

Evidence of Effectiveness

Edgenuity’s suite of research-based, online courses are generating positive student outcomes across the country. Below is a summary of efficacy research for Edgenuity Courseware.

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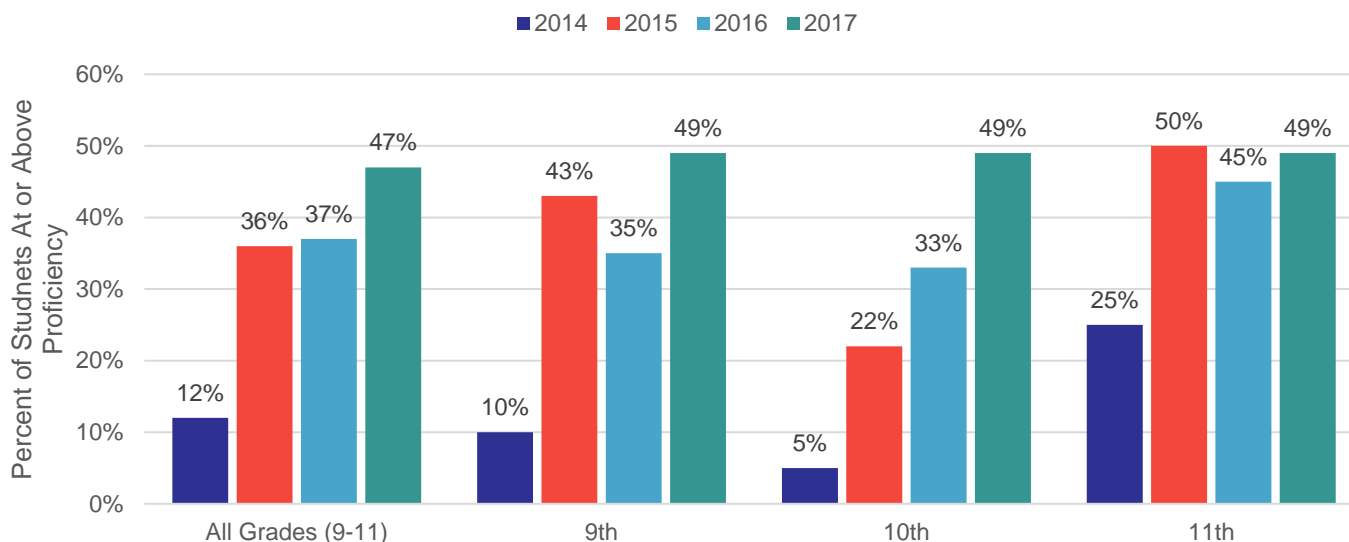
Edgenuity Courseware® 6-12

Altamont High School

In fall 2014, Altamont High School (AHS) set out to improve math achievement after 87 percent of high school students scored below the proficient level on the spring 2014 Student Assessment of Growth and Excellence (SAGE) math. In fall 2015, the school enrolled all 200 of its high school students in Edgenuity online math courses. Students spent 70 minutes per day in the computer lab working on these courses. Edgenuity examined the SAGE math performance of AHS 9th-, 10th-, and 11th-grade students enrolled in Edgenuity online math courses. Data show that across all grade levels, the percentage of AHS students achieving proficiency on SAGE math increased from 2014 to 2017. Results were particularly impressive for 10th-grade students who demonstrated more than an eightfold increase in the percent of students scoring at or above the proficient level.

Figure 1: Altamont High School Edgenuity Students, Grades 9-11

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



Appleton Central High School

The majority of students at Appleton Central High School (ACHS) are significantly credit deficient due to a range of factors including teen pregnancy, mental health concerns, academic delays, alcohol and drug abuse, criminal behavior, and poverty. ACHS also enrolls withdrawn and expelled students. Most entering students are at least 1.5 years behind grade level. Edgenuity courses are used at ACHS for the Central Day, General Educational Development Option #2 (GEDO#2), and Dan Spalding Academy (DSA) programs. Central Day students attended school three hours a day, five days a week. Depending on the semester and required courses, students generally completed at least one course using Edgenuity's math, language arts, science, social studies, and elective credit recovery courses in a computer lab during a 38-minute period. Students over the age of 17 used Edgenuity to complete some of the requirements needed for entry into the GEDO#2. Additionally, students enrolled in DSA used Edgenuity's initial-credit core and elective courses to advance in their coursework while under expulsion.

After one year of implementing Edgenuity courses along with other academic and social interventions, the four-year graduation rate of students in this program for at-risk students increased from 16 percent to 46 percent. Further, the dropout rate declined from 14 percent to 9 percent.

Figure 2. Appleton Central High School Graduation Rate

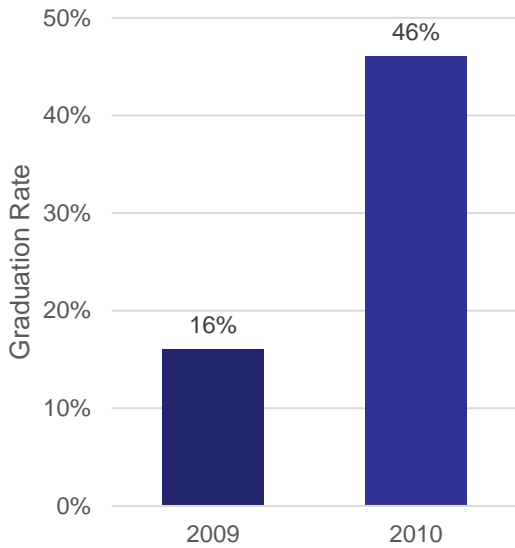
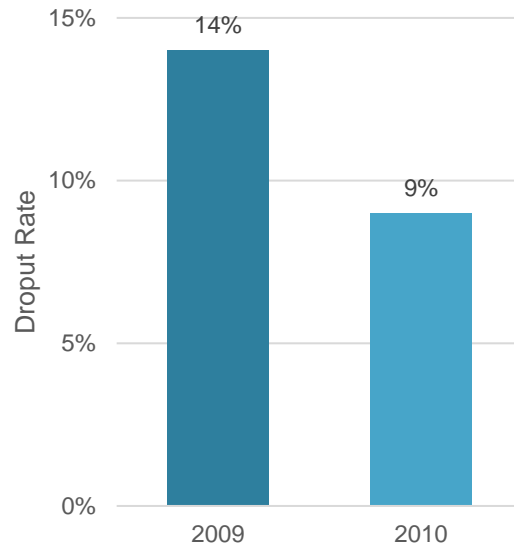


Figure 3. Appleton Central High School Dropout Rate

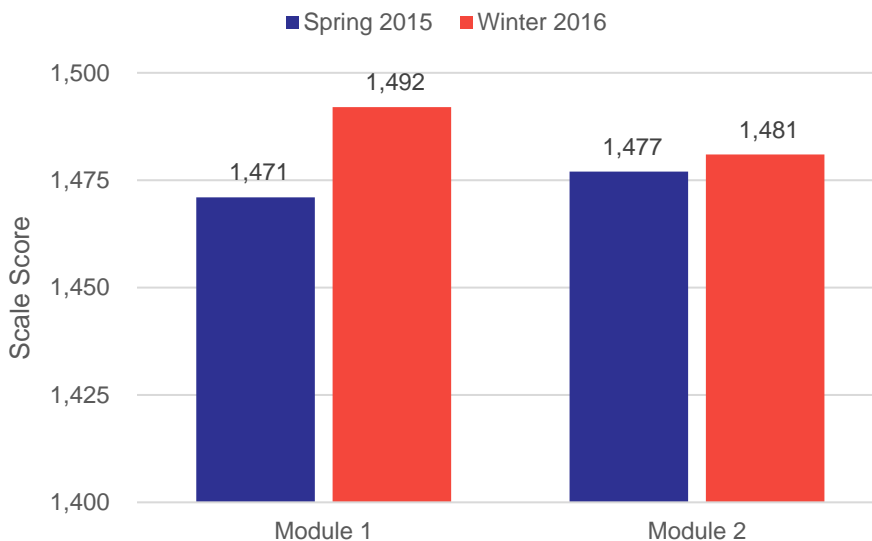


Bald Eagle High School

From September 2, 2015 to January 22, 2016, 40 students who needed to retake the Biology Keystone Exam were offered Edgenuity’s Biology Virtual Tutor (an online test preparation program) 44 minutes per day, 5 days per week. After using Edgenuity’s Biology Virtual Tutor for 18 weeks, students showed gains on the Biology Keystone Exam. On Module 1, Edgenuity students demonstrated significant improvement from a spring 2015 scale score of 1,471 to a winter 2016 scale score of 1,492, a 21 point gain ($p < 0.05$). On Module 2, Edgenuity students demonstrated significant improvement ($p \leq 0.05$ per a dependent t-test) from a spring 2015 scale score of 1,477 to a winter 2016 scale score of 1,481 (a 4 point gain).

Figure 4: Bald Eagle High School Edgenuity Students, Grades 10-11

Performance on the Pennsylvania Biology Keystone Exam, Spring 2015 to Winter 2016 (N = 40)

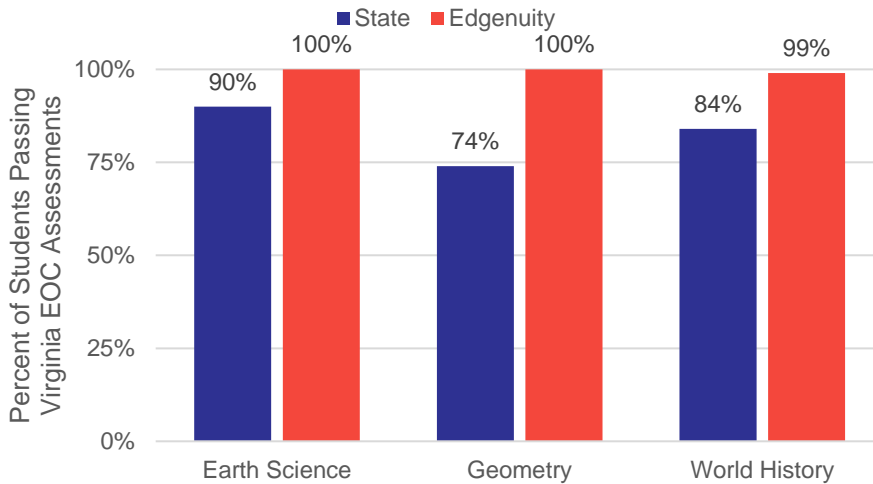


Bedford County Public Schools

Bedford County Public Schools (BCPS) chose Edgenuity as a blended learning solution that would allow 8th-grade students to take advanced classes. All advanced 8th-grade students passed the Virginia state geometry, earth science, and world history end-of-course (EOC) assessments using Edgenuity Courseware. During the

2011-2012 school year, Edgenuity examined the impact of Edgenuity Courseware on the earth science, geometry, and world history achievement of BCPS students. Virginia EOC assessment data were obtained from 168 students who used Edgenuity Courseware. Edgenuity students outperformed their peers in the state on all three assessments.

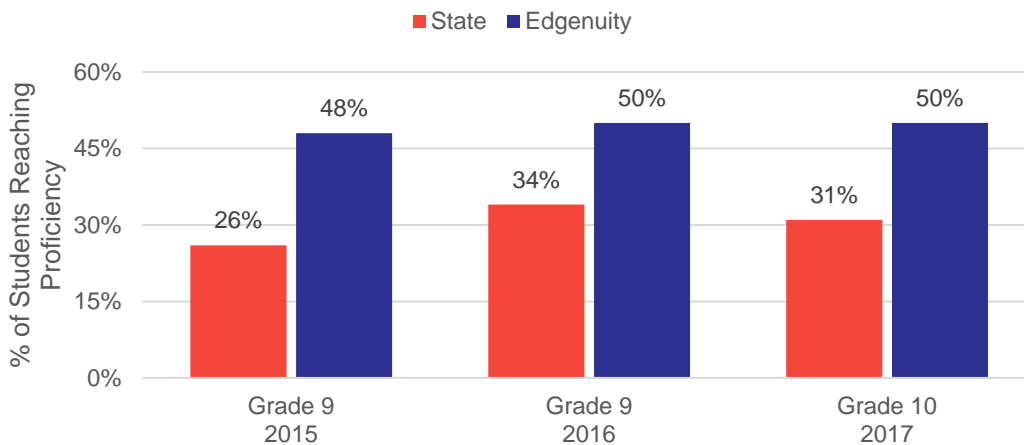
Figure 5: Bedford County Public Schools Edgenuity Students vs State
 Percentage of Students Passing the 2012 Virginia EOC Assessments, by Subject



Carpe Diem Collegiate High School

From 2014 to 2017, Carpe Diem Collegiate High School used Edgenuity as its primary, core curriculum for all high school students. Students spent 50 percent of their time using Edgenuity’s online courses in a computer lab, and the other half was spent in workshops, one-on-one tutoring, or collaborative projects with teachers. When data from the 2015, 2016, and 2017 administrations of the AzMERIT English language arts assessment were collected, results showed that tenth-grade students who used Edgenuity’s online high school courses outperformed their state peers.

Figure 6: Carpe Diem Collegiate High School Students, Grade 10 (N = 34) vs State
 Percentage of Students Reaching Proficiency on the AzMERIT English Language Arts Assessment



Classical Academies

In 2013, Classical Academies set out to provide more flexible learning options that would better differentiate instruction and create more time for conferencing with students and parents. A collaborative leadership team made up of department heads, teachers, principals, parents, and school board members began researching online curriculum providers to support this initiative. Classical Academies chose Edgenuity because of its research base, breadth of course offerings, and actionable data.

Data showed that 81 percent of students earned a score of three or higher on their Advanced Placement tests and 99 percent of students graduated on time.

Copper River School District

In fall 2013, Copper River School District implemented Edgenuity as a curriculum resource (used in a rotational model) with middle and high school students. During the 2013-2014 school year, Edgenuity examined the impact of Edgenuity Courseware on the reading and math achievement of Copper River middle and high school students. NWEA MAP Growth assessment data were obtained for 130 reading students and 126 math students, and a normative comparison group of 6th-11th grade students who did not use the program. After one year, students reduced the achievement gap that existed between themselves and the national norm on the reading and math RIT scales. For example, Edgenuity 6th, 7th, 8th, and 9th graders significantly gained 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.

Figure 7: Copper River School District Edgenuity Students, Grades 6-11 (N = 130)

Performance on the NWEA MAP Growth Reading Assessment, Fall 2013 to Spring 2014

| Grade | N | Fall RIT 2013 | Spring RIT 2014 | RIT Gain | Gap to National Norm Reduced by... |
|-------------------|------------|---------------|-----------------|-------------|------------------------------------|
| 6th | 24 | 200.7 | 212.9 | 12.3* | 8.1 |
| 7th | 18 | 208.3 | 212.7 | 4.3 | 1.0 |
| 8th | 23 | 210.4 | 219.0 | 8.6* | 5.5 |
| 9th | 29 | 225.8 | 229.8 | 4.0* | ** |
| 10th | 15 | 228.1 | 230.7 | 2.7 | ** |
| 11th | 21 | 231.2 | 234.5 | 3.3 | ** |
| All Grades | 130 | 217.2 | 223.3 | 6.1* | N/A |

*p<0.05

** Already performing above national norm

Figure 8: Copper River School District Edgenuity Students, Grades 6-11 (N = 126)

Performance on the NWEA MAP Growth Math Assessment, Fall 2013 to Spring 2014

| Grade | N | Fall RIT 2013 | Spring RIT 2014 | RIT Gain | Gap to National Norm Reduced by... |
|-------------------|------------|---------------|-----------------|-------------|------------------------------------|
| 6th | 24 | 214.6 | 223.3 | 8.7* | 2.7 |
| 7th | 18 | 222.8 | 231.2 | 8.4* | ** |
| 8th | 22 | 225.7 | 234.1 | 8.4* | 4.1 |
| 9th | 26 | 241.4 | 246.3 | 4.8* | ** |
| 10th | 18 | 238.8 | 243.2 | 4.4 | ** |
| 11th | 18 | 250.1 | 251.8 | 1.8 | ** |
| All Grades | 126 | 231.8 | 238.0 | 6.2* | N/A |

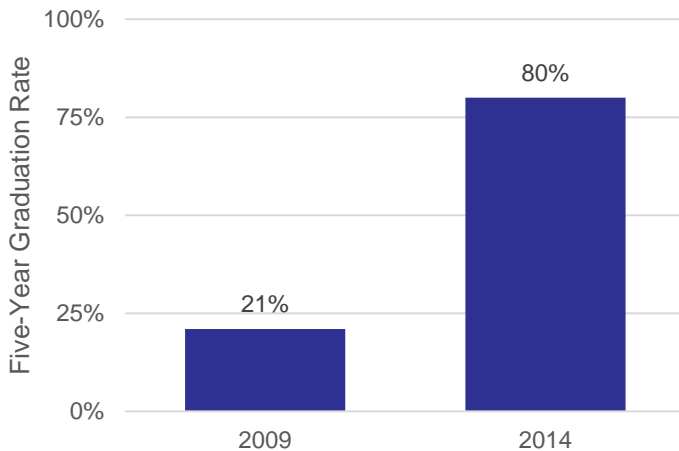
*p<0.05

** Already performing above national norm

Dearborn Public Schools

In fall 2009 Dearborn Magnet High School began using Edgenuity with some of its most challenged, at-risk students. Data showed that four years since the implementation of Edgenuity, graduation rates for the students served by the school have nearly quadrupled: 21 percent in 2009 to 80 percent in 2014.

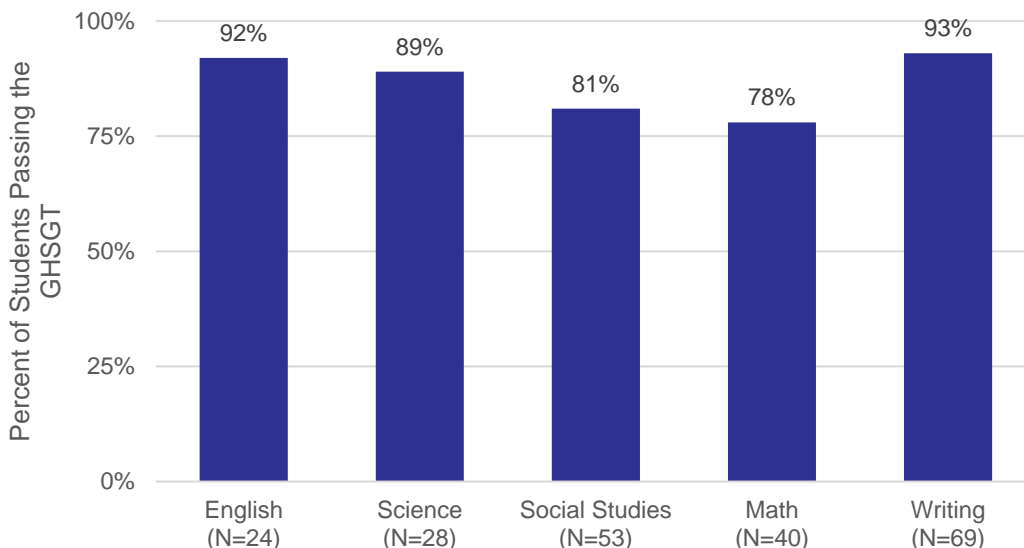
Figure 9: Dearborn Magnet High School
Five-Year Graduation Rate, 2009 to 2014



Gainesville High School

In 2011, Gainesville High School offered Edgenuity English language arts, science, social studies, math, and writing courses to help struggling students prepare for the Georgia High School Graduation Test (GHSGT). Data were collected from 81 Edgenuity students who did not pass the spring 2011 GHSGT test and were retested in spring 2012. While results varied by subject, findings showed that after using Edgenuity for a year, more than 78 percent of students passed the test.

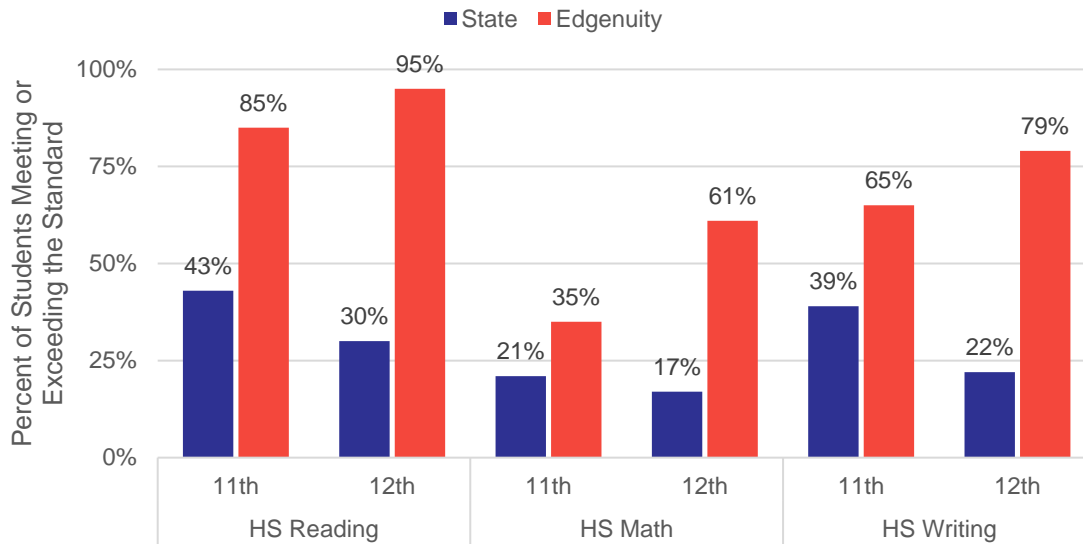
Figure 10: Gainesville High School Edgenuity Students, Grades 11-12 (N = 81)
Percentage Passing the 2012 GHSGT English, Science, Social Studies, Math, and Writing



Higley Learning Center

Higley Learning Center (HLC), a nontraditional, alternative educational program, offered Edgenuity English language arts, math, and writing courses to their at-risk high school students during the 2011—2012 school year. When 2012 data from the Arizona's Instrument to Measure Standards High School (AIMS HS) Reading, Math, and Writing Tests were analyzed, results indicated that eleventh and twelfth-grade students from HLC outperformed their state peers.

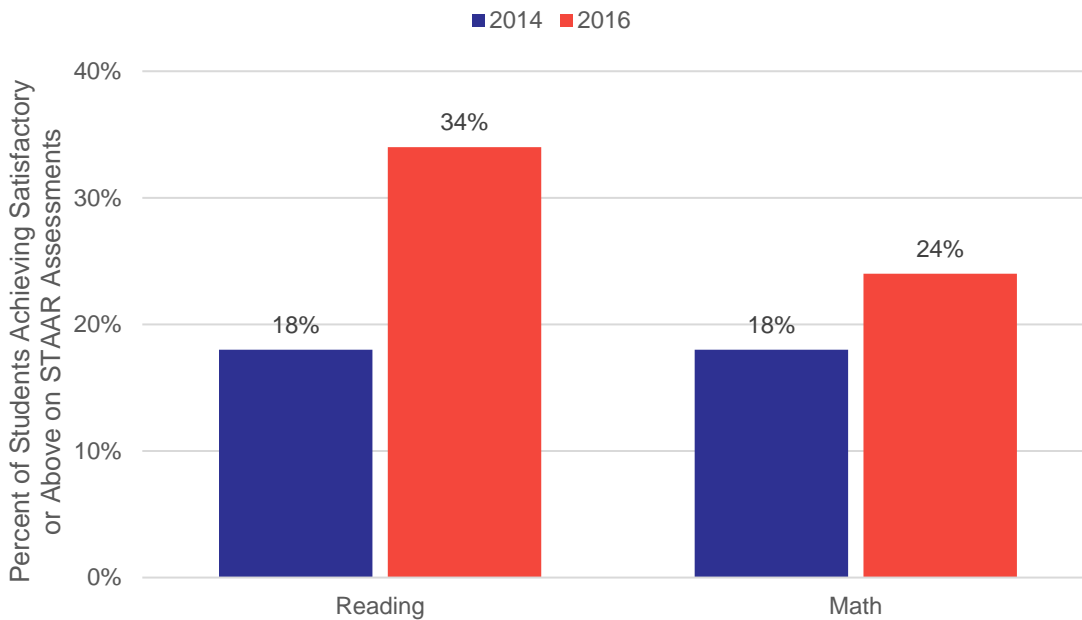
Figure 11: Higley Learning Center Edgenuity Students, Grades 11-12 (N = 59) vs State of Arizona
Percentage of Students Meeting or Exceeding the Standard on the 2012 AIMS HS Reading, Math, and Writing Tests



Houston Independent School District

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 and discipline by Edgenuity users during the 2013, 2014, and 2015 school years. When data were collected from students who took the spring STAAR Reading and Math tests in 2014 and 2016, results showed that the percentage of students performing at the Satisfactory Performance Level nearly doubled (from 18 percent to 34 percent). Findings also showed that two years of Edgenuity use contributed to improved behavioral outcomes. In 2014, 22 percent of Edgenuity students were suspended for six or more days but by 2016, this figure dropped to 12 percent.

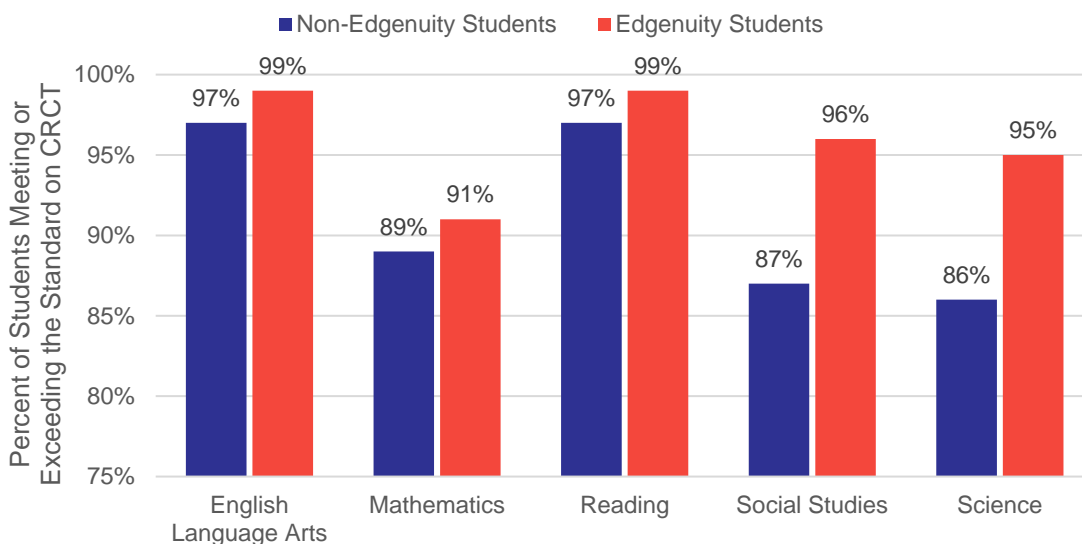
Figure 12: Houston Independent School District Edgenuity Students, Grades 6-8 (N = 250)
 Percentage of Students Achieving Satisfactory Performance Level on STAAR Reading and Math Tests, 2014 and 2016



Locust Grove Middle School

During the 2013–2014 school year, Locust Grove Middle School was one of six schools in Henry County to pilot courseware as part of its new blended learning initiative. 2014 Criterion-Referenced Competency Tests (CRCT) English language arts, mathematics, reading, social studies, and science data were obtained from 94 7th-grade students who used Edgenuity Courseware and a matched comparison group of 195 7th-grade students who did not use the program. After one year, Edgenuity online participants demonstrated significantly higher scores ($p < 0.05$) on the 2014 CRCT than students in the matched comparison group of nonparticipants.

Figure 13: Locust Grove Middle School Edgenuity Students and Comparison Group, Grade 7 (N = 289)
 Percentage of Students Meeting or Exceeding the Standard on CRCT, 2014

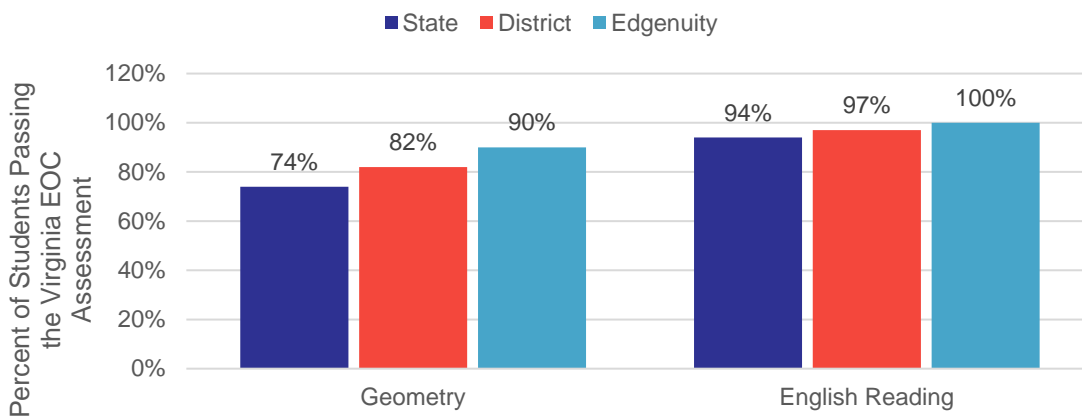


Loudoun County Public Schools

In summer 2012, Loudoun County Public Schools piloted Edgenuity's English language arts 11 and Geometry courses during a six-week summer school program. Students accessed courses at home on their personal computers, and Edgenuity's Instructional Services offered online instructional support, provided web-based tutoring and concept demonstration, and monitored student engagement, progress, and achievement. Data revealed that students participating in Edgenuity courses excelled on two 201 Virginia End-of-Course tests. Edgenuity's English language arts 11 and Geometry courses outperformed their district and state peers on the summer 2012 Virginia English Reading and Geometry End-of-Course (EOC) assessments. Remarkably, 100 percent of students using Edgenuity courses passed the 2012 English Reading EOC test and 90 percent of students passed the 2012 Geometry EOC test. Furthermore, Edgenuity students posted higher passing rates than the state and district pass rates on both assessments

Figure 14: Loudoun County Public School Students vs State

Percentage of Students Passing the Virginia EOC Assessment by Subject, Summer 2012

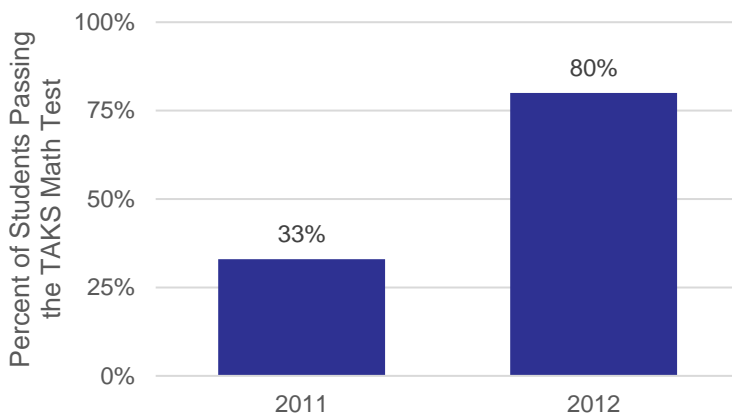


Lufkin Independent School District

Beginning in the summer of 2011, LISD offered students who did not pass the spring 2011 Texas Assessment of Knowledge and Skills (TAKS) Mathematics test the chance to take Edgenuity courses during summer school. Students who participated in Edgenuity courses made significant improvements on the TAKS Mathematics test (p.05). The percentage of Edgenuity students who passed the TAKS Mathematics test more than doubled between 2011 and 2012. Furthermore, despite all being at risk, none of the students withdrew from school.

Figure 15: Lufkin Independent School District Edgenuity Students, Grade 10 (N = 30)

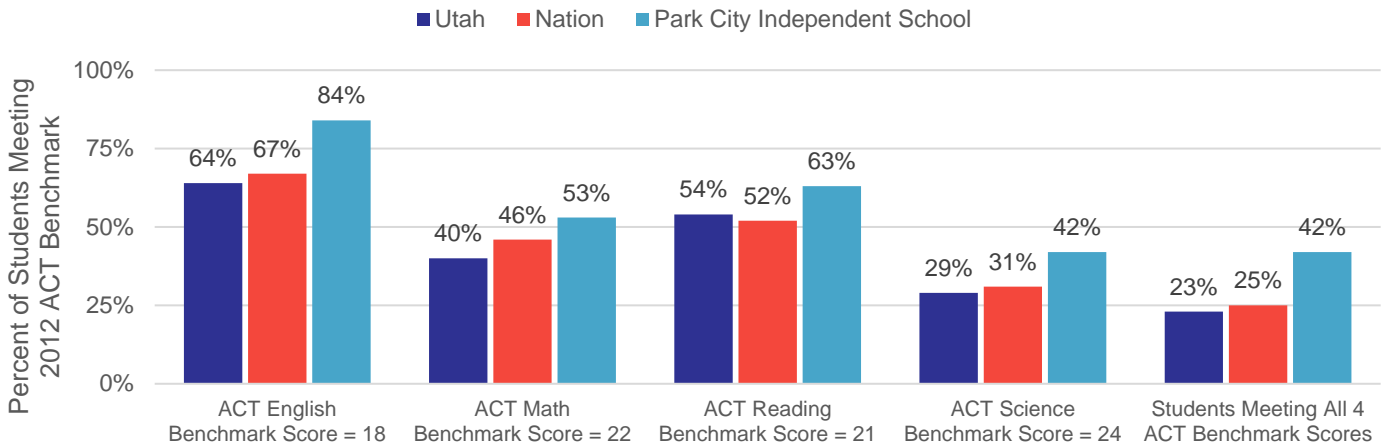
Percentage of Students Passing the 2011 and 2012 TAKS Mathematics Test



Park City Independent School

Park City Independent School is a fully accredited, private, year-round alternative online school for students in grades 6–12. Approximately 40 percent are homeschool students and the remaining 60 percent are court-assigned to an adolescent rehabilitation treatment center. In addition to taking core courses, students have access to the Edgenuity ACT preparation course. Additionally, students enrolled in traditional high schools across the country participate in PCI’s ACT preparation program and other Edgenuity courses. A case study showing how Edgenuity students scored 17 percent higher than the reported national average and 20 percent higher than the reported statewide average on the English Composition subtest of the ACT.

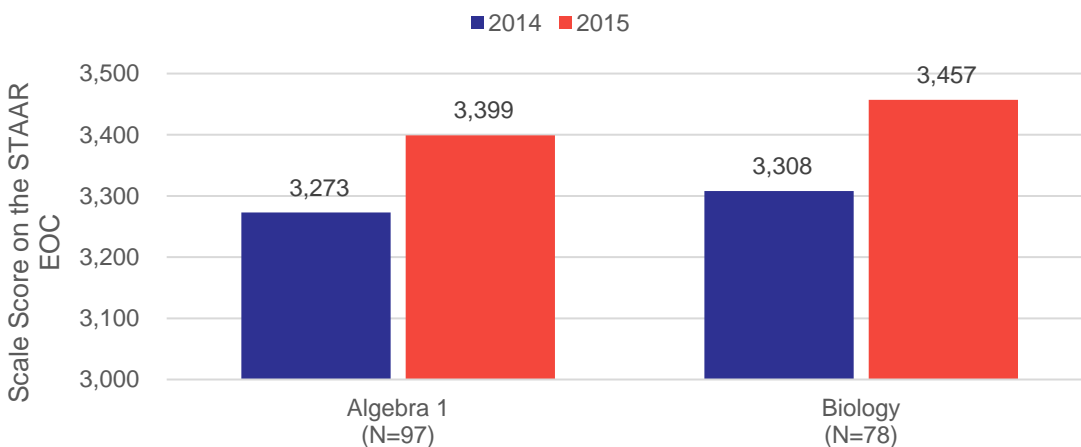
Figure 16. Park City Independent Students, Utah Students, US Students
Percentage of Students Meeting ACT Benchmarks, 2012



Pasadena Independent School District

During summer 2014 and the 2014-2015 school year, Pasadena Independent School District (PISD) students offered Edgenuity online Algebra and science courses for initial credit. Dependent t-tests revealed that PISD students demonstrated statistically significant improvements on the STAAR EOC tests ($p < 0.05$). 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 points. 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 points.

Figure 17: Pasadena Independent School District Edgenuity Students, Grades 9-12
Performance on STAAR EOC Assessments, 2014 and 2015



Rio Rancho Cyber Academy

Rio Rancho Cyber Academy (RRCA) offers a rigorous hybrid learning program where students engage in online learning from home and attend school two days a week (9 a.m to 4 p.m.). Students complete Edgenuity mathematics, language arts, science, and social studies courses on their personal computers. They spend a minimum of five hours a week working on each Edgenuity course. Results show that RRCA students outperformed their peers in the school district and state on the 2016 Partnership for Assessment of Readiness for College and Careers (PARCC).

Figure 18: RRCA Students, Rio Rancho Public Schools, and New Mexico Students
Performance Levels on PARCC, Spring 2016

| Level | English/ELA | | | Math | | |
|---------------------------------|-----------------|------------------------------|---------------|-----------------|------------------------------|---------------|
| | RRCA (n=137) | Rio Rancho Public Schools | New Mexico | RRCA (n=137) | Rio Rancho Public Schools | New Mexico |
| Level 1 | 3.6% | 12% | 20% | 8.8% | 12% | 21% |
| Level 2 | 9.5% | 20% | 24% | 12.4% | 26% | 32% |
| Level 3 | 29.9% | 30% | 28% | 29.2% | 33% | 28% |
| Level 4* | 42.3% | 33% | 24% | 43.1% | 27% | 19% |
| Level 5* | 14.6% | 5% | 3% | 6.6% | 2% | 1% |
| Met or Exceeded Standard | 56.9% | 38% | 27% | 49.7% | 29% | 20% |

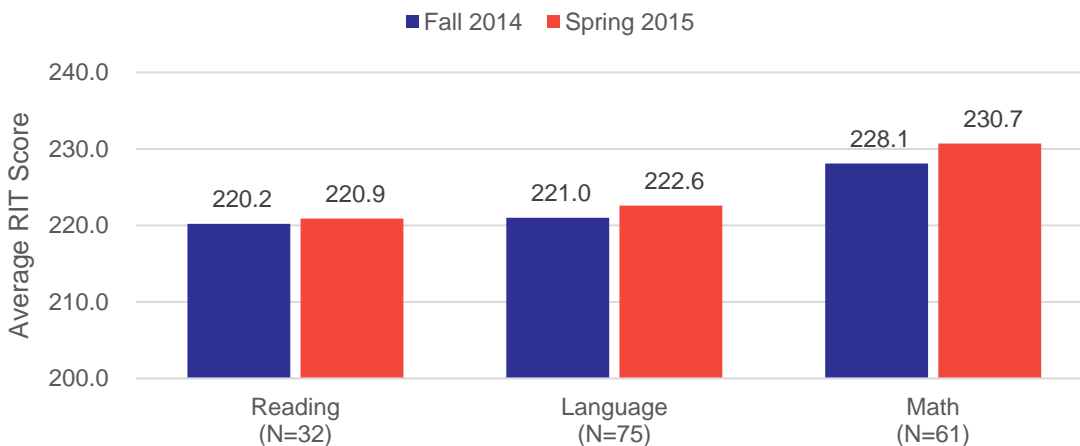
*Levels 4 and 5 indicate students met or exceeded the standard

Success Virtual Learning Centers

Located in Michigan, Success Virtual Learning Centers (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. 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 as measured by the NWEA MAP Growth Mathematics, Language, and Reading tests and by the BASI Mathematics, Written Language, and Reading tests. For example, on the MAP Growth Math assessment, Edgenuity students demonstrated a statistically significant gain of 2.6 RIT points.

Figure 19: Success Virtual Learning Center Edgenuity Students, Grades 9-12

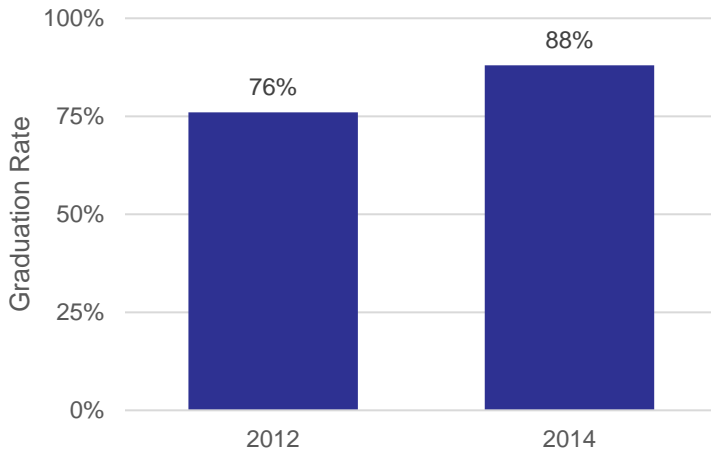
Performance on the NWEA MAP Growth Reading, Language, and Math Assessments, Fall 2014 to Spring 2015



Utah Online

Utah Online uses Edgenuity Courseware with students who require immediate credit recovery, and students who are eager to take on additional coursework and graduate early. Over two academic years, Utah Online was restructured to include remediation for more than 120 students a year. After two years using Edgenuity, Utah Online students had a 12 percent increase in two-year graduation rates after using Edgenuity.

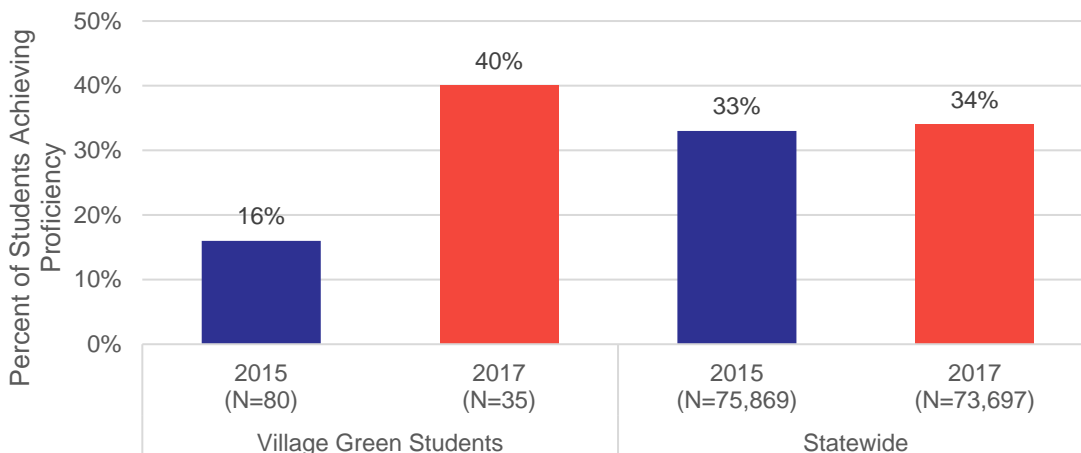
Figure 20. Utah Online Students
Graduation Rates, 2012 and 2014



Village Green Virtual Charter School

Situated in the heart of Providence, Village Green Virtual Charter School (VGVCS) is the first public blended learning high school in Rhode Island. In fall 2015, VGVCS utilized Edgenuity's online English language arts courses to provide students with a more personalized learning experience through greater access to technology, strategic data use, and one-on-one support. In 2015 the 9th grade students at Village Green took the 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, the 2017 scores on the same test showed impressive gains. Ninth grade proficiency rose to 40 percent scoring proficient or above, outperforming their statewide peers. Dependent t-tests revealed that these results were statistically significant ($p < 0.05$).

Figure 21: Village Green Virtual Charter School Edgenuity Students, Grade 9
Percentage of Students Achieving Proficiency or Above on the PARCC English Language Arts/Literacy Assessment



Windsor High School

Windsor High School 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. 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.

Figure 22. Windsor High School Special Education Students
Graduation Rates, 2014 and 2015

