

Research Brief

Central Texas Public School District

Edgenuity Students Show Significant Growth on TAKS Assessments for Two Consecutive Years

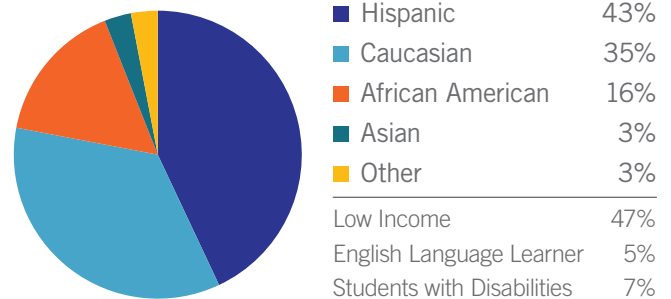
Evaluation Overview

Grade: 11

Model: Flex Model

Measure: Texas Assessment of Knowledge and Skills (TAKS)

Sample Demographics



District Overview

This profile focuses on the achievement outcomes of 11th-grade students from a public school district in Central Texas that serves over 40,000 students in pre-kindergarten through 12th grade.

Implementation

After realizing that a small group of students seemed to consistently fall behind, lose credits, and drop out of school, the Central Texas Public School District (CTPSD) knew it needed to find a solution to help students get back on track. To address the problem, CTPSD evaluated several online credit recovery programs, and selected Edgenuity because of its explicit instruction and engaging activities that capitalize on animation, simulations, and multimedia.

Beginning in the fall of 2009, courses were offered to students who failed at least one course during the 2008–2009 school year. Students worked on their courses 60 minutes a day, five days a week in computer labs. While students progressed through content, certified teachers used data from Edgenuity’s learning management system to monitor student achievement, establish personalized learning goals, and clarify complex content and skills. The following school year, in addition to the credit recovery program, CTPSD offered a small group of students the chance to take Edgenuity courses for initial credit.

Measures

Edgenuity Data

Edgenuity’s learning management system tracks student progress, achievement, and engagement data. This study collected data on the total number of attempted courses, the average percentage of courses completed, and the average overall grade of 11th-grade students using Edgenuity courses during the 2010–2011 and 2011–2012 school years.

The Texas Assessment of Knowledge and Skills

The Texas Assessment of Knowledge and Skills (TAKS) is used to evaluate student performance in grades 3–11. The tests report student performance as one of three performance levels (Did Not Meet the Standard, Met the Standard, and Commended Performance). To pass the test, students must meet or exceed the standard.

In spring 2012, Texas introduced the State of Texas Assessments of Academic Readiness (STAAR®), with plans to phase out the TAKS by 2015. In 2012, the TAKS was administered to students graduating high school before 2015.

Results

Participation Level

Course usage data were collected and analyzed from 266 11th-grade students who used Edgenuity courses during the 2010–2011 school year and 560 students who used Edgenuity courses during the 2011–2012 school year. As Tables 1 and 2 show, students in both cohorts earned an average overall grade greater than 75 percent.

The Texas Assessment of Knowledge and Skills

Spring 2010 and 2011 mathematics, English language arts, social studies, and science TAKS data were collected and analyzed for 171 11th-grade students who used Edgenuity courses during the 2010–2011 school year. Findings showed that, on average, the percentage of students meeting or exceeding the standard on the TAKS assessments significantly increased from 2010 to 2011 on all four tests ($p \leq 0.05$). Students taking the science TAKS assessment made the greatest improvements, from 62 percent in 2010 to 82 percent in 2011 (see Graph 1).

Edgenuity students enrolled in courses during the 2011–2012 school year demonstrated similarly positive results on the TAKS. As Graph 2 illustrates, the percentage of students who met or exceeded the standard on the English language arts TAKS assessment significantly improved, from 59 percent in 2011 to 83 percent in 2012 ($p \leq 0.05$). The percentage of students who met or exceeded the standard on the mathematics TAKS assessment increased from 87 percent in 2011 to 91 percent in 2012 ($p \leq 0.05$).

Table 1: Central Texas Public School District Edgenuity Students, Grade 11 (N = 266)

Edgenuity Course Usage Data from August 2010 to June 2011

Grade Level	Total Number of Courses	Average Percentage of Course Completed	Average Overall Grade
11	411	70%	81%

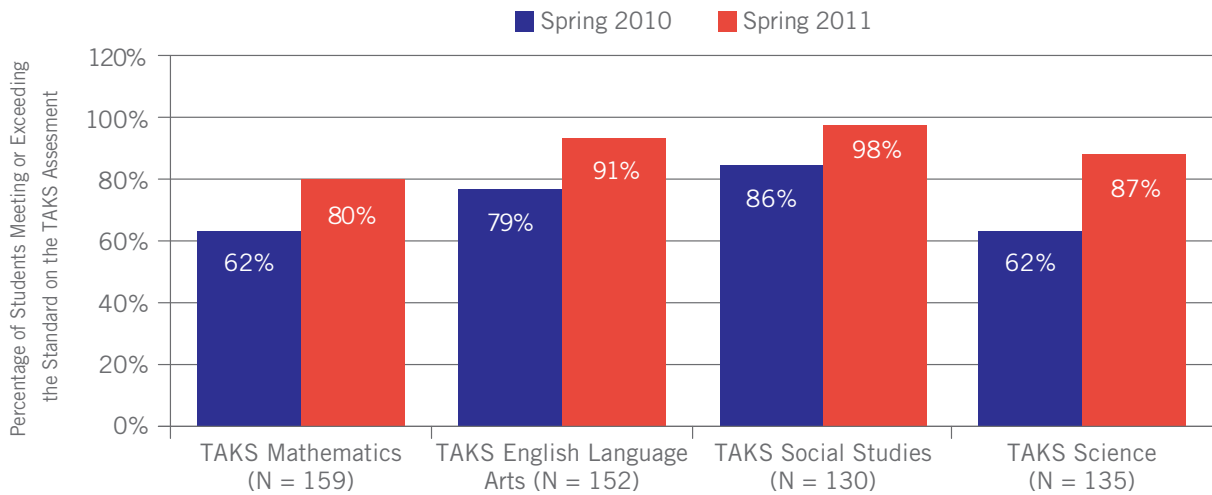
Table 2: Central Texas Public School District Edgenuity Students, Grade 11 (N = 560)

Edgenuity Course Usage Data from August 2011 to June 2012

Grade Level	Total Number of Courses	Average Percentage of Course Completed	Average Overall Grade
11	1,134	83%	79%

Graph 1: Central Texas Public School District Edgenuity Students, Grade 11

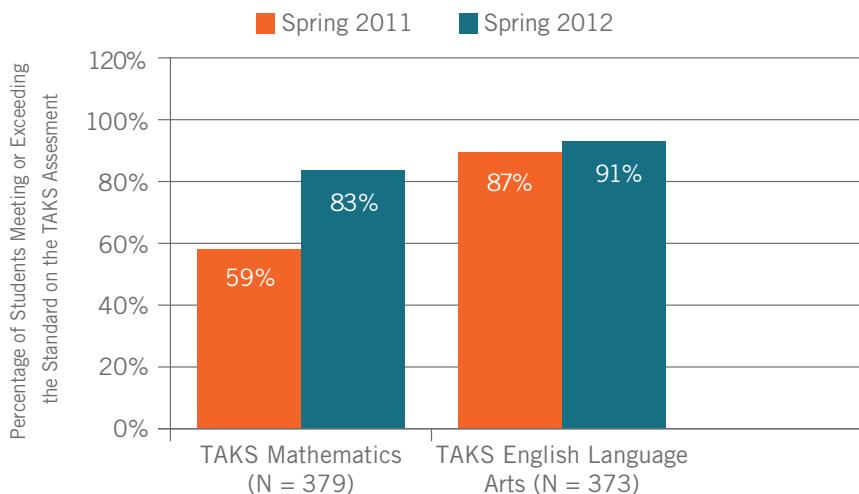
Percentage of Students Meeting or Exceeding the Standard on the 2010 and 2011 Mathematics, English Language Arts, Social Studies, and Science TAKS Assessments*



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

Graph 1: Central Texas Public School District Edgenuity Students, Grade 11

Percentage of Students Meeting or Exceeding the Standard on the 2011 and 2012 Mathematics and English Language Arts TAKS Assessments*



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

Conclusion

Students who participated in Edgenuity courses during both the 2010–2011 and 2011–2012 school years demonstrated significant improvements in performance on the TAKS assessments. As a result of these successful findings, the program was offered to 3,500 students during the 2012–2013 school year.