



EDGENUITY PROGRAM EVALUATION

May 2019

ABSTRACT

Students are successfully completing Edgenuity courses, scoring well on subsequent f-2-f coursework, and able to use this for credit recovery. Strong onboarding and consistent policies across campuses will enhance this offering.

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NISD Edgenuity Program Evaluation

Recommendations:

- Create a true on-boarding system that includes face-to-face instruction on how to be a successful online student.
 - Online learning techniques are different than face-to-face learning.
 - We are expecting students to just settle in and work through online modules, but this may be setting us and the student up for further failure and frustration.
 - While this could be done via video for consistency, a video should not replace the human teacher in the onboarding process. Any videos should be used to supplement the onboarding process, not be the onboarding process.
- Create consistent systems and procedures for Edgenuity across NISD.
 - Create an NISD Edgenuity handbook with guidelines and course alignment guide.
 - Hold an orientation in August of each year for all ACP managers and teachers.
 - The process to identify students who would be good candidates for Edgenuity should be consistent across four campuses.
 - Procedures for tracking student progress should be consistent.
 - Consistent expectations as to whom will be communicating and reaching out to students participating in Edgenuity.
 - Students need to have the same equity of service and access at any NISD school. The current system in which each campus is doing Edgenuity differently is creating access and equity to service gaps.
 - A flow chart for guidance of how students should be advised to enroll in Edgenuity to ensure that students are being appropriately identified and supported.
 - A common communication plan to ensure students are aware that Edgenuity is a credit recovery option.
 - Remember, this would be a procedural endeavor. This means that exceptions are allowed, but should be the true definition of an exception based on unique needs.
 - Clarify roles of Edgenuity support personnel.
 - Clarify the intent and philosophy of Edgenuity as it applies to NISD credit and cycle recovery– is it just important that the students recover the credit or is it equally important for students to learn content and master objectives that they missed the first time taking the course?
 - Develop consensus regarding lockdown of browsers while students are in Edgenuity.
 - Develop a robust cell phone policy during ACP that matches the math department’s cell phone policy.
 - Allow all campuses the opportunity fund and use the six-week cycle recovery options.
 - Develop a procedure for vetting new Edgenuity courses before adding them as available to all students.
 - Develop a consistent plan for removal from course for failure to make adequate progress in the course.

- Ensure that students that are participating in Edgenuity through online semester course recovery are checking in with a self-selected mentor invested in the student's success.
- Make sure that Edgenuity managers can easily identify on spreadsheet reports generated by Edgenuity which students are doing the course for original credit, six-week grade recovery, course recovery f-2-f, and course recovery online.
- NISD secondary level coordinators and coaches perform a crosswalk on each class to ensure that it aligns with the district curriculum of each course.
 - Refine course offerings in Edgenuity to alleviate confusion and retire courses that no longer align with TEKS.
 - A course guide that aligns Edgenuity courses with NISD courses is being developed.
 - Make sure that ACP managers are reviewing the most current course guide to ensure students are placed in the correct course.
- Create a campus within a campus focused on online learning credit recovery at campuses in which there are higher number of students at risk for not graduating with cohort class.
- Address the grading concerns for
 - Don't stop there. Start gathering evidence as to why the students at these campuses are at high risk of not graduating on time and start addressing the issue.

Background:

Since 2010, Northwest Independent School District has offered students Edgenuity as an option to earn high school credit. Students taking Edgenuity may take it for original credit or first time taking a course, semester credit recover, and more recently six-week grade recovery in which students that did not pass a six-week grading period may work through the modules as a reteach, relearn, six-week grade recovery opportunity. Six-week grade recovery is offered at Byron Nelson and Eaton High school, only. Each campus has funds dedicated to the full semester offerings, while Eaton is the only campus funding the six-week-cycle recovery. As of the Spring of 2019, approximately 415 students have participated in Edgenuity. Most semester credit recovery students are Juniors and Seniors.

The purpose of this evaluation is reporting the current state of the Edgenuity programs and to make meaningful recommendations to ensure that students are experiencing success and able to have an equitable experience across campuses.

The following information was gathered through interviews with Pat Bishop, Monty Brown, Cara Carter, Wayne Day, Sheneka Davis, Kara Lea Deardorff, Jamie Farber, Logan Faris, Craig Hardin, Shana Jackson, Stacy Miles, Susan Moore, Bobby Morris, Craig Owen, Paige Smith, and Zach Woodward.

The Edgenuity concept is an important program to offer to high school students who are credit deficient. Students who are credit deficient as early as their Freshman year represented 19% of the students in 2017 who were not college, career, or military ready. Students who are credit deficient in their senior year are unlikely to graduate on the four-year timeline. Not graduating on the four-year timeline increases the risk that the student will not earn a high school diploma, placing the student at a permanent disadvantage in the workplace and earning potential.

Edgenuity gives students the opportunity to recover credits. Students may not be able to fit face-to-face, traditionally delivered courses into their schedule if they are behind in credits.

Success in Edgenuity includes passing the course, recovering credits, and developing responsibility through learning to self-direct. At Denton Creek and the Special Program Center, making daily progress towards the goal of completing the class is the preferred measurement of success. Students that are successful in Edgenuity can track their progress through the weekly Edgenuity emails and learn to ask for help when needed.

Craig Hardin at VR Eaton High School recognizes that students in the semester credit recover category of Edgenuity generally fall into three categories of needs.

Student background need	Description
Knowledge and skills deficit	<ul style="list-style-type: none"> • These students are missing the requisite knowledge and skills to be successful in the course content they originally failed. • This is the smallest group of students in the program but represent the greatest need for remedial support. • This lack of knowledge and skills creates more barriers to online, independent learning.
Poor attendance history	<ul style="list-style-type: none"> • These students often do not make it to school on a consistent and predictable basis. • Despite the attendance issues, these students generally have the knowledge and skills to be successful in an Edgenuity course. • Often, their attendance issues are beyond the student’s personal control. They want to be successful and graduate with their cohorts.
Social-Emotional knowledge and skills deficit	<ul style="list-style-type: none"> • These students are successful in a nontraditional classroom environment. • They value working on a content without interaction with peers or teachers. • They have the requisite skills and knowledge to be successful in an Edgenuity course.

Currently, all campuses report that the Edgenuity system is easy to use for managers. All reported that new teacher users can access the system within a week of first-time use. The tabs in Edgenuity are intuitive. It allows grouping of students. It allows weekly excel reports that are downloadable. These are the reports that managers are sending to counselors.

That said, there are some not user-friendly features, as well. Only manager rights can add classes for students. Teachers without manager rights must wait for the managers to add the class, which may slow student progress by a minor amount of time.

Edgenuity gives students new to the program a video on how to access course materials. Additionally, there is a help tab feature for students to access. The courses have videos for instruction. Students are given review tests and activities to ensure mastery of material prior to the unit test.

Credit recovery students take an Edgenuity pre-test on courses they are taking prior to online instruction. At some schools, students may skip modules in which the pre-test indicates they have mastery level knowledge, except for English/Language Arts. This is the case for the six-week grade recovery courses and at Steele. More clarification is needed regarding if this is the case at the other campuses in semester credit recovery courses.

Barriers to success in Edgenuity include under-developed listening skills, distractions of the internet, failure to set personal completion goals, and a lack of prerequisite knowledge in the content area. Two schools issued concerns about access to the internet at home. While this may be a potential barrier, this concern does not align with data from communications and technology.

Edgenuity is not the only online credit recovery provider. McKinny ISD uses APEX, and Aubrey ISD uses Plato. Others exist, as well.



This is the Eaton Wall of Success. Students that successfully complete an Edgenuity course earn a certificate. Eaton and Northwest high schools post these certificates on the ACP walls. Eaton encourages personalization of these certificates.

Limitations:

Access to historic student data is limited due to the manner of tracking students in Edgenuity, google spreadsheets, and lack of identification of Edgenuity courses in eschool. This limited the data to just the 2018-19 school year. Going forward, it would be an advantage to record student identification numbers on either the google spreadsheet, and create student groups in Edugence. These actions would allow for easy access to grades, historic testing data, student subgroups and

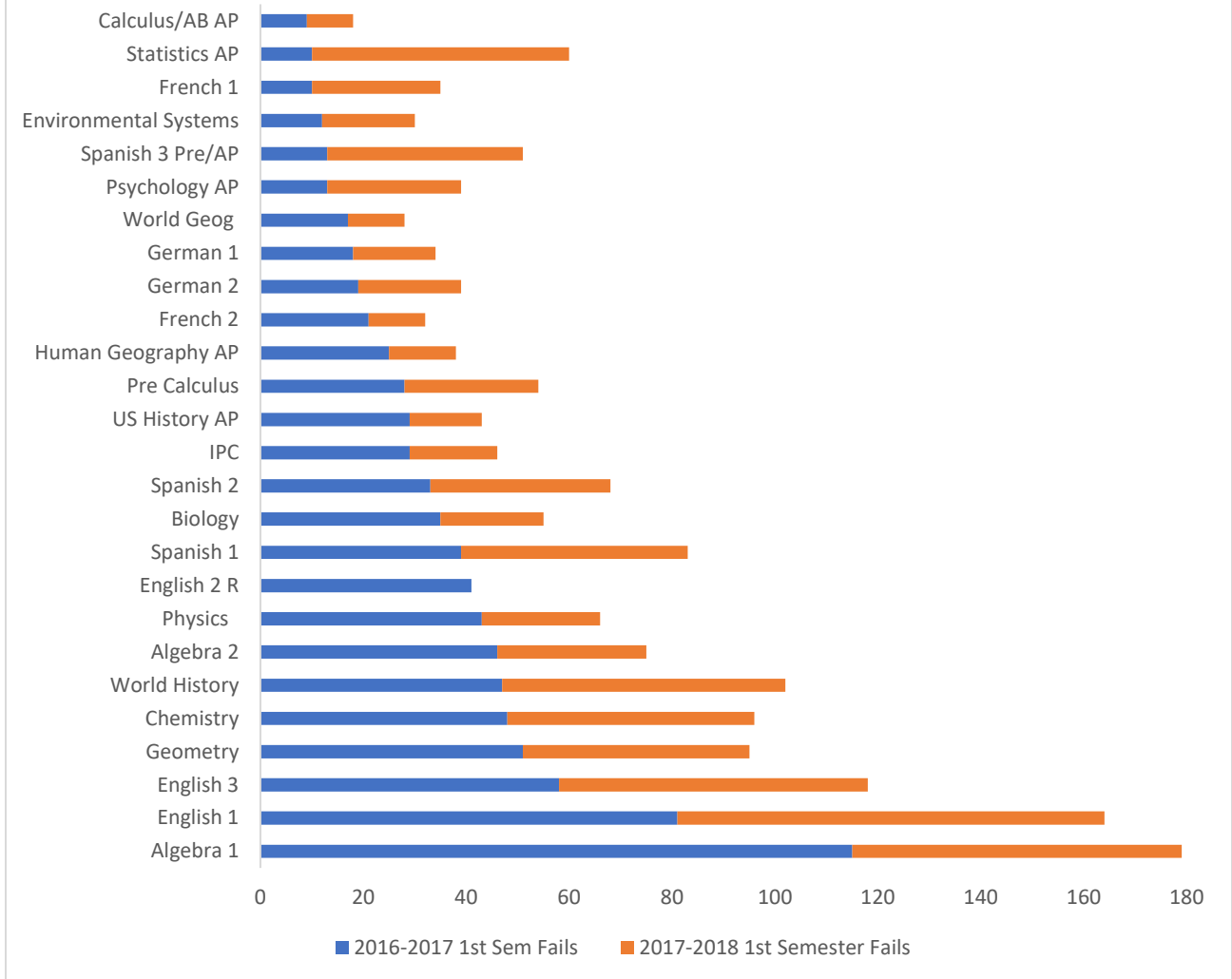
which additional programs serve the student. Going forward, students will enroll with a student id number.

Research Questions:

- What is the current need for credit and six-week grade recovery at NISD?
- How are students identified to for Edgenuity courses?
- How are students being served through Edgenuity?
- How well is NISD delivering the Edgenuity offerings to students at risk of not graduating with their cohorts?
- What is the current need for credit and six-week grade recovery at NISD?

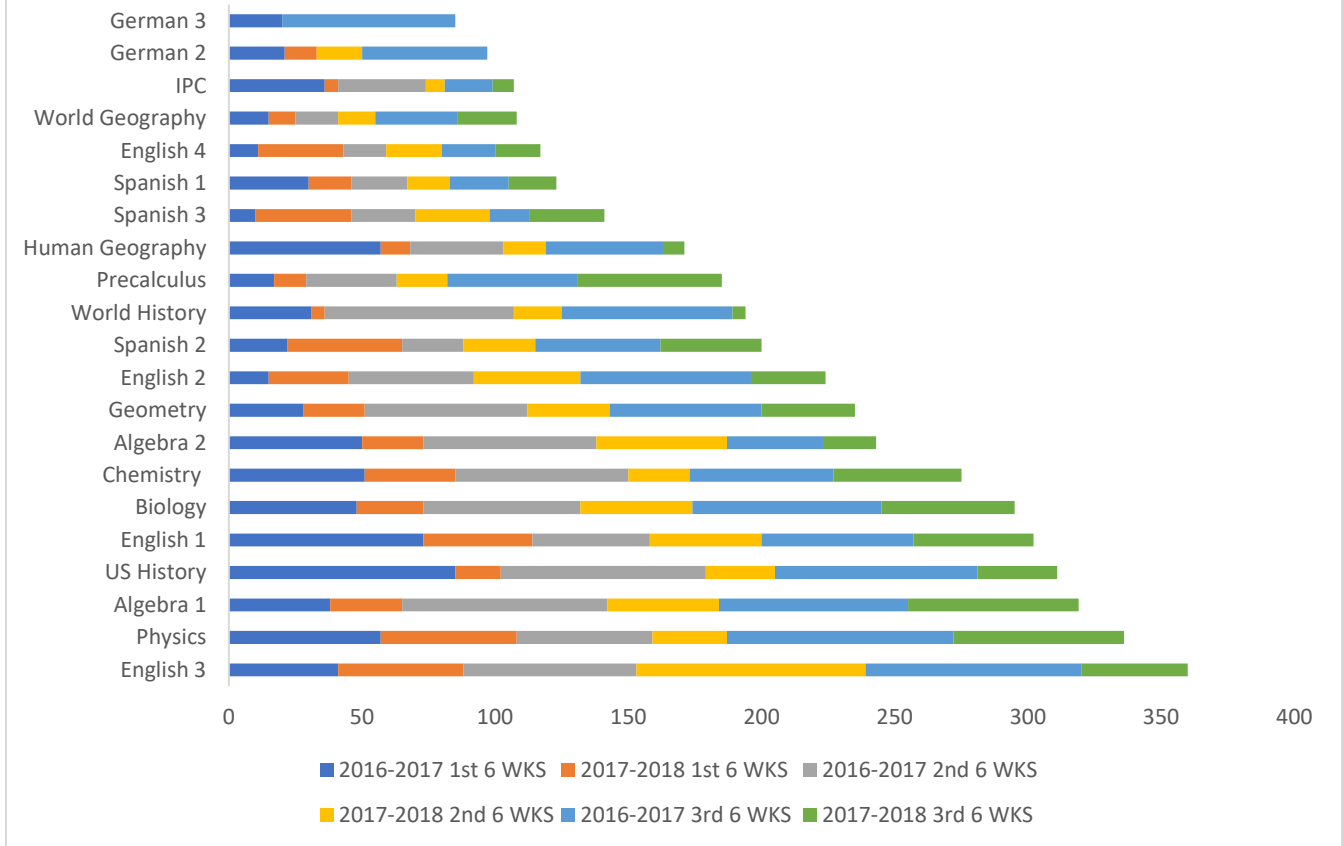
A segment of students needs some form of credit recovery. Below is a graphic representation of the most failed courses in Northwest.

The top failed courses in semester 1 are Algebra I, English I, English III, and Geometry.



Stakeholders should note a course might be represented in this list, but inappropriate for online credit remediation.

The top failed courses by 6 weeks in semester 1 are English 3, Physics, Algebra 1, and US History.



Who are the students taking an Edgenuity course for recovery?

- 16% were identified for RtI assistance.
- 2% were identified as limited English proficient at the time of taking the Edgenuity course.
- 53% were also in a CTE aligned sequence of courses.
- 28% were identified as economically disadvantaged.
- 10% were identified for services through Special Education.

Race/Ethnicity	Percentage
American Indian	0.8%
Asian	4.2%
Black or African American	10.8%
Hispanic	21.7%
Two or More Races	2.5%
White	59.2%

How are students identified to for Edgenuity courses?

Students are identified by guidance counselors for semester credit recover at Eaton HS and Steele AHS. At Byron Nelson HS and Northwest HS both the assistant principals and guidance counselors identify students. At Eaton, BNHS, and NHS, the managers have noticed that there are different numbers of students being referred by different counselors. Additionally, some counselors are more likely to assign Edgenuity as a zero or ninth hour course, meaning that students complete the course outside of the school day. This represents the largest number of students participating in Edgenuity in the district. Students taking the course outside of the school day receive little or no support from the campus in their progression through the courses. These students are required to take course tests in the labs. Most students do these tests during their lunch period, or before or after school.

Six-week grade recovery students are an unknown at this point. Neither school Edgenuity manager was able to explain how students are identified and supported through the program. These students are still reported on the report for all students being served through Edgenuity. However, there is no specific designation on that report as to which students are six-week grade recovery and which are semester credit recovery. One campus voiced a concern that essays written for coursework in Edgenuity are not assessed by teachers with the same level of rigor as students writing in coursework for face-to-face coursework.

Three of the campuses reported concern regarding over and under identification of students due to a lack of clear guidance to referring students. The Eaton team suggested the creation of a flowchart. This would serve as guidance and could include different common scenarios. Such a flowchart would allow for more conversation on the student needs when an exceptional case presents. Dr. Logan Faris suggests a flow chart that includes the ability for students to self-refer with the understanding that the student would still need to conference with the associate principal, guidance counselor, and ACP lab manager to ensure a complete understanding of the requirements for online courses. [See Appendix A for the suggested flowchart.](#)

The preference is for students to participate in face-to-face traditional courses for credit recovery, if the student's schedule allows. The BNHS team suggests that core content courses, such as those in math and English, offer trailing courses. Trailing courses would give students the opportunity to take the A section of a yearlong course in the Spring and the B section in the Fall in order to maintain the sequence of instruction. Students may be more successful in the course and subsequent courses in that content area if they are being instructed on a more continual basis than if the student must wait an additional semester to take the failed semester course. Additionally, it is preferable for repeat Edgenuity students to demonstrate prior success with Edgenuity.

16% of the students taking at least one Edgenuity course in the 2018-19 school year were also identified for Response to Intervention, Rtl. It is not known which tiers the students were being served in Rtl. There is limited availability to the data relationship between Rtl and Edgenuity prior to the 2018-19 school year.

With the limited number of students, we were able to reliably determine participated in Edgenuity coursework, course averages were 72.4 in math courses, 76.6 in English courses, 75.9 in science courses, and 78.2 in social studies courses. These calculations included the courses in which the student failed but excluded the courses the students were taking concurrently or after the Edgenuity coursework.

How are students being served through Edgenuity?

At Eaton High School, students are given an enrollment form to be signed by both the student and his/her parent. Counselors select courses that the student needs. Students are given a welcome letter to the Grad Lab/ACP. This letter explains the Edgenuity processes and gives the student and parents login directions. A copy of the form is sent to the Edgenuity manager. The Edgenuity manager uses this information to assign classes and goes into a manila folder for that student. This allows the manager to keep the information in an easy to find place, which allows the manager quick access to student history.

Students at Byron Nelson meet with their guidance counselors about their options to recover credit. If Edgenuity is a good fit, the student meets with the assistant principal, the counselor, and the ACP manager. In this meeting, the committee outlines the expectations for Edgenuity.

Once a student starts a course in Edgenuity the student and parent receive a weekly email to inform each of the student's progress through the course. This email compares the student's progress between actual and expected progress.

At Eaton, Steele, and Northwest students generally take one course at a time. Eaton allows exceptions if students request to take two courses at a time. These requests often are predicated on the student feeling that they would be more successful if they could divide their time between two courses. If the student has a history of not having success taking two courses at the same time, this request is denied. At all the campuses, if the student is taking two ACP labs, the student may take two courses at a time. However, the general rule is "one lab equals one course at a time," and students may take a second course each semester after successfully completing the first course.

Students at the Special Programs Center and Denton Creek take as many courses at one time as they are assigned. Students at both campuses are more likely to be at risk for not graduating, and often have less credits at the time of entry into these campuses than cohort peers at other campuses. Denton Creek is expanding the program to include the GED preparation courses. This may be an option to consider for the SPC students that complete their work early, as well. Expanded offerings for students who are credit deficient and can gain a credit.

Currently, both Byron Nelson HS and Eaton report that students tend to complete two courses in a semester. However, both campuses believe that students could be capable of completing three courses in a semester. However, completing three courses is the exception, and seems to require an exceptionally motivated, self-starting student.

Byron Nelson and Eaton each have different retesting policies. Eaton allows students three testing attempts prior to freezing a student's access, as does NHS. Byron Nelson allows two testing attempts. If the student does not pass on the second attempt, the student is auto passed, which allows the student to move into the next unit. Students at Steele have two chances to pass the test. If students at Steele require a third attempt, they must go back to the videos to review. After the review, the student may take the test a third, but Steele will not auto pass. Northwest will allow up to seven attempts to pass. The chances to retake the tests is not consistent across the district.

There is a difference in philosophies regarding if an Edgenuity student needs to pass the final unit test of the course in order to receive credit for the course, or if the policy should look like a face-to-face delivered class. Students may have a 70% or higher and is still required to pass the unit test. This aligns

to the credit-by-exam requirement to earn credit. In addition, the campus does not require students to receive a passing grade on their Semester Exams in order to receive credit. This additional Edgenuity does not align to the expectations in a face-to-face delivered class.

Length of courses can be different according to how a student is identified for Edgenuity. Students taking Edgenuity for original credit are currently required to take every part of every module of a course in order to earn the credit. Original credit students do not take the pretests to assess prior knowledge. Students taking the course during the school year for credit recovery take the pretests and may skip portions of the course based on prior knowledge. At least one ACP manager reported that students in summer school take an even shorter version of the course, while another ACP manager disputes this claim.

All campuses track how much of a course is completed at each point in the semester. All campuses were concerned about students who were not completing the coursework. All would like to have some guidance on when and if they can remove students in when a student is not completing a course.

Week End: Feb 9, 2019

STUDENT	GOAL	ACHIEVED	STUDENT	GOAL	ACHIEVED
MA	2130	12.5	LP	2606	48.5
MA	2197	19.9	MR	2176	60.1
MA	2171	20.1	MR	2338	60.4
MA	5269	67.1	KR	2508	19
JA	2265	9.2	MS	3000	
BB	2537	17.2	LR	2511	48.4
BB	512	29.2	AS	6772	64.4
EC	3000	✓	AS	1499	9.5
AC	2533	27.8	AS	2339	22.6
KD	3877	57.2	LT	2519	34.8
CB	2157	28.1	KT	2502	9.4
CG	2535	30.5	AV	6120	37.4
RL	5879	46.6	AV	6268	61.8
AL	2437	30.7	HW	3925	4.4
TL	1976	4.6			
EO	2512	26.3			
ZO	3909	42.5			
SP	2533	57.7			

Steele uses this chart to compare course completion goals with achievement. Students know where they are and where they should be.

How well is NISD delivering the Edgenuity offerings to students at risk of not graduating with their cohorts?

All campuses noted that Edgenuity, ideally, aligns to TEKS. The caveat to this is the courses have not been perfectly aligned as delivered. Managers at all campuses trust that Edgenuity units match NISD's curriculum. NISD's Math and Science Secondary Education coordinators have mindfully aligned the units. Still, we will need to do an NISD curriculum to Edgenuity unit

crosswalk to ensure that the curriculum is well aligned. For example, Mr. Woodward at BNHS noticed that originally the Algebra I Semester 1 Edgenuity included a unit of content that is taught in semester 2 of an NISD class. This creates an interesting problem in that the student would be required to learn and be assessed on additional content than is required for a semester 1 student. Steele has noted that the Spanish I Edgenuity course includes TEKS from Spanish II in the NISD face-to-face Spanish II course. There is a cross walk in Edgenuity school has provided, as well as a cross walk being created by Cara Carter. (See Appendix B) The current concern relates to changes in TEKS since the course's creation.

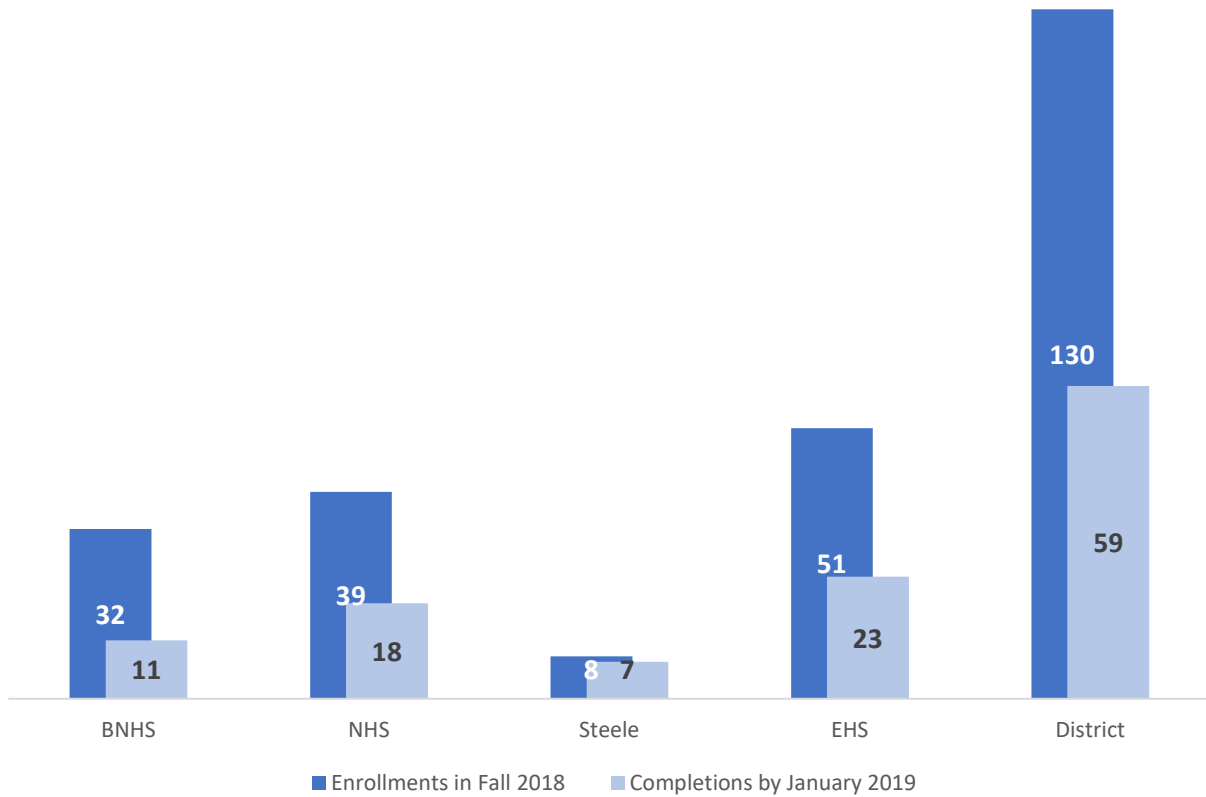
Support for students in the ACP labs is varied. Students at NHS, BNHS, EHS, and Steele are expected to request help from the ACP manager if they are having trouble. Students at Denton Creek are actively monitored, and the expectation is that the instructor is checking for student understanding throughout the Edgenuity course.

Instructors can override the student grade in Edgenuity if there is cause to adjust. Monty Brown explained this is done very infrequently, but there are circumstances in which students have worked through a module in a course earning scores close to passing. Denton Creek has four pieces of data they use to make these determinations: multiple attempts, technology, technology malfunctions, or time limitations. In these cases, the score is only changed to a 70 or an 80, not a 100. Six-week grade recovery students have written pieces that are assessed by classroom teachers, and there is concern that the scores are not based on close examination of the student work and lesson objective. Steele also reports a need to occasionally change a grade, especially in Communication Applications and English courses. The ACP manager reviews the work to ensure that the student has correctly answered the question but used different words the artificial intelligence did not read as having the correct meaning.

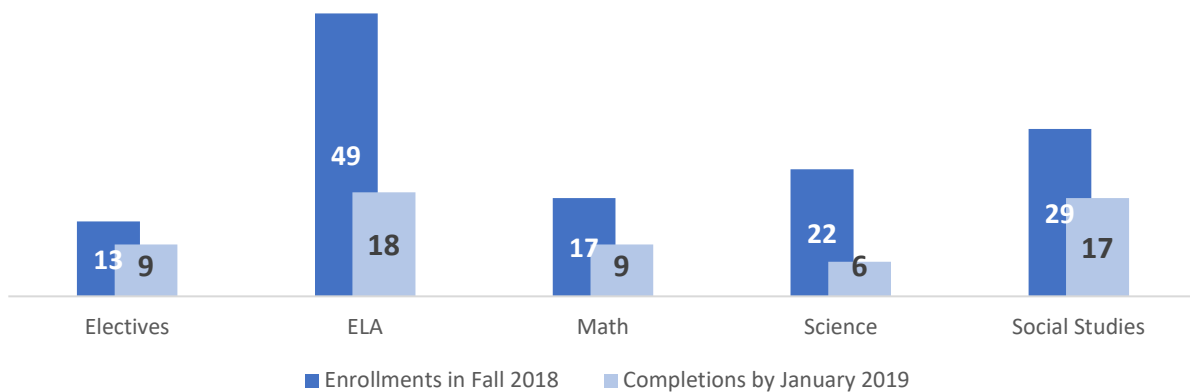
Edgenuity provided data on NISD student engagement with the Edgenuity program. Course recovery students are typically actively spending 2.9 hours each week on each course. Edgenuity defines active as staying connected, watching videos, and answering questions during those 2.9 hours. 2.9 hours is 174 minutes, while the average NISD face-2-face course meets 225 minutes each week. On average it takes student 48 workdays to complete a course, which is just a about 9.6 weeks.

Edgenuity also provided data for students in the six-week grade recovery courses. Six students at BNHS and 61 students at EHS are currently working through this option. The six-week grade recovery students are actively spending 2.6 hours on average each week on each course. 2.6 hours is 156 minutes each week, by comparison to their 225 minutes a week in the face-to-face course. On average, students are completing the six-week recovery course in 12 workdays. While on the surface this seems like it is not an equitable exchange for the six weeks' face-to-face course of 28 days, the students are recovering the content that they were unsuccessful in taking in the face-to-face course. The coursework in Edgenuity is tailored to include just the pieces the student needed to master. This is the second time for the student to be exposed to that curriculum, and the student can review the content multiple times without interrupting other students.

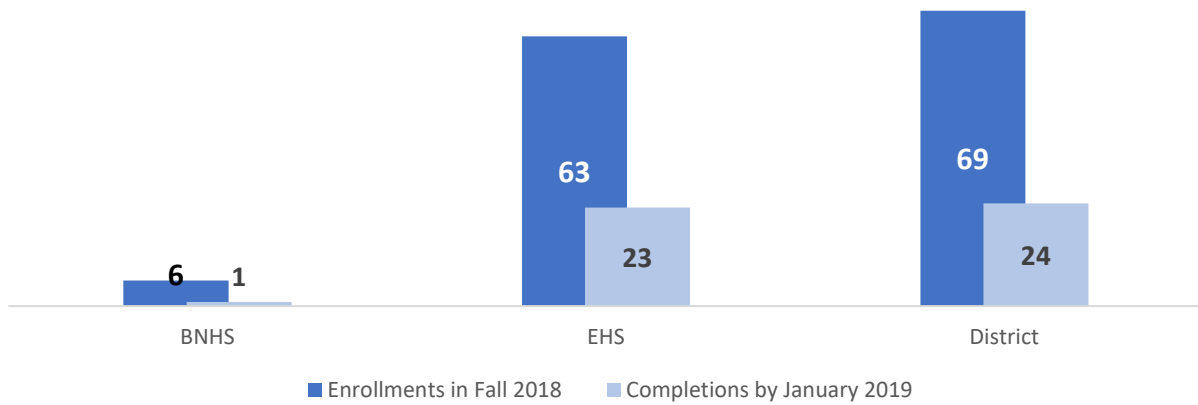
59 of the 130 of all semester credit recovery students that started a fall course completed the course by January 2019.



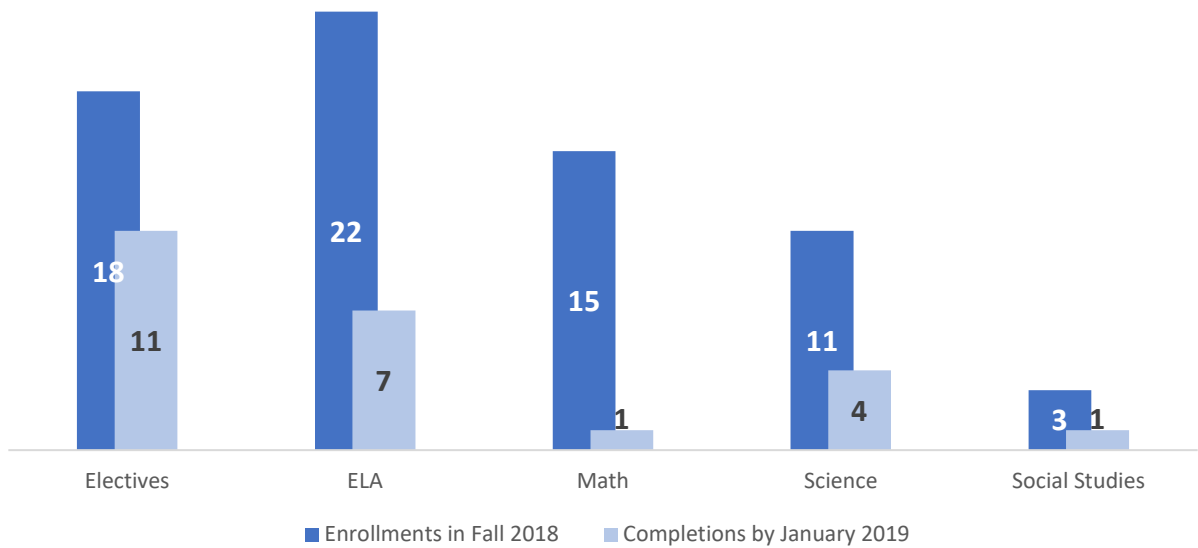
Students were most likely to complete semester credit recovery courses in electives and social studies, but were most likely to be signed up for ELA.



2 in 3 students enrolled in 6 weeks course recovery, cycle recovery, had not completed the course by January 2019. This could be because the students had not been enrolled until the end of December. More information is needed.



Students were most likely to complete six-week course recovery courses in electives.



To what extent and under what circumstances are students better off taking Edgenuity?

Denton Creek and the Special Programs Center present a unique set of circumstances that allows for unique opportunities for student success. Denton Creek students typically stay on the campus for 60 days, and typically arrive with only enough credits to allow them to be Freshman. The goal of Denton Creek is to earn 4.5 credits to 6.5 credits in the span of 60 days. Edgenuity allows this student to achieve this.

Monty Brown reports that students at Denton Creek are experiencing successes in academics that they may not have experienced in the past. Edgenuity allows these students to experience a level of emotional safety that may not be present in a face-to-face classroom. The computer does not judge the student for not knowing a skill. It does not get frustrated when the student does not know a prerequisite skill that most students taking the class have mastered. "It is like a video game, whereby failure is instructive, no an opportunity to be judged," Brown.

Steele recognizes that students often do not feel comfortable in face-to-face courses. Steele believes that Edgenuity can offer a safe place for students to earn credit in courses. The first preference is still for students to take the course face-t-face, but the team is comfortable with students taking the course online. Steele serves many students who were formerly homeschooled. Steele reports formerly homeschooled students find the lab setting and self-determined pace a good transition to traditional public school.

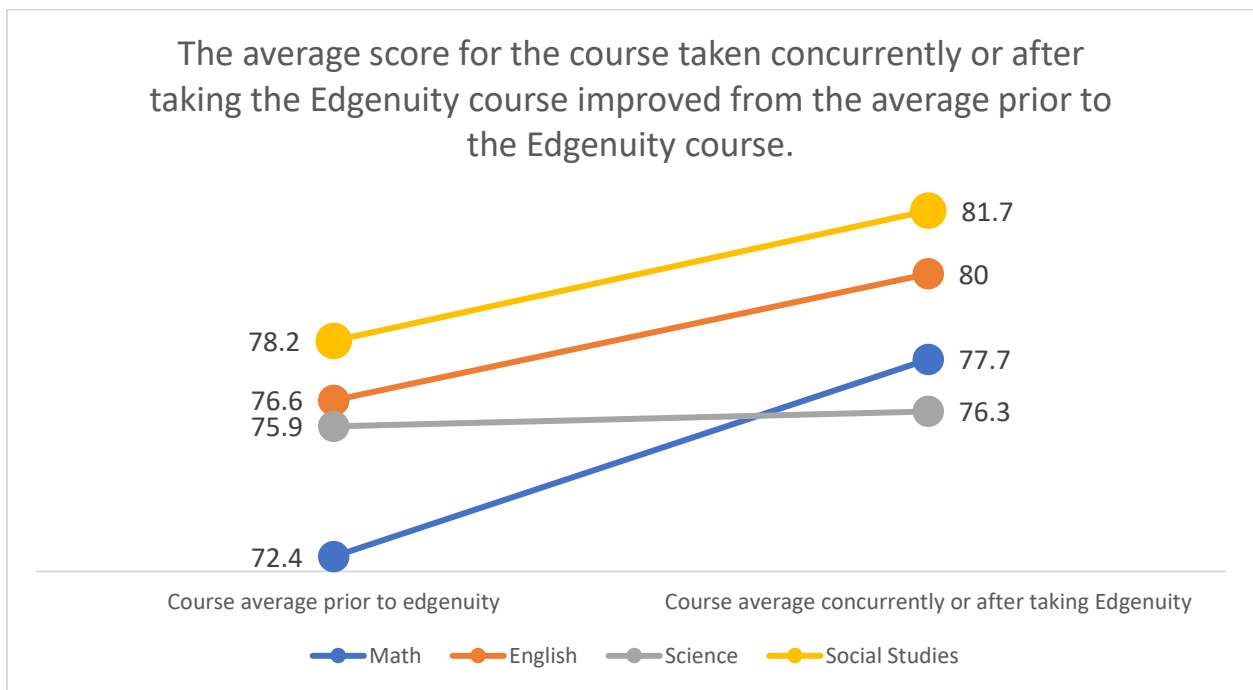
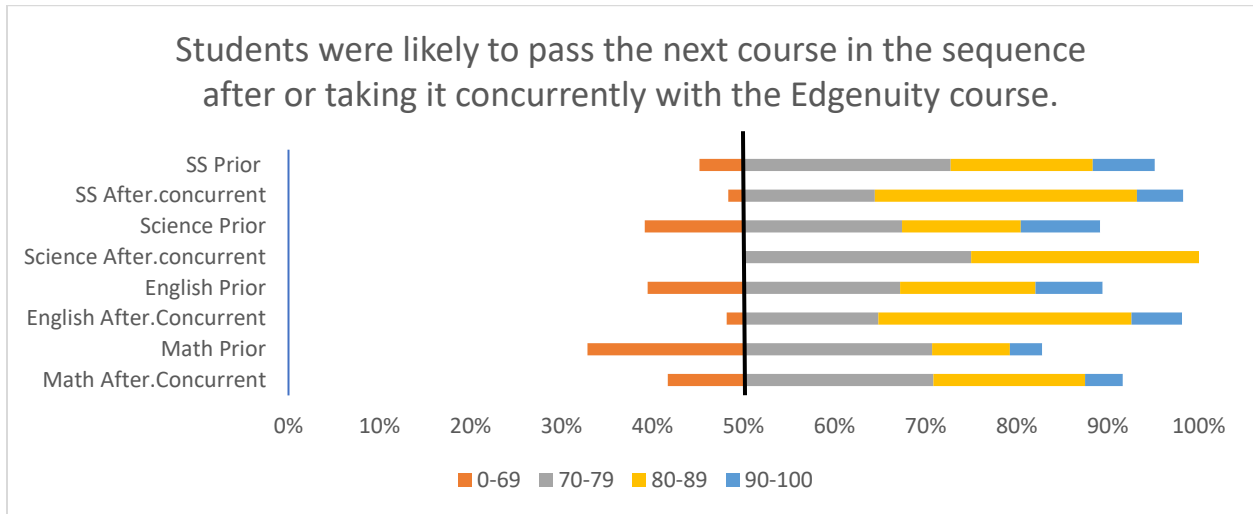
Students at Denton Creek and Steele know what their progress goals are each week. Both campuses reward students for achieving targets. Students at Denton Creek conference with the instructors to review and set goals.

One thing to consider is an estimate as to how many students use google while working in the Edgenuity modules. Campuses have mentioned a concern that students can do this on their phones or in another open browser to find answers for the tests and the course activities. Concerns of copying and pasting were mentioned at both Steele and Eaton. There are diverse opinions amongst campuses regarding locking down the browsers while students are working on their coursework. The SPC uses Go Guardian to track what students are doing online and catch students who are in browsers during designated Edgenuity time.

To build the next two data views, the researcher identified students in NISD that matched the student names in the spreadsheets provided. These spreadsheets lacked student id numbers, which limited the ability to concretely identify students. With limited information, the researcher chose to limit the pool of students to actively enrolled students in the 2018-19 school year. The course grades identified were only aligned with the Edgenuity content course the student participated. i.e. Student A participated in English III Edgenuity, so only semester course scores for English courses were used to identify the before and after Edgenuity course grade impact. If the student was taking English IV at the same time, that score was used to determine concurrent or after Edgenuity impact. The failed course was used in the pool of prior to Edgenuity course scores. All the semester scores for that content for that student were included as data for either

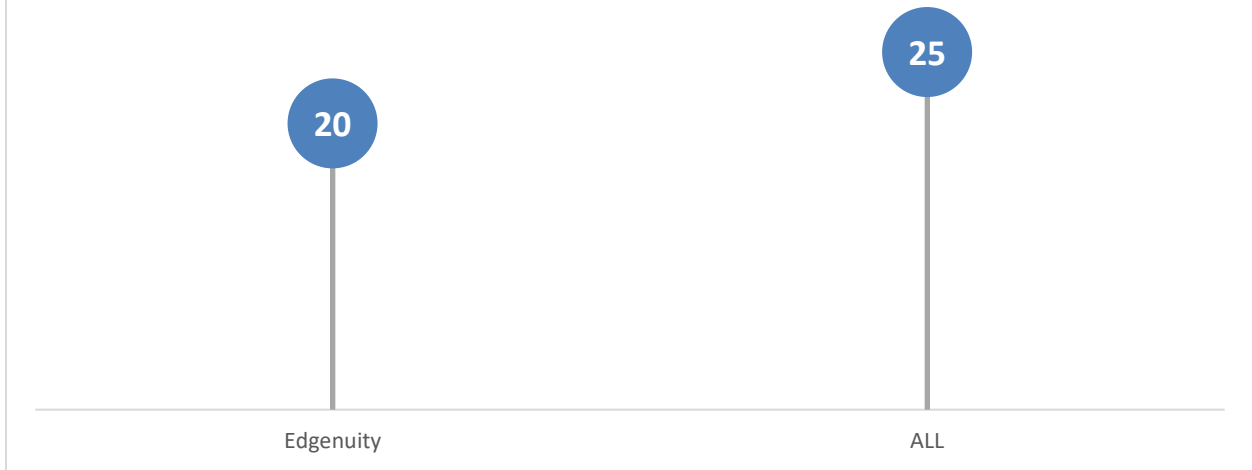
the “concurrent or after” or the “prior” data sets. Edgenuity recovery course scores were excluded from all data sets.

Looking at student course scores, Edgenuity does no harm to students. On the surface, students are likely to pass the next course the student takes in the content, either after or concurrently with, the Edgenuity course.

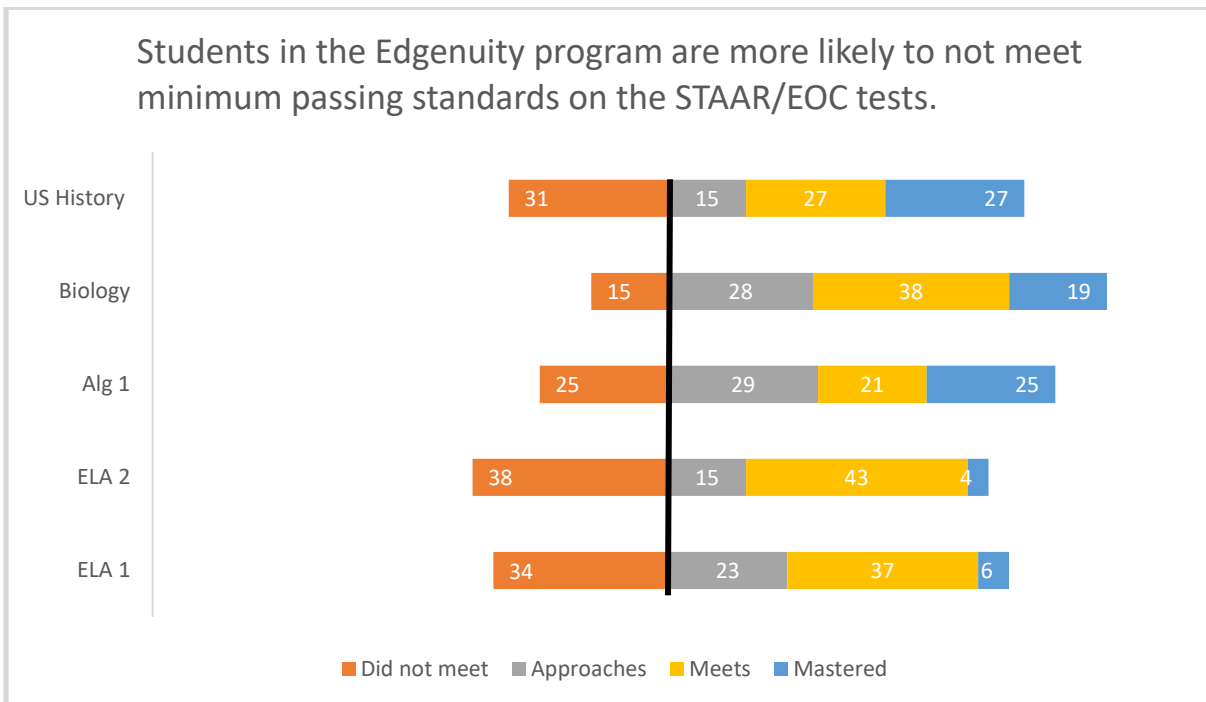


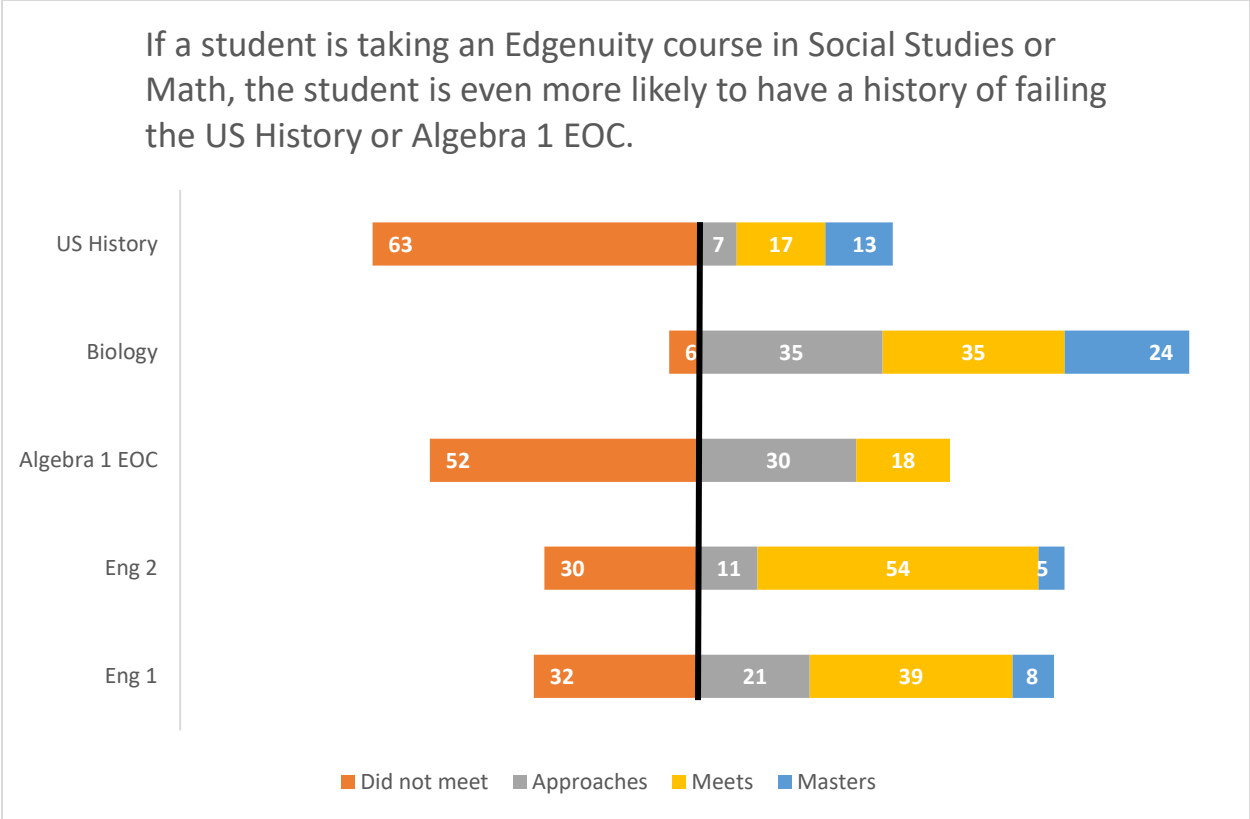
Students in Edgenuity are less likely to be fully College, Career, and Military Ready than the general population. It should be noted that students in Edgenuity are at risk for not graduating from high school, so this comparison may not be a fair comparison. In the future, capturing any change in Edgenuity students’ CCMR status with this snapshot serving as the baseline for comparison would provide more useful information.

In grades 9-12 in all high schools, 25% of the total population is currently fully College, Career, and Military Ready as of May 2, 2019. However, 20% of the students in Edgenuity are CCMR at this same point in time.



Students in Edgenuity are likely to have struggled with passing the STAAR EOC tests. Again, this is not a surprising finding, as students in Edgenuity are at risk of not graduating high school.





Summary

Students in need of recovering credit are being well served by Edgenuity. Students taking Edgenuity appear to be successful in concurrently enrolled or subsequently enrolled same content courses after Edgenuity. Attention needs to be paid to adding Rtl prior to a student’s need for Edgenuity. All campuses serving Northwest ISD residing students should come to agreement on key pieces of identification, delivery, and grading for students in Edgenuity courses. Failure to do this is creating equity gaps for students most in need of this option.

Glossary:

ACP – Academic Coaching Program, also called “Grad Lab” by some faculty.

Cycle Recovery – Students may take this Edgenuity offering to recover a six-week grade in order to average pass the course.

Edgenuity Program Manager/Coordinator – These terms refer to the teacher who controls the enrollment and monitoring of students on Edgenuity. As part of the monitor process, this teacher notifies the counselors of the students’ progress each week. Additionally, this teacher works with the other Edgenuity teachers to ensure that they are informed of student needs.

Face-to-face delivery- traditionally delivered classroom-based courses.