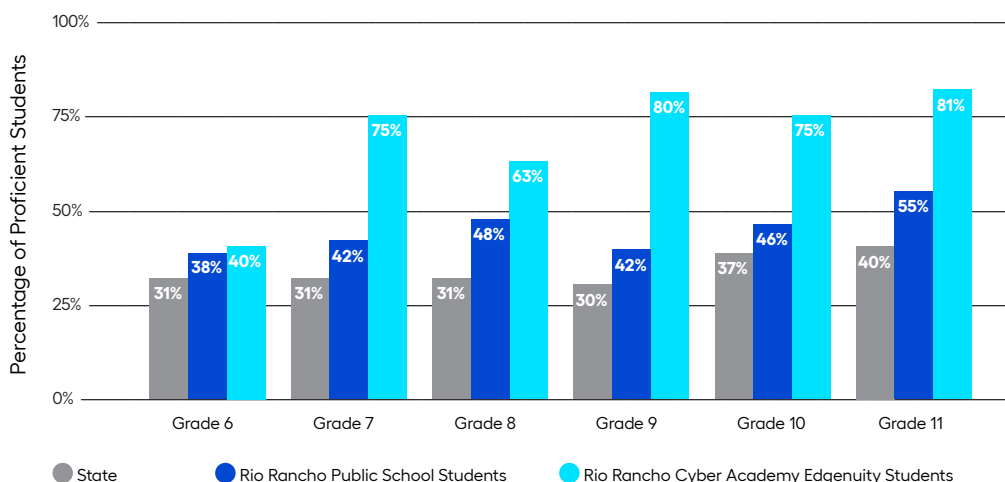
| Rio Rancho Cyber Academy Demographics	
White	52%
Hispanic	40%
Asian	2%
Black	1%
Low Income	24%
Female	52%

RESULTS

In 2020, Imagine Learning compared the performance of RRCA students to that of students in the district and state on the 2019 New Mexico Measured Progress Exam. Data showed that, on average, a greater percentage of RRCA students than district or state students scored at the Proficient level on the Spring 2019 New Mexico Measured Progress English Exam in English language arts (ELA) and math assessments (Figures 1 and 2). Notably, while 80% of Imagine Edgenuity Grade 9 students achieved proficiency on the Spring 2019 New Mexico Measured Progress Exam in math, only 31% of students in the district and 17% in the state scored at the Proficient level.

Figure 1. Percentage of Students Achieving Proficiency on the ELA New Mexico Measured Progress Exam by Grade Level, Spring 2019 New Mexico State Students, Rio Rancho Cyber Academy, and Rio Rancho Public Schools.

Figure 2: Percentage of Students Achieving Proficiency on the New Mexico Measured Progress Math Exam by Grade Level, Spring 2019 New Mexico State Students, Rio Rancho Cyber Academy, and Rio Rancho Public Schools.
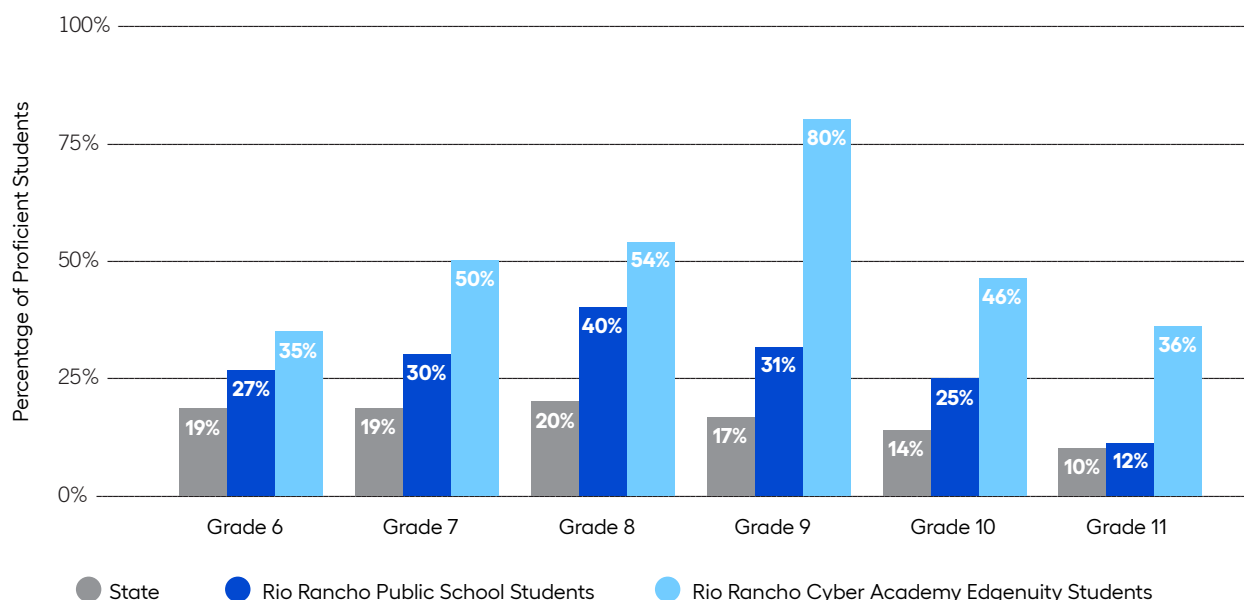
SUCCESS FACTORS

The school attributes its success to:

- **Small student-teacher ratio:** At RRCA, every teacher is responsible for managing, monitoring, mentoring, motivating, and modeling learning for 25 students. Teachers regularly provide academic counseling and tutoring in person and via email. Instructors evaluate student performance prior to each unit assessment by reviewing students' notes and homework for clarity, content, and completion.
- **Collaborative leadership:** RRCA's capitalizes on a team of instructional leaders, staff from the informational technology and curriculum teams, educators and assistants, members of the school board, and parents to ensure a long-term commitment to the program and investment in its success.
- **Data to drive instruction:** RRCA works to ensure that all students achieve 100% completion of their assigned coursework within a school semester, along with a minimum 70% mastery of the content.
- **Deeper learning:** RRCA promotes critical thinking by encouraging 1) reading and answering questions to develop vocabulary and comprehension; 2) notetaking to study, review, and underscore relevant information; 3) writing short-answer responses and essays to determine writing purpose, to think and organize, and to use relevant information; and 4) developing Thinking Maps® to organize thinking, to document information, and to discuss learning in class.

imagine edgenuity

Imagine Edgenuity Courseware Contributes to South Carolina End-of-Course Exam Success

BACKGROUND

During the 2021–2022 academic year, SC Whitmore School implemented Imagine Edgenuity Courseware as the primary curriculum for Algebra 1, Biology, and English 2. SC Whitmore is a fully online charter high school in South Carolina. On average, 85% of students completed their course with 77% completing Algebra 1, 94% completing Biology, and 81% completing English 2. For every subject, students achieved at or above 95% progress in their course. To measure the impact of Imagine Edgenuity Courseware on students' end-of-course exams, Imagine Learning analyzed the association between Imagine Edgenuity Courseware usage metrics and South Carolina end-of-course (EOC) examination scores.
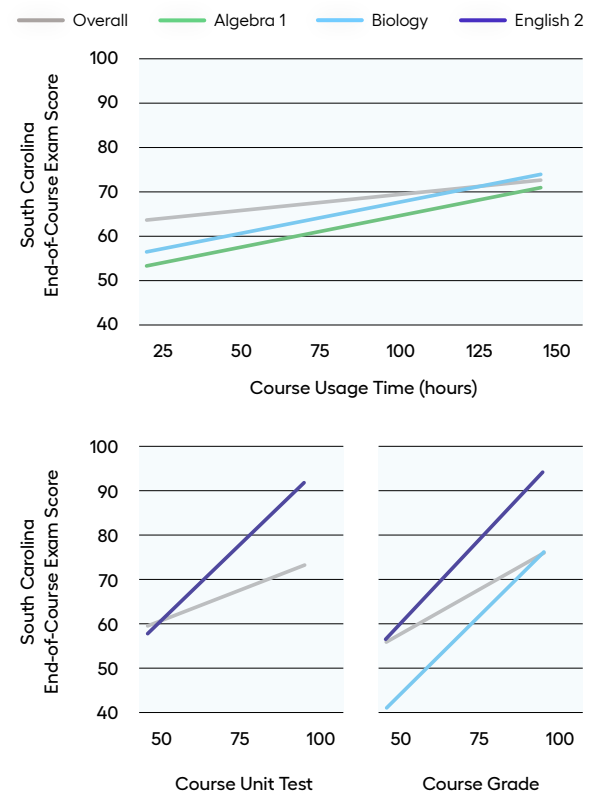
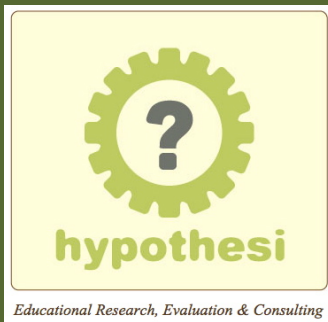| Demographics	Imagine Edgenuity Users (N=125)
White	74%
Black	18%
Unknown	7%
Female	59%
Male	41%

RESULTS

Imagine Learning examined Imagine Edgenuity course usage and performance metrics to measure the impact of program implementation on students' South Carolina EOC examination scores and found that, overall (i.e., combining across subjects), Imagine Edgenuity course grade, usage time (hours), and course unit test scores all were positively associated with South Carolina EOC examination score (Figure 1), and these trends were largely true for individual subjects as well (note that only statistically significant associations or associations approaching significance are shown, $p < .10$). When examining results for those students who were considered behind grade level, course usage time was the strongest predictor for success, indicating the importance of time in program for student success (not shown).

In conclusion, Imagine Edgenuity course grades and course unit test scores were highly aligned with South Carolina EOC examination performance. Additionally, this study provides evidence that implementation of Imagine Edgenuity is associated with South Carolina EOC exam success and that there are metrics within the product that, when monitored, can increase educator confidence in students' success when approaching testing season.

Figure 1. Imagine Edgenuity course usage metrics correlated with South Carolina end-of-course examination score.

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hypothesi

Educational Research, Evaluation & Consulting

Evaluation Overview

Grades:
9-12

Number of Students:
121 (2013–14); 75 (2014–15)

School Years:
2013–2014 and 2014–2015

Measures:
Northwest Evaluation Association Measures of Academic Progress (NWEA® MAP® Growth™) Reading, Language, and Mathematics tests and Basic Achievement Skills Inventory™ (BASI™)

References

Blazevski, J. (2015). External Evaluation Report of Success Virtual Learning Centers 2014–2015. Ann Arbor, MI: Hypothesi LLC.

Blazevski, J. (2014). External Evaluation Report of WMV Online Education Program 2013–2014. Ann Arbor, MI: Hypothesi LLC.

Evaluation of Success Virtual Learning Centers
2013 to 2015

Results from a limited investigation of Edgenuity instruction in a blended learning context provides preliminary evidence of the program's positive impact on high school students' reading, language, and mathematics competency.

Evaluation Objectives

Hypothesi LLC is an independent evaluation firm based in Ann Arbor, Michigan. As part of a two-year study, Hypothesi LLC examined the reading, mathematics, and writing outcomes of Success Virtual Learning Center students who used Edgenuity during the 2013–2014 and 2014–2015 school years. Results showed that overall, students who used Edgenuity courses made statistically significant improvements in their reading, mathematics, and writing achievement.

Methodology

Each student's reading, math, and written language achievement was assessed at the beginning and end of the study with the NWEA MAP Growth Reading, Language, and Mathematics tests as well as the BASI Math and Written Language tests.

Developed by the NWEA, the MAP Growth Reading, Language, and Mathematics tests are Common Core–aligned, computer-adaptive assessments administered to students in grades 3–12. If a student answers correctly, the next question is more difficult; if a student answers incorrectly, the follow-up item is easier. Tests are typically administered three times a year. Each MAP Growth assessment uses the Rasch (RIT) unit, an equal interval scale score, to measure student growth and determine student mastery of various defined skills within disciplines.

Developed by Achilles N. Bardos, the BASI is a multilevel, norm-referenced achievement test that measures math, reading, and written language skills for students in grades 3–12. The test yields composite standard scores. According to the BASI technical manual, a standard score that remains the same from fall to spring indicates normal growth. Therefore, any gains on the BASI can be interpreted as exceeding normal growth.

Participants

NWEA MAP Growth Mathematics, Language, and Reading test data were available for 75 students (approximately 30% of the students enrolled for the majority of the school year) who used Edgenuity courses during the 2014–2015 school year. BASI Mathematics, Written Language, and Reading test data were available for 121 students (approximately 30% of the students enrolled for the majority of the school year) who used Edgenuity courses during the 2013–2014 school year.

Implementation

Founded in 2012 by Berrien Springs Public Schools in partnership with Dallas Bell, owner of Student Retention, Success Virtual Learning Sucenters (SVLC) are designed to provide blended and virtual learning options to students who are struggling academically, at risk of dropping out, or who need an alternative to the traditional school setting.

In addition to providing a diploma, SVLC offers a structured internship program designed to give students on-the-job training. Because of its success at graduating at-risk students, the program has been expanded to 15 local school systems across Michigan.

Students attend SLVC 36 to 52 weeks a year. They are given the option of working on their online Edgenuity courses at home or in a local learning center that is open five days a week, seven hours a day. Students take one class at a time and complete each class every three weeks, for a total of 12 classes a year.

While in the local learning center, certified teachers work with students individually to review notes, set learning goals, and provide academic remediation or support. They also provide additional academic and emotional support via phone and video conference calls. Students are required to meet with teachers to discuss how they are meeting daily and weekly goals.

Performance-based accountability is the hallmark of SLVC. Every day, SLVC tracks whether students are logging into courses, spending enough time in courses, mastering content, and communicating with teachers. Based on student performance, students are offered a continuum of academic and behavioral support.

   • Tier 1 includes students who have completed 33 percent of their weekly coursework and are on track for completing at least 12 classes annually. Students in Tier 1 are provided with general academic and behavioral support.

   • Tier 2 includes students who have completed 20 percent of their weekly coursework and who are on track for completing four to eleven courses annually. These students are provided with more focused, targeted instruction and behavioral support to help them catch up and get ahead.

   • Tier 3 includes students who have completed less than 10 percent of their weekly coursework and will complete fewer than three courses during the year. These students are provided with intensive intervention. Each week a Tier 3 student stays in Tier 3, they earn a strike. If the student earns three strikes, the student is required to sign an academic contract. If a student earns an additional three strikes for violating the contract, the student is encouraged to transfer to a traditional school.

## Assessment Results

NWEA MAP Growth Results

After one year, students showed significant improvement in their mathematics skills. Smaller gains were seen in other subject areas, based on our limited sample. As Graph 1 shows, on the NWEA MAP Growth Reading test, students improved from a fall 2014 RIT score of 220.2 to a spring 2015 RIT score of 220.9. On the NWEA MAP Growth Language test, Edgenuity students improved from a fall 2014 RIT score of 221 to a spring 2015 RIT score of 222.6. Perhaps most notably, on the NWEA MAP Growth Mathematics test, Edgenuity students improved from a fall 2014 RIT score of 228.1 to a spring 2015 RIT score of 230.7, a statistically significant gain of 2.6 RIT points.

BASI Results

Paired t-tests revealed that students demonstrated significant gains on the BASI Mathematics, Written Language, and Reading tests, as Graph 2 shows. Students made the largest improvements on the Written Language test, significantly gaining 5.4 standard score points.

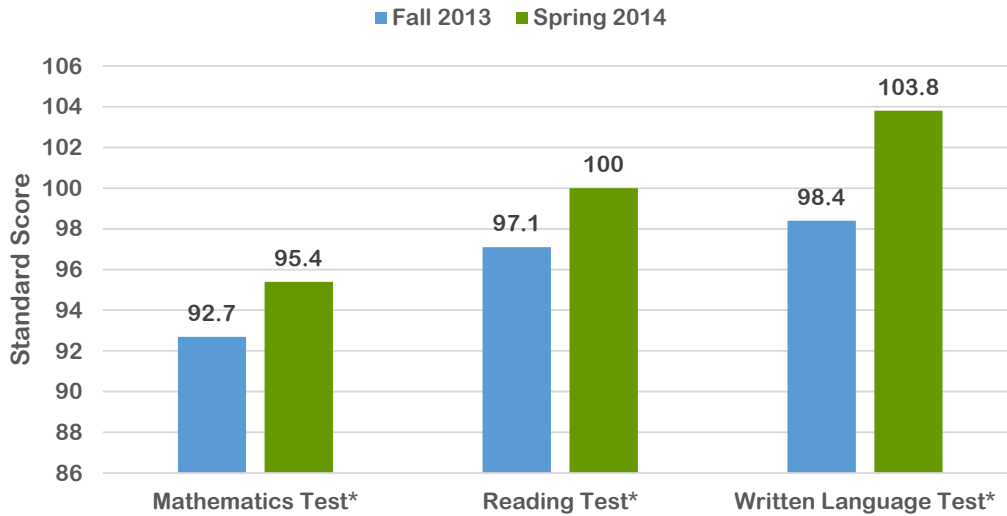**Graph 1: Success Virtual Learning Center Edgenuity Students, Grades 9–12**

Performance on the NWEA MAP Growth Tests, Fall 2014 to Spring 2015
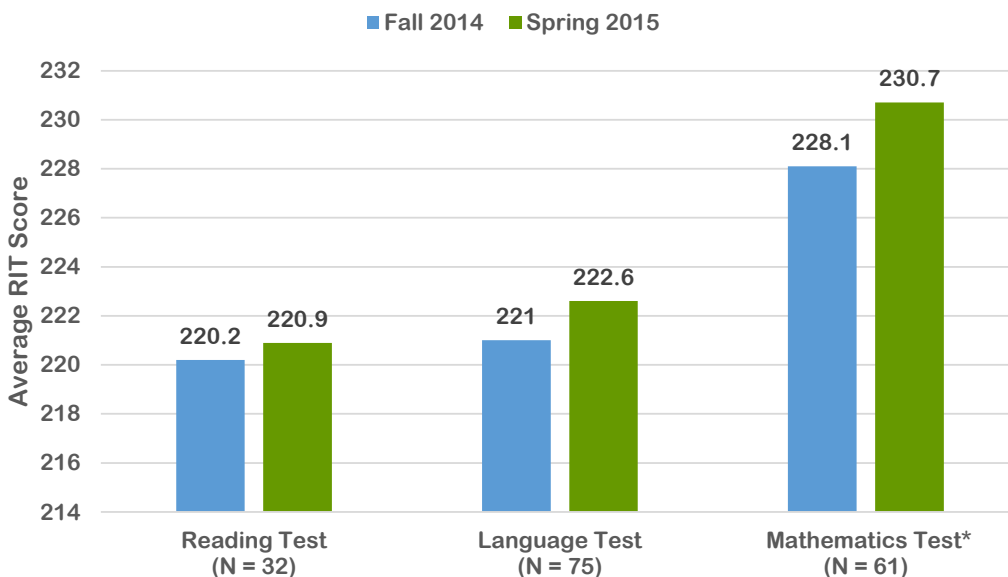
*Note: Paired t-tests revealed gains were statistically significant at ($p \leq 0.05$).

Graph 2: Success Virtual Learning Center Edgenuity Students, Grades 9–12 (N = 121)

Performance on the BASI Tests, Fall 2013 to Spring 2014

*Note: Paired t-tests revealed gains were statistically significant at ($p \leq 0.05$).
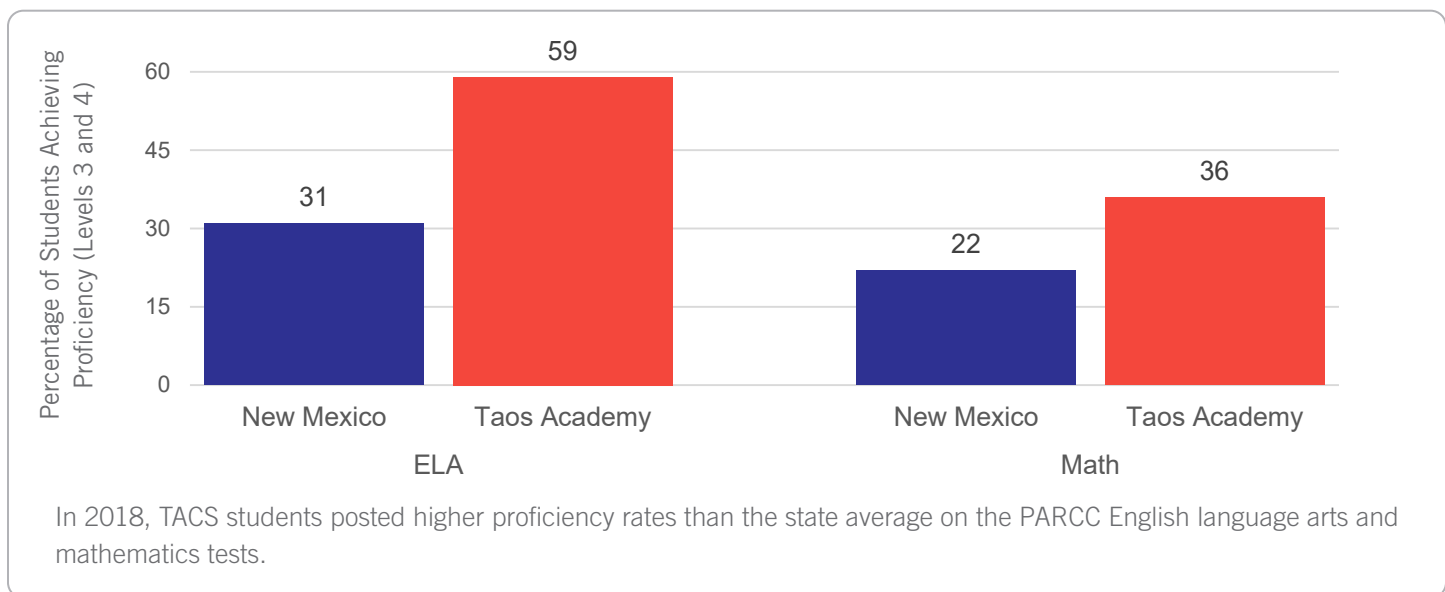
Conclusion

In conclusion, results from this limited study suggest that using Edgenuity can have a positive impact on students' academic achievement. Using Edgenuity, SVLC students demonstrated significant gains on the NWEA MAP Growth Mathematics test. Students also demonstrated significant improvement on the BASI, exceeding annual growth expectations in all tested subject areas.

Research Brief

Taos Academy Charter School - TAOS, NEW MEXICO

imagine edgenuity

Taos Academy Charter School Students Outperform Their Peers on the State Reading, Mathematics, and Science Exams

During the 2017–2018 school year, Taos Academy Charter School (TACS) used Imagine Edgenuity courses with 203 students in grades 5 to 12. Students arrive at TACS in 5th or 6th grade performing well below grade level in reading and mathematics. However, within a year of instruction, they perform well above their peers. In 2018, for example, while 59 percent of TACS students achieved proficiency on the Partnership for Assessment of Readiness for College and Careers (PARCC) English language arts test, only 30 percent of students did in the state. Similarly, while 36 percent of TACS students achieved proficiency on the 2018 PARCC mathematics test, only 22 percent did in the state (see Figure 1).

<table>
<tr><td colspan="3">TAOS ACADEMY CHARTER SCHOOL:</td></tr>
<tr><td colspan="3">Enrollment: 203 Students</td></tr>
<tr><td>Hispanic:</td><td>50.7%</td><td rowspan="2">Economically Disadvantaged 68.5%</td></tr>
<tr><td>Causcasian:</td><td>41.4%</td></tr>
<tr><td>American Indian:</td><td>3.4%</td><td rowspan="2">Students with Disabilities 12.8%</td></tr>
<tr><td>African American:</td><td>3%</td></tr>
<tr><td>Asian:</td><td>1.5%</td><td></td></tr>
</table>

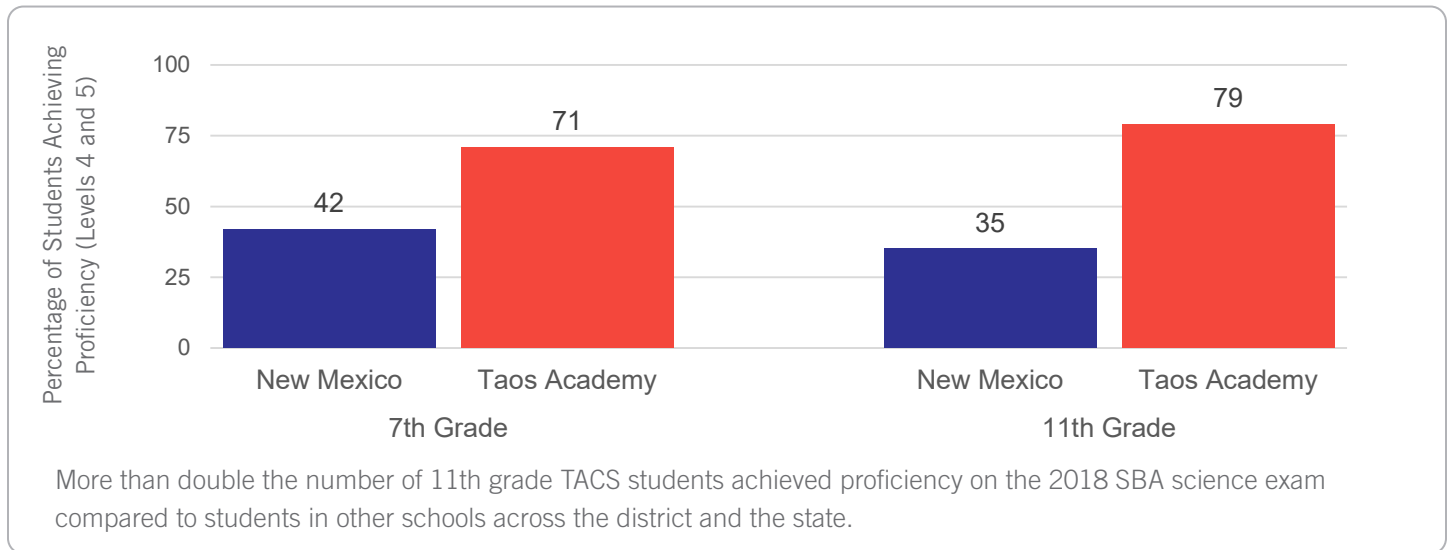### Figure 1. Taos Academy Students and Students Across New Mexico
Percentage Achieving Proficiency on the PARCC ELA and Math Assessments, 2018

In 2018, TACS students posted higher proficiency rates than the state average on the PARCC English language arts and mathematics tests.

When Imagine Edgenuity examined student performance on the 2018 New Mexico Standards Based Assessment (SBA) science exam, results showed a similar trend (see Figure 2). While 71 percent of TACS 7th grade students passed the 2018 SBA science exam, only 42 percent of 7th grade students did in the state. Moreover, while 79 percent of TACS 11th grade students achieved proficiency, only 35 percent of 11th grade students did statewide.

Figure 2. Taos Academy Students and Students Across New Mexico

Percentage Meeting Proficiency on the SBA Science Assessments, 2018

More than double the number of 11th grade TACS students achieved proficiency on the 2018 SBA science exam compared to students in other schools across the district and the state.

Challenge

Located in a high-poverty area in rural New Mexico, TACS was created to better prepare underserved students for further work, study, and citizenship in the 21st century. Founders Traci Fliss and Karin Moulton wanted to offer a hybrid instructional model where students take online courses at home or school but also receive face-to-face instruction from teachers, peers, and community members.

Solution

The school began researching online learning programs and selected Edgenuity for its core curriculum. Students are expected to spend 20 hours each week using Imagine Edgenuity online courses. They spend anywhere from two to five days a week on campus, depending on their individual situation and family needs. Middle school students typically attend on Mondays and Wednesdays and high school students come to school on Tuesdays and Thursdays.

Lessons Learned

Anecdotal and quantitative evidence show that Imagine Edgenuity is having a positive impact on student learning. The program has helped to:

- **Sustain academic gains:** Each year, public schools in New Mexico are given a grade by the New Mexico Public Education Department based on test participation, reading and math scores, and other academic indicators. For the fifth year in a row, Taos Academy was issued an "A" grade by the state in 2018.

- **Contextualize learning:** The school has developed close partnerships with community experts who work with teachers to design and deliver an array of classes, ranging from "Robo-Band" and "Audio Engineering" to "Cyber Arts" and "Kinetic Sculpture." These classes help contextualize learning to see how traditional subject matter can be applied in novel ways and in work-based settings.

- **Build executive function:** While at school, students attend advisory sessions where they receive help with their online coursework. They work directly with teachers to set goals, strengthen their work habits, and develop time management skills.

- **Create an early warning system:** School leaders pull a report from Imagine Edgenuity's learning management system to flag students whose grades drop below 70 percent. They then create a 30-day "Student Success Contract" for students who don't meet the benchmark. During the 30-day period, the student is on campus five days a week and gets tutoring until performance improves.

imagine learning

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Case Study
Utah Online

WASHINGTON COUNTY, UTAH

Edgenuity
where learning clicks

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Can a blended learning program help reengage at-risk students who need to make up failed courses?

Challenge: A group of students were persistently failing courses and were at risk of dropping out of high school.

Solution: A blended learning program to help students immediately recover lost credits, master content, and graduate on time.

Outcome: After implementing Edgenuity courses for two years, graduation rates increased from 76 percent in 2012 to 88 percent in 2014, and students' ACT scores were higher.

School Demographics

■ Caucasian	95%
■ Hispanic	3%
■ African American	1%
■ Asian	1%
Low Income:	89%
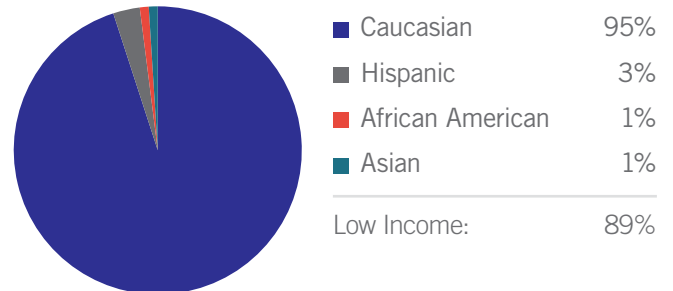
Background

Developed in Washington County, Utah, to serve students around the state virtually, Utah Online has been in operation since 2002 as a K–8 online school. In 2011, the school grew to include a virtual high school with 60 students, using Edgenuity. The program now serves 150 students from across Utah who are fully online, and another 850 students from Washington County in a blended learning program. The Washington County School District serves more than 26,000 students in grades K–12. Eighty-nine percent are eligible for free or reduced-price lunch.

While the virtual portion of Utah Online serves a cross-section of students, from professional athletes and actors to homeschooled students and students who struggle in a traditional classroom environment, the blended learning portion of the program is targeted at two distinct groups—students who require immediate credit recovery, and students who are eager to take on additional coursework and graduate early. Both blended and virtual learning students are served by an online staff of 15 full-time teachers and 10 trained mentors.

"Things that students would never have been able to study before, they can study now . . . and successfully. They can have a full load of in-person classes and take that extra class online to stack their classes, graduate early, and get to college. Whatever their goals, we can help them achieve them."

Lisa Mitchell, Academic Counselor, Washington County School District

Edgenuity Research

Building a Culture of Success

In 2010, a group of high school–age students with just a fourth-grade formal education enrolled in Washington County Public Schools. The students attended public high school during the day, but needed "a significant amount of remediation," says Lisa Mitchell, an Academic Counselor and teacher in the district. "So we used an online program after school and on weekends to get them up to speed." After witnessing the "positive possibility" of blended learning, the district opened its existing all-online program—using Edgenuity—to students in Washington County's seven brick-and-mortar high schools.
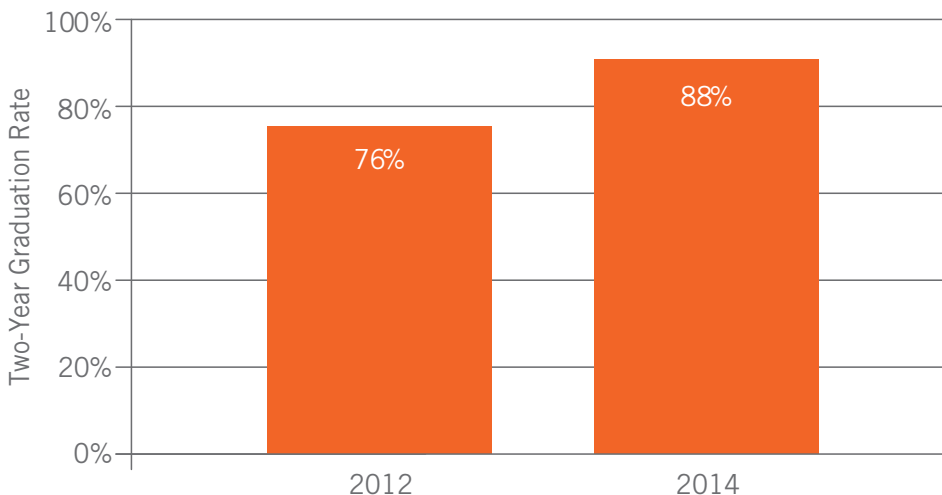
"We knew that the program worked," Mitchell explains. "We'd been running a fully online school with it, and we knew the students were engaged and the curriculum had integrity. So why not try it for credit recovery?" In school year 2011-2012, Washington County implemented Edgenuity as part of a blended curriculum for credit recovery, original credit, and special education students.

Over the next two academic years, Utah Online was restructured to include remediation for more than 120 students a year. "The moment they start to struggle, we can catch them," Mitchell says. "They are immediately placed in credit recovery during their study period. Where they might have failed 9th grade English before, now they're recovering content, getting right back on track, and moving on to 10th grade."

At the same time, blended learning is opening up additional educational options for students who are eager for more advanced curriculum. "Things that students would never have been able to study before, they can study now . . . and successfully," Mitchell says. "They can have a full load of in-person classes and take that extra class online to stack their classes, graduate early, and get to college. Whatever their goals, we can help them achieve them."

As part of the program, Utah Online offers classes to students between May and September. Classes are fairly evenly split between credit recovery and original credit work. The summer Edgenuity programs have an impressive completion rate—93 percent for students recovering credit, and 83 percent for students attempting to complete original coursework. "There are amazing opportunities for kids online," Mitchell says.

"It's not only about higher graduation rates," she adds—though graduation rates at the district have increased from 76 percent in 2012 to 88 percent in 2014. "It's also about higher ACT scores and kids who can happily say, 'I really learned something!'"

Edgenuity Research

A Change in Culture, Conversation, and Expectations

To ensure that the program works, Utah Online and Washington County changed their focus from credit to content. "We had a shift in terminology that was integral to our success," Mitchell explains. "Credit is the byproduct of content, not the other way around."

Once the district began to focus on content recovery, it became clear that Edgenuity was the right solution for students .The program's focus on comprehension, using rich videos combined with text, is essential to student success, says Mitchell. "It makes it easier for students to understand what they are supposed to be learning, which leaves room for classroom mentors and virtual teachers to do the work of teaching." Classroom mentors on site are ensuring that students are comfortable with the content, and virtual teachers are stepping in the moment students start to struggle.

Expectations at Utah Online are high. Students are encouraged to complete one quarter's worth of work in nine weeks, which can be challenging, "particularly with students who are disengaged, from broken homes, or suffer from low self-esteem," Mitchell says. "The trick is maintaining a personal connection with students and their supporters—family, teachers, coaches, whomever. And, of course, with the kids themselves—engagement equals agency. This isn't just credit recovery. This is a team effort to get kids to graduate. And it's working."

Research Brief

Vertus Charter School - ROCHESTER, NEW YORK
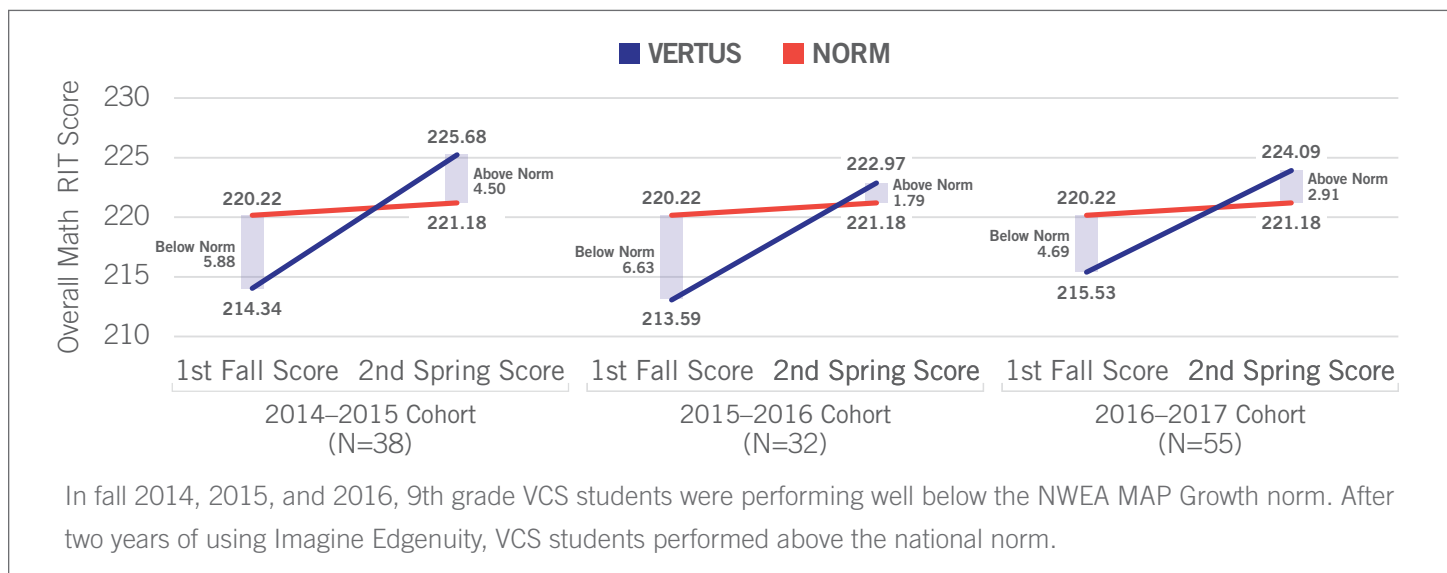
imagine edgenuity

After Using Imagine Edgenuity for Two Years, Vertus Charter School Students Erase Mathematics Achievement Gap

Vertus Charter School (VCS) uses a blended learning model in which students learn in part through Imagine Edgenuity's online courses and in part through in-person instruction and support. To assess program impact, fall and spring MAP® Growth™ data were collected from 9th grade students enrolled in the school during the 2014–2015, 2015–2016, and 2016–2017 school years. Findings show that for three straight cohorts, students using Imagine Edgenuity online courses eliminated the mathematics achievement gap that had existed between VCS students and the national norm on the mathematics RIT scale. For example, in fall 2014, 2015, and 2016, 9th grade Imagine Edgenuity students were performing 6, 7, and 5 points, respectively, below the national norm. However, after using Imagine Edgenuity for two years, these students were performing 4, 2, and 3 points, respectively, above it (Figure 1).

VERTUS CHARTER SCHOOL DEMOGRAPHICS:	
African American:	85%
Hispanic:	12%
Caucasian:	3%
Special Education:	20%
Low Income:	85%

Figure 1. Vertus Charter School Students
NWEA MAP Math Norm and Mean RIT Scores by Ninth Grade Cohort

In fall 2014, 2015, and 2016, 9th grade VCS students were performing well below the NWEA MAP Growth norm. After two years of using Imagine Edgenuity, VCS students performed above the national norm.
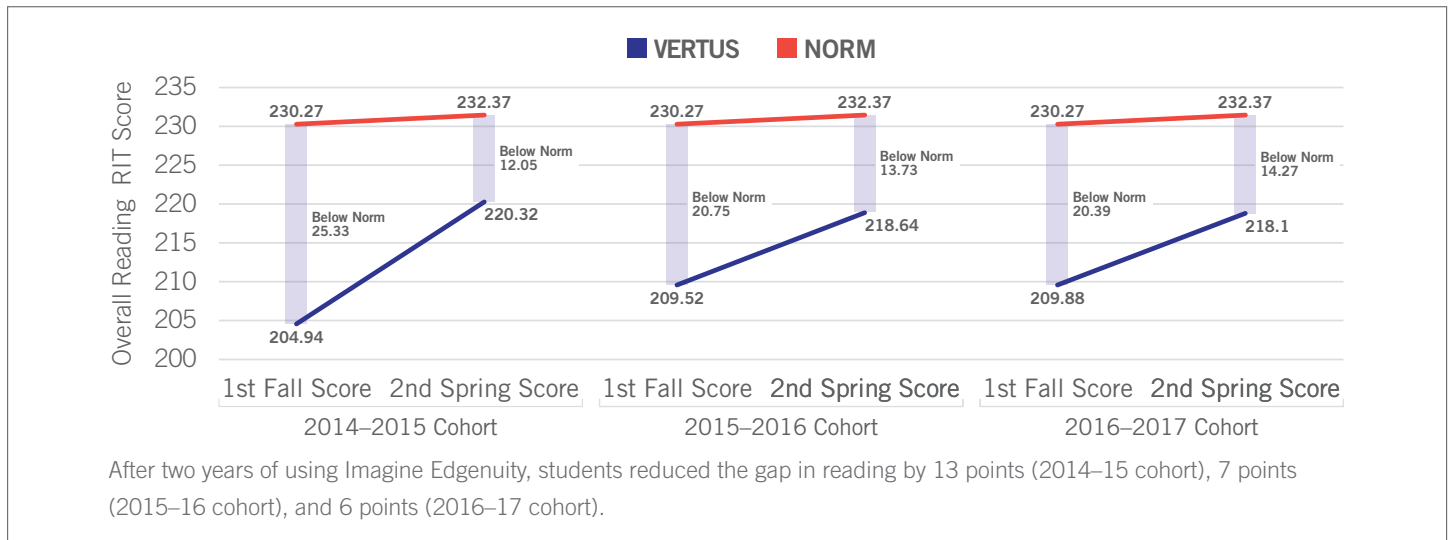
Students also reduced some of the reading achievement gap that existed between themselves and the national norm. In fall 2014, 2015, and 2016, 9th grade Imagine Edgenuity students were performing 25, 21, and 20 points, respectively, below the national norm. By spring 2016, 2017, and 2018, the gap with the national norm was reduced by 12 points, 14 points, and 14 points, respectively (Figure 2).

Figure 2. Vertus Charter School Students

NWEA MAP Reading Norm and Mean RIT Scores by Ninth Grade Cohort

After two years of using Imagine Edgenuity, students reduced the gap in reading by 13 points (2014–15 cohort), 7 points (2015–16 cohort), and 6 points (2016–17 cohort).

Challenge

VCS is a year-round high school serving inner-city boys in Rochester, New York, who are at risk of dropping out, violence, unemployment, and incarceration. The school is overwhelmingly populated by low-income, minority, and struggling students. In 2014, the school began researching engaging online programs and selected Imagine Edgenuity because of its research-based approach to instruction and the availability of MyPath™, which can offer individualized learning paths tailored to each student's unique needs.

Solution

VCS students attend school five days a week, 204 days a year. The school day runs from 9:00 a.m. to 4:30 p.m., Monday through Thursday, and half a day on Fridays. Students spend about half their time (200 minutes a day) working on core courses on Courseware and supplemental instruction on MyPath in a computer lab staffed by certified teachers who provide targeted supports for students who need remediation and practice, and the other half receiving whole-group, small-group, and one-on-one instruction with teachers. Outside of the computer lab, students attend 45-minute English, mathematics, science, and social studies classes led by teachers. In addition, students participate in daily character development and career preparation seminars, as well as hands-on learning activities such as 3D printing, game design, and art.

Lessons Learned

VCS administrators attribute their positive results to:

- **Strong student-staff relationships:** Students are organized into small teams of 12 to 16 who go through the school day together under the supervision of a full-time staff member called a preceptor. Preceptors work with their teams to create and monitor academic and character goals each week.

- **Personalized support:** With a year-round calendar, students spend more time in school and less time on the street. Using data and reports from the Learning Management System, preceptors and teachers create personalized learning plans that build on each student's current level of readiness and track student engagement, progress, and achievement.

- **Opportunity for character and career development and exploration:** Preceptors lead daily seminars focused on character development, habits of work, and habits of mind.

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Edgenuity High School Students Double Proficiency Rates on the PARCC ELA/Literacy Test

Village Green Virtual Charter School (VGVCS), the first public blended learning high school in Rhode Island, uses Edgenuity online courses as its sole curriculum.

In 2015, 9th and 10th grade students took the Partnership for Assessment of Readiness for College and Careers (PARCC) English Language Arts/Literacy assessment, with results that were less than ideal: Only 16 percent of students scored proficient or above. After two years of a specially designed curriculum that involved unique, differentiated coursework for each student, students demonstrated impressive gains on the 2017 assessment. **Proficiency rose to 40 percent, which was the single highest gain of any high school in Rhode Island.**

**VILLAGE GREEN VIRTUAL CHARTER SCHOOL:**

Enrollment: 229 Students

Hispanic:	54%	Economically Disadvantaged	94%
Causcasian:	16%		
African American:	28%	Students with Disabilities	22%
Asian:	2%		

Figure 1. Grade 9 and 10 Village Green Virtual Charter School Students
Percent of Students Achieving Proficiency on the ELA/Literacy PARCC Test, 2015 and 2017

From 2015 to 2017, VGVCS students improved their performance on the ELA/Literacy PARCC Test 24 percentage points.
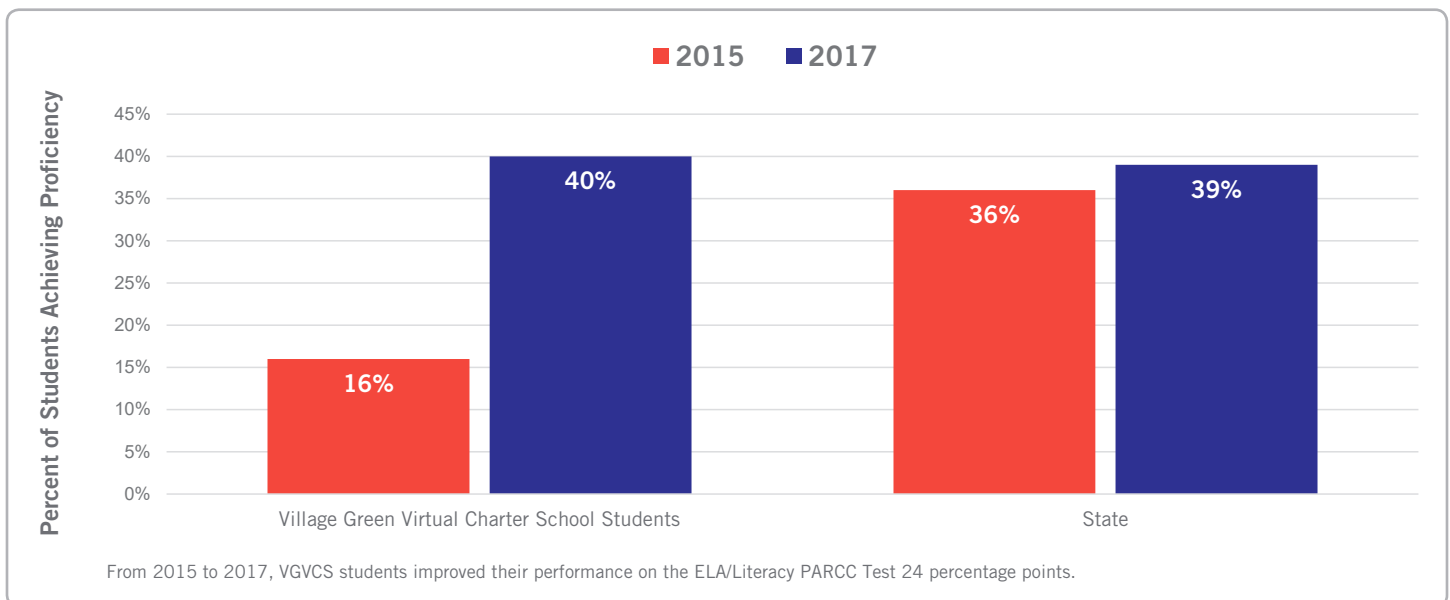
Challenge

In fall 2013, VGVCS opened its doors with a mission to provide students with a more personalized learning experience through greater access to technology, strategic data use, and one-on-one support. Students at VGVCS spend their days on campus from 8:45 a.m. to 3:15 p.m. They rotate between online learning for concept instruction and face-to-face learning for additional practice, remediation, and support. Sixty percent of their time is spent using Edgenuity's courses in a computer lab, and the remaining time is spent in teacher-led workshops. While in the computer lab, highly qualified teachers circulate throughout the room answering questions, reviewing student work, and providing individualized coaching. Teachers also review and use data from Edgenuity's learning management system to group students and make instructional decisions.

After a less than ideal outcome on the 2015 ELA/Literacy PARCC assessment, the school set out to create a new customized course that would simultaneously help remediate students' skills but be rigorous enough to prepare students for the national test.

Solution

School administrators Dr. Rob Pilkington and Dr. John Butler used Edgenuity to create a unique English language arts course that aligned with national standards as well as those tested for the PARCC. Dr. Pilkington notes, "These courses did not exist in the state of Rhode Island, but we could build it thanks to Edgenuity's technology."

Lessons Learned

Anecdotal and quantitative evidence show that the Edgenuity online course positively affected students' science achievement. The program helped:

- Accelerate student achievement: From 2015 to 2017, the percentage of VGVCS students who achieved proficiency on the PARCC ELA/Literacy Test more than doubled.

- Students set goals for learning: Edgenuity provides actionable data and reports that give immediate feedback to teachers, allowing them to view what content students have mastered. Dr. Pilkington states, "The power of Edgenuity is in its ability to build relationships with students. Each teacher has an advisory group in which students set goals, check their progress, and are able to ask for additional support. That's when teachers get to work creating unique lessons that support individual student learning." Teachers at school are true educational facilitators, supporting learning by empowering students to make their own choices and direct their own work.

- Personalize learning: With the help of Edgenuity's customizable program, VGVCS has 192 courses for 229 students, built from 45 different Edgenuity base courses. "We've become very facile, very quickly able to ensure that every kid gets the right course for him or her," says Dr. Butler, Director of Academic Planning and Logistics.

- Empower students: Students at VGVCS are empowered to take responsibility for their own learning and take full ownership for their success within the courseware. Teachers have transitioned from being the sole planner and deliverer of instruction to being the data analyst and skill gap interventionist.

imagine Edgenuity

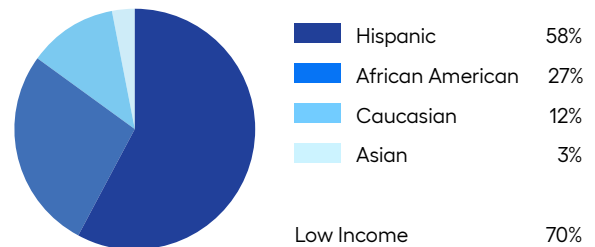# Imagine Edgenuity students make significant gains on the NWEA MAP

EVALUATION OVERVIEW

Grades: 10 and 11

Model: Rotational Model

Measure: Northwest Evaluation Association™
Measures of Academic Progress® (NWEA™ MAP®)
Reading and Mathematics Tests

DISTRICT DEMOGRAPHICS

Hispanic	58%
African American	27%
Caucasian	12%
Asian	3%
Low Income	70%

SCHOOL OVERVIEW

Situated in the heart of Providence, Village Green Virtual Charter School (VGVCS) is the first public blended learning high school in Rhode Island. Due to a state-wide enrollment policy, any high school student in the state can apply through a lottery system. As such, the school serves a diverse mix of students. Of the 230 high school students enrolled during the 2014–2015 school year, 58 percent were Hispanic, 27 percent were African American, 12 percent were Caucasian, and 3 percent were Asian. Approximately, 74 percent were eligible for free or reduced-price lunch.

IMPLEMENTATION

In fall 2013, VGVCS opened its doors with a mission of providing students with a more personalized learning experience through greater access to technology, strategic data use, and one-on-one support. Students at VGVCS spend their days on campus from 8:45 a.m. to 3:15 p.m. Students rotate between online learning for concept instruction and face-to-face learning for additional practice, remediation, and support. Sixty percent of the time is spent using Imagine Edgenuity's courses in a computer lab, and the remaining time is spent in teacher-led workshops. While in the computer lab, highly qualified teachers circulate throughout the room answering questions, reviewing student work, and providing individualized coaching. Teachers also review and use data from Imagine Edgenuity's learning management system to group students and to make instructional decisions.

STUDY SAMPLE

This report focuses on VGVCS 10th and 11th grade students who used Imagine Edgenuity courses during the 2014–2015 school year. Of these students, 44 percent were Hispanic, 27 percent were African American, and 29 percent were Caucasian. Approximately 74 percent were eligible for free or reduced-price lunch. The sample for this analysis comprises 74 students who took the fall 2014 and spring 2015 NWEA MAP Reading test and 83 students who took the fall 2014 and spring 2015 NWEA MAP Mathematics test.

MEASURES

Imagine Edgenuity Program Data

Imagine Edgenuity's Web Administrator tracks student engagement, achievement, and progress. This study collected data on the total number of attempted courses, the average percentage of courses completed, and the average overall grade.

Northwest Evaluation Association Measures of Academic Progress

The NWEA MAP Reading and Mathematics tests are Common Core-aligned, computer-adaptive assessments administered to students in grades 3 to 12. If a student answers correctly, the next question is more difficult; if a student answers incorrectly, the following item is easier. Each NWEA MAP assessment uses the Rasch (RIT) unit, an equal interval scale score, to measure student growth and determine student mastery of various defined skills within disciplines. NWEA MAP Reading and Mathematics data were collected and analyzed for 10th and 11th grade students who used Imagine Edgenuity courses during the 2014–2015 school year.

RESULTS

Course usage data was collected and analyzed for the 74 VGVCS students who took an Imagine Edgenuity English language arts course and took the fall 2014 and spring 2015 NWEA MAP Reading test. Likewise, course usage data was collected and analyzed for the 83 VGVS students who took an Imagine Edgenuity mathematics course and also took the fall 2014 and spring 2015 NWEA MAP Mathematics test. Figure 1 provides descriptive data on program use. Overall, students enrolled in Imagine Edgenuity mathematics courses completed 69 percent of activities and earned an average overall grade of 81 percent. Students enrolled in Imagine Edgenuity English language courses completed 82 percent of activities and earned an average overall grade of 84 percent.

After one year, students improved their reading and mathematics skills. As Figure 2 shows, on the NWEA MAP Reading test, students in each grade made gains in their reading scores from fall 2014 to spring 2015. In addition, results showed that Imagine Edgenuity students demonstrated significant improvements in their mathematics abilities (see Figure 3), with 11th grade students making the largest gains.

CONCLUSION

In conclusion, VGVCS students enrolled in Imagine Edgenuity demonstrated gains in reading and mathematics on the NWEA MAP assessments from fall 2014 to spring 2015. These findings provide preliminary evidence that Imagine Edgenuity can have a positive impact on students' academic achievement.
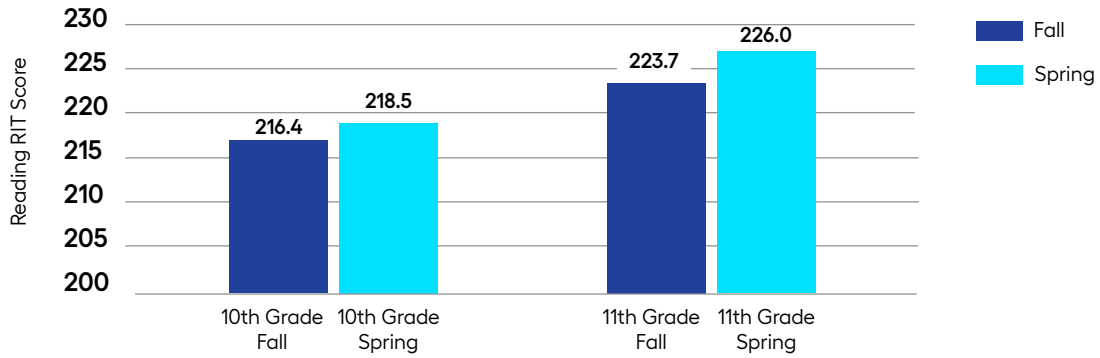
Figure 1. Village Green Virtual Charter School Imagine Edgenuity Students, Grades 10–11 (N = 90) Imagine Edgenuity Course Usage Data 2014–2015

| Subject	Number of Students	Average Overall Course Grade	Average Percent of Completed Courses	Average Number of Days in Course
Language Arts	82	83.6	81.8	145.2
Mathematics	88	81.2	68.5	144.6
All	**90**	**83.7**	**78.4**	**135.6**

Figure 2. Village Green Virtual Charter School Imagine Edgenuity Students, Grades 10–11 (N = 74)

Performance on the NWEA MAP Reading Assessment

Figure 3. Village Green Virtual Charter School Imagine Edgenuity Students, Grades 10–11 (N = 83)

Performance on the NWEA MAP Mathematics Assessment
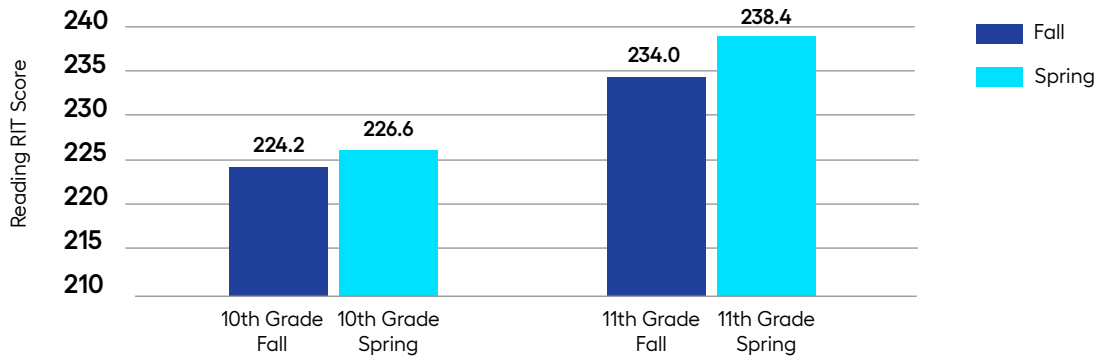
imagine edgenuity

Imagine Edgenuity Students in Grades 7–9 Outperform their Peers on the MAP Growth Reading® and Math® Tests

OVERVIEW

During the 2020–2021 academic year, White County Schools implemented Imagine Edgenuity English Language Arts and Math courses with students in Grades 7–9. On average, students used Imagine Edgenuity ELA courses for 45 hours and 96% of students completed their course. In math, students used the course an average of 36 hours and 62% of students completed their course. To measure the impact of Imagine Edgenuity on reading and math skills, Imagine Learning analyzed MAP Growth Reading data from 26 Imagine Edgenuity students and 26 nonparticipating peers, as well as MAP Growth Math data from 45 Imagine Edgenuity students and 45 nonparticipating peers.[1]

RESULTS

From Fall 2020 to Spring 2021, Imagine Edgenuity students exhibited significantly greater gains than their nonparticipating peers on the MAP Growth Reading test (Figure 1). Notably, the performance of Edgenuity ninth-grade students improved by seven Rasch Unit (RIT) score points on the MAP Growth Reading test, while their nonparticipating peers declined by four. Additionally, 65% of Imagine Edgenuity users met expected growth on MAP Growth Reading, compared to 42% of non-users. When examining performance on the MAP Growth Math test, similar trends emerged. Imagine Edgenuity students demonstrated significantly greater growth than their peers (Figure 2). Further, 64% of Imagine Edgenuity users exceeded expected growth on MAP Growth Math, compared to 38% of non-users.

White County Schools Demographics

Demographics	Reading Sample (N = 52)	Math Sample (N = 90)
White	90.4%	91.1%
American Indian/Alaska Native	1.9%	1.1%
Asian	1.9%	0.0%
Black/African American	0.0%	3.3%
Hispanic/Latinx	1.9%	1.1%
Other/Ethnicity Not Specified	3.8%	3.3%
Female	50.0%	50.0%
Virtual Students	61.5%	61.5%
Non-Virtual Students	38.5%	38.5%
Grade 7	26.9%	13.3%
Grade 8	26.9%	15.6%
Grade 9	46.2%	71.1%

[1] Groups were equivalent at baseline on grade, Fall 2020 MAP Growth Reading RIT Score, race/ethnicity, and gender ($p = .87$). Groups were equivalent at baseline on grade, Fall 2020 MAP Growth Math RIT Score, race/ethnicity, and gender ($p = .81$).

Figure 1. Change in MAP Growth Reading Scores, 2020–2021 White County School Imagine Edgenuity users and non-users, Grades 7–9 (N = 52)
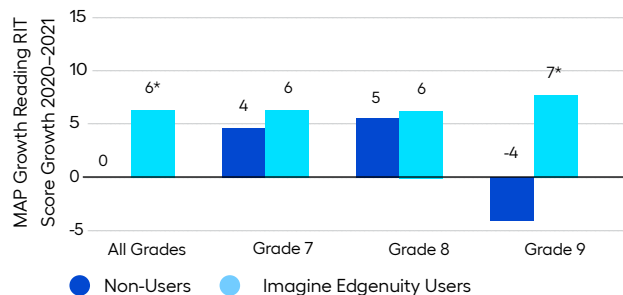
Note: $*p < .05$

Figure 2. Change in MAP Growth Math Scores, 2020–2021 White County Schools Imagine Edgenuity users and non-users, Grades 7–9 (N = 90)

Note: $*p < .05$

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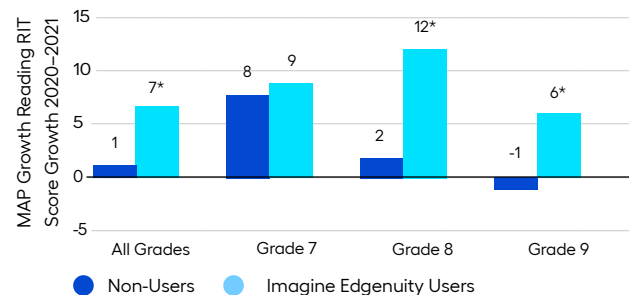
Research Brief
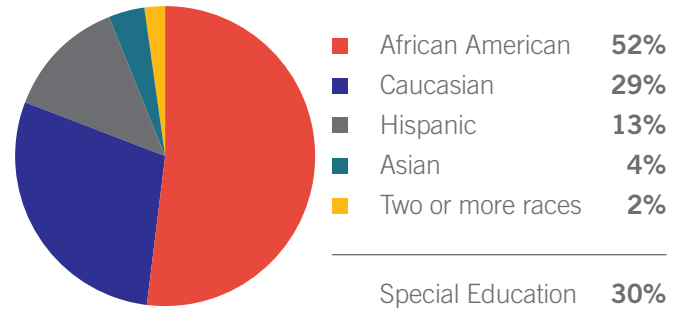
Windsor High School

HARTFORD, CONNECTICUT

Can an online program support students who are hospital-bound, school-phobic, or who have disabilities?

CHALLENGE: Students with special needs were struggling to master content and graduate.

SOLUTION: An engaging online credit recovery, initial credit, and supplemental learning program caught students before they failed.

OUTCOME: After implementing Edgenuity courses, graduation rates increased.

SCHOOL DEMOGRAPHICS

■ African American	**52%**
■ Caucasian	**29%**
■ Hispanic	**13%**
■ Asian	**4%**
■ Two or more races	**2%**

Special Education	**30%**

BACKGROUND

North of Hartford, Connecticut, Windsor High School (WHS) serves 1,500 students in grades 9–12. In 2008, WHS started the Learning Lab, an online learning program to support students who were at risk of not graduating on time and to support students with special needs. Currently, 234 students in the Learning Lab use Edgenuity for credit recovery, initial credit, or supplemental learning.

PROVIDING RIGOROUS ACADEMIC STANDARDS

Like many schools, WHS decided to offer an online learning program to help meet the needs of students who were not successful in a traditional classroom. In 2014, however, WHS leadership felt its existing online program was not interactive or challenging enough and began researching new online content delivery programs. Learning Lab Facilitator Catherine Lavallee and Principal Russell Sills sought an online program that would not only be engaging and meet rigorous standards, but would also meet the needs of learners with varying backgrounds. Windsor chose Edgenuity because its courses present content in multiple forms (text, pictures, videos, digital interactions, and audio), allow students to express what they know in multiple ways, and carefully fade support as students master skills.

Sills decided to implement Edgenuity courses with special education and school-phobic students. Special education and school-phobic students use Edgenuity courses five to ten hours a week as part of their foundational curriculum. Depending on the student's individual education program (IEP), students may use Edgenuity's math, language arts, or elective courses in the classroom or computer lab during a 60-minute period. While in the classroom or computer lab, instructors explicitly teach metacognitive skills such as self-monitoring, goal-setting, reading strategies, and note-taking to students. They also work one-on-one with students to make sure students understand concepts and skills presented in lessons. Teachers help students make their thinking more transparent by using graphic organizers. When necessary, instructors accommodate student needs by providing oral, alternative written, or visual assessments.

Edgenuity Research

"Our special education team have really taken to Edgenuity. It has allowed us to provide even more personalized one-on-one attention," said Lavallee. "Edgenuity's data lets us know exactly how to help students and when they should be pushed to achieve their best." Teachers use Edgenuity Web Administrator to monitor daily progress and achievement. If a student is behind in pacing, teachers provide immediate positive reinforcement and strategize with students on how to catch up. In the lab, instructors review session logs to see where students spend the most time in their courses, and provide offline one-on-one help with those assignments. Teachers ask students to demonstrate their knowledge in multiple ways, including by giving oral explanations, comparing and contrasting topics, and drawing diagrams. Once students show they understand the concepts, they are then allowed to continue in their Edgenuity course.

GENERATING RESULTS

Preliminary evidence indicates that Edgenuity courses are having a positive impact on student achievement. After one year of implementing Edgenuity courses, the graduation rate of special education students in the program increased from 64 percent in 2014 to 86 percent in 2015 (see Graph 1).

The key to the program's success, according to Sills, was blending Edgenuity's courses with teacher support. "Our students say, 'I finally have someone who knows who I am and knows me as a learner.' When students realized they could tackle more advanced work and still receive teacher support, they excelled. They finally felt they could be successful in school."

Graph 1: Windsor High School Special Education Graduation Rates

Graph 1: Windsor High School Special Education Graduation Rates — bar chart showing Four-Year Graduation Rate. 2014: 64%. 2015: 86%.