

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

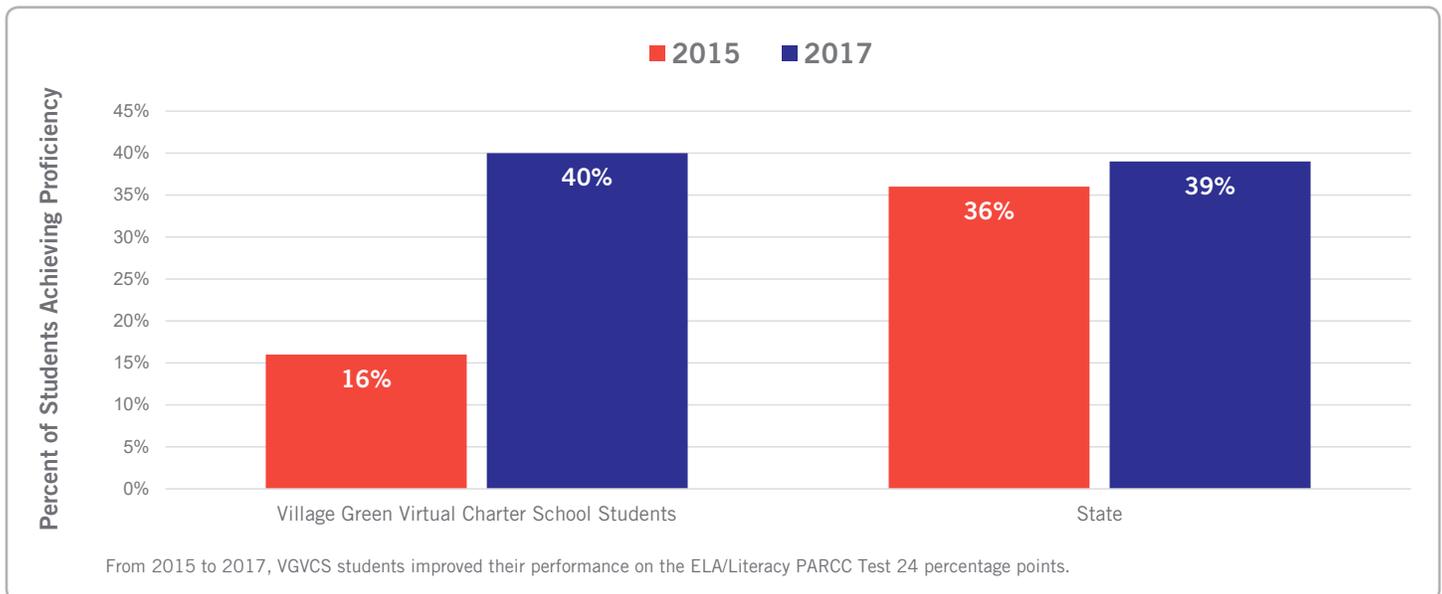
Village Green Virtual Charter School (VGVCS), the first public blended learning high school in Rhode Island, uses Edgenuity online courses as its sole curriculum.

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:			
<b>Enrollment:</b> 229 Students			
Hispanic:	54%	Economically Disadvantaged	94%
Caucasian:	16%	Students with Disabilities	22%
African American:	28%		
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



## 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.