

Research Brief

Carpe Diem Collegiate High School

YUMA, AZ

Edgenuity Students Outperform State Peers in AIMS Reading and Math Tests

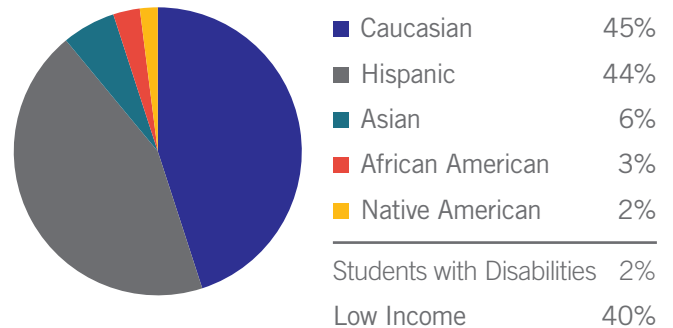
Evaluation Overview

Grades: 6–12

Model: Rotational Model

Measures: Graduation data, Arizona’s Instrument to Measure Standards High School (AIMS HS) Reading and Math Tests

Sample Demographics



Overview

Carpe Diem Collegiate High School and Middle School, located in Yuma, Arizona, is a secondary charter school that enrolls roughly 226 students. Approximately 46 percent of the students qualify for free or reduced-price lunch and nearly 10 percent receive special education services.

Implementation

CDCHS began using Edgenuity as its primary instructional delivery system in fall 2010. Carpe Diem employs five teachers and four teacher’s aides. Students spend 50 percent of their time using Edgenuity’s online core math, language arts, science, and social studies courses in a computer lab. The other half of their time is spent in workshops, one-on-one tutoring, or collaborative projects with teachers who lead lessons that build on the Edgenuity curriculum.

While in the computer lab, Course Managers use data from the Web Administrator, Edgenuity’s learning management system, to monitor student performance on assessments and inform teachers about the areas in which students are struggling.

CDCHS also assigns each student a Teacher Advisor. Every evening, the advisor analyzes student performance data. Advisors then meet with students and parents to develop customized education plans, set goals, and benchmark progress.

Typically, students rotate between online and face-to-face instruction every 55 minutes. Students attend classes Monday through Thursday from 7:45 a.m. to 4 p.m. Those who need more time or additional attention from staff come to school on Friday.

Study Sample

A total of 126 students comprise the sample described in this report. Of these, 44 percent were Hispanic, 45 percent were Caucasian, 6 percent were Asian, 3 percent were African American, and 2 percent were American Indian. Approximately 2 percent were designated as having a disability, and 40 percent qualified for free or reduced-price lunch. All students in this study spent a minimum of 30 days in each course.

Measures

Graduation and Post-secondary Enrollment Data

Edgenuity tracks post-secondary enrollment data and the number of students who graduated in spring 2012.

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 total number of courses completed, and the average overall grades of students.

AIMS HS

Arizona's Instruments for Measuring Standards High School (AIMS HS) Tests are used to evaluate student, school, and district performance as part of the state accountability system. Students take the AIMS HS Test in Reading, Math, and Writing in tenth-grade. The tests report student performance as one of four performance levels (Falls Far Below, Approaches, Meets, or Exceeds the Standard). Each performance level is associated with a range of scale scores. AIMS Reading and Math Test score performance data were collected in spring 2012.

Results

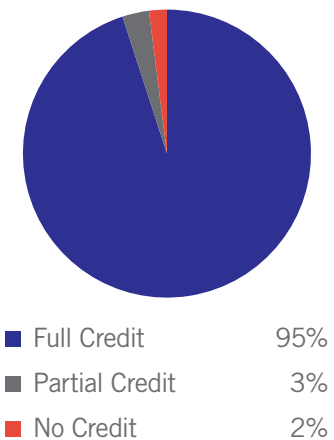
Participation Level

Course usage data were collected and analyzed from the 126 CDCHS students. Table 1 provides descriptive data on program use. Students earned an average grade of 82 percent in their courses. They also earned full credit for 95 percent of the courses attempted (see Graph 1).

Table 1: Carpe Diem Collegiate High School Students (N = 126)
Edgenuity Course Usage Data from August 1, 2011–June 30, 2012

| Subject | Total Number of Attempted Courses | Total Number of Completed Courses | Average Overall Grade (%) |
|--------------------|-----------------------------------|-----------------------------------|---------------------------|
| English/Literature | 129 | 115 | 83 |
| Math | 112 | 89 | 77 |
| Social Studies | 134 | 124 | 83 |
| Science | 111 | 96 | 84 |
| Electives | 46 | 35 | 84 |
| All Courses | 532 | 459 | 82 |

Graph 1: Carpe Diem Collegiate High School Students, 2011–2012 (N = 126)



Graduation Results

In addition, graduation and post-secondary data were also provided for 19 twelfth-grade students. Results indicated that 95 percent of the students graduated and enrolled in college the following year (see Table 2).

Table 2: Carpe Diem Collegiate High School Students, Grade 12 (N = 19)

Graduation and College Entrance Data

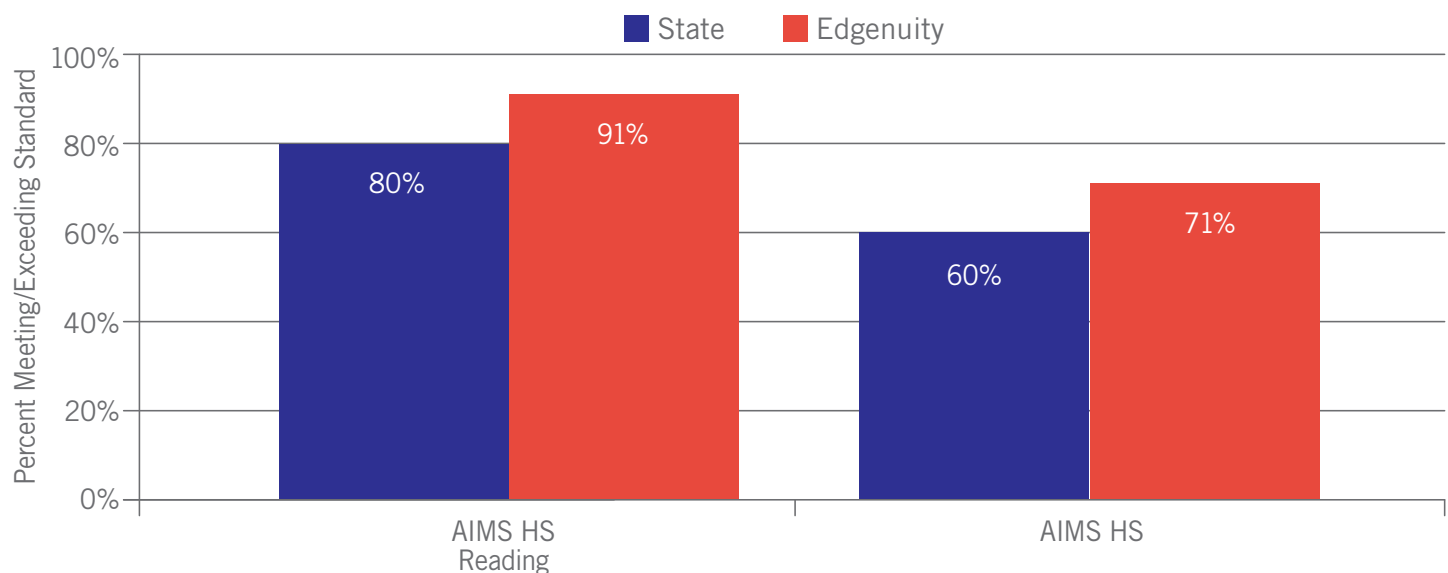
| Grade | N | At Risk to Drop Out | Dropped Out | Graduated | Enrolled in College the Following Year |
|-------|----|---------------------|-------------|-----------|--|
| 12th | 19 | 1 | 0 | 18 | 18 |

Assessment Results

When 2012 AIMS HS Reading and Math Test data were examined, results confirmed that tenth-grade CDCHS students' scores outpaced the state average for Arizona schools (see Graph 2). Data revealed that 11percent more CDCHS tenth graders passed the AIMS HS Reading and Math Tests than their state peers.

Graph 2: Carpe Diem Collegiate High School Edgenuity Students Grade 10 (N = 34) and Students Statewide

Percentage of Students Meeting or Exceeding the Standard on the 2012 AIMS HS Reading and Math Tests



Conclusion

Data showed that CDCHS students using Edgenuity courses demonstrated success. Students earned full credit for 95 percent of courses attempted. Eleven percent more CDCHS tenth graders passed the AIMS HS Reading and Math tests than their peers in the state. Further, 95 percent of eligible twelfth graders graduated and enrolled in college the following year. This preliminary research suggests that Edgenuity is having a positive impact on CDCHS students' academic achievement.

