

Imagine Edgenuity® Students Recover 26% More Credits and Graduate at a Higher Rate than Their Peers

Overview

During the 2015, 2016, and 2017 school years, Cypress-Fairbanks Independent School District (CFISD) students who passed the State of Texas Assessment of Academic Readiness (STAAR®) End-of-Course (EOC) assessment, but failed the corresponding English I, English II, Algebra I, U.S. History, or Biology course, were given the option to retake the failed course in a traditional credit recovery classroom or use an Imagine Edgenuity online credit recovery course. Students in both groups completed their credit recovery coursework during their regularly scheduled block (Imagine Edgenuity students completed their coursework in computer labs).

Cypress-Fairbanks ISD
Demographics (N = 1,962)

Hispanic	61%
African American	25%
Caucasian	10%
Asian	2%
Multiracial	1%
Native American	1%

Results

Across all subjects and years, results show that students enrolled in Imagine Edgenuity's online English I, English II, Algebra I, U.S. History, and Biology courses obtained more credits (99.7% versus 73.8%) and achieved higher course grades (79.6% versus 64.5%) than an equivalent group of students enrolled in a face-to-face credit recovery course (see Table 1)¹. Data also indicate that 12th-grade students enrolled in Imagine Edgenuity credit recovery courses graduated at a higher rate than those who took the face-to-face credit recovery courses (see Table 2).

1 This study used a matched-comparison group design to evaluate the effects of Edgenuity credit recovery courses on student achievement. The analytical sample consisted of (1) a group of students who used Edgenuity online credit recovery courses; and (2) a comparison group of equivalent students who took a face-to-face credit recovery course. Edgenuity students were included in the analysis if they completed 100% of course activities with a grade greater than or equal to 70% and/or if their enrollment status was marked "completed" by a teacher. Researchers used exact matching to identify a comparison group whose baseline characteristics were similar to those of Edgenuity students at the beginning of the intervention. First, researchers identified comparison students whose grade level, gender, and English language status were identical to the Edgenuity sample. Next, researchers paired students based on their ethnicity. White students were required to be matched with white students. For those not self-identified as white, a match within ethnicity was made. If there was no matching student available, a student match was made by randomly selecting from remaining students who were from one of the remaining race/ethnicity categories. If a match using these procedures was not available for the Imagine Edgenuity student, that student was removed from the analysis. Finally, researchers used paired t-tests to determine whether performance on the prior year STAAR EOC assessments differed significantly between the treatment and comparison groups. No significant differences were found; therefore, the matching procedures used were successful in creating equivalent groups. See Appendix A.

Table 1. Course Grade and Credit Attainment Rates, School Year 2015–16 to School Year 2017–18 Cypress-Fairbanks ISD Students, Treatment and Comparison Groups ($N = 1,962$)

Subject	Treatment Group					Comparison Group				
	Number of Students	Number of Enrollments	Average Grade	# Credits Attempted	% Credits Earned	Number of Students	Number of Enrollments	Average Grade	# Credits Attempted	% Credits Earned
Algebra I	128	136	77.0%***	68	99.3%*	128	185	65.9%***	92.5	69.7%*
English I	127	134	80.3%***	67	100.0%*	127	151	62.4%***	75.5	68.2%*
English II	207	220	79.1%***	110	100.0%***	207	255	65.2%***	127.5	76.9%***
Biology	215	222	79.5%***	111	100.0%**	215	282	62.4%***	141	70.6%**
U.S. History	304	317	82.2%***	158.5	99.4%*	304	406	66.5%***	203	78.1%*
All	981	1,029	80.0%***	514.5	99.7%***	981	1,279	64.6%***	639.5	73.5%***

* $p < .05$; ** $p < .01$; *** $p < .001$

Note: Students earned 0.5 credits for a semester-long course and one credit for a year-long course.

Table 2. 12th-Grade Graduation Rates, Spring 2016 to Spring 2018
Cypress Fairbanks ISD Students, Treatment and Comparison Groups ($N = 714$)

Subject	Treatment Group		Comparison Group	
	# 12th Graders	12th Graders Graduated	# 12th Graders	12th Graders Graduated
Algebra I	7	5 (71.4%)	7	4 (57.1%)
English I	3	3 (100.0%)	3	3 (100.0%)
English II	63	52 (82.5%*)	63	51 (81.0%*)
Biology	28	25 (89.3%**)	28	19 (67.9%**)
U.S. History	256	209 (81.6%***)	256	206 (80.5%***)
All	357	294 (82.4%***)	357	283 (79.3%***)

* $p < .10$; ** $p < .05$; *** $p < .001$

Success Factors

The school attributes its success to:

- **Making content material more personalized and accessible:** Imagine Edgenuity courses use a variety of instructional formats, including video lectures, graphic displays, simulations, closed captioning, and text (with optional read-aloud support). Students could learn content material in a variety of ways.
- **Customizing courses to match CFISD's curriculum scope and sequence:** Using Imagine Edgenuity's Texas-specific courses, district curriculum staff customized the content of online courses to match the scope and sequence of face-to-face courses.
- **Arming teachers with additional data to track progress:** Computer-lab managers had access to students' real-time progress, engagement, and achievement data. They were able to closely monitor and use this data to motivate students and help them stay on track.

Appendix A: Cypress-Fairbanks ISD Students, Treatment and Comparison Groups

Demographic		2015–16		2016–17		2017–18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
Algebra I	All Students	51	51	46	46	31	31
Grade Level	9	37 (72.5%)	37 (72.5%)	25 (54.3%)	25 (54.3%)	19 (61.3%)	19 (61.3%)
	10	3 (5.9%)	3 (5.9%)	13 (28.3%)	13 (28.3%)	4 (12.9%)	4 (12.9%)
	11	9 (17.6%)	9 (17.6%)	5 (10.9%)	5 (10.9%)	6 (19.4%)	6 (19.4%)
	12	2 (3.9%)	2 (3.9%)	3 (6.5%)	3 (6.5%)	2 (6.5%)	2 (6.5%)
Gender	Male	28 (54.9%)	28 (54.9%)	27 (58.7%)	27 (58.7%)	19 (61.3%)	19 (61.3%)
	Female	23 (45.1%)	23 (45.1%)	19 (41.3%)	19 (41.3%)	12 (38.7%)	12 (38.7%)
Ethnicity	Asian	1 (2.0%)	1 (2.0%)	–	–	1 (3.2%)	1 (3.2%)
	Black	10 (19.6%)	10 (19.6%)	13 (28.3%)	13 (28.3%)	9 (29.0%)	9 (29.0%)
	Hispanic	37 (72.5%)	37 (72.5%)	32 (69.6%)	32 (69.6%)	16 (51.6%)	15 (48.4%)
	Multiracial	–	–	–	–	–	–
	Native American	–	–	–	–	–	1 (3.2%)
	White	3 (5.9%)	3 (5.9%)	1 (2.2%)	1 (2.2%)	5 (16.1%)	5 (16.1%)
LEP	Yes	3 (5.9%)	3 (5.9%)	6 (13.0%)	6 (13.0%)	3 (9.7%)	3 (9.7%)
		48 (94.1%)	48 (94.1%)	40 (87.0%)	40 (87.0%)	28 (90.3%)	28 (90.3%)
Average Previous STAAR Score		3681.6	3681.3	3712.2	3766.3	3812.4	3744.9
English I	All Students	41	41	41	41	45	45
Grade Level	9	19 (46.3%)	19 (46.3%)	26 (63.4%)	26 (63.4%)	33 (73.3%)	33 (73.3%)
	10	13 (31.7%)	13 (31.7%)	9 (22.0%)	9 (22.0%)	11 (24.4%)	11 (24.4%)
	11	8 (19.5%)	8 (19.5%)	4 (9.8%)	4 (9.8%)	1 (2.2%)	1 (2.2%)
	12	1 (2.4%)	1 (2.4%)	2 (4.9%)	2 (4.9%)	–	–
Gender	Male	24 (58.5%)	24 (58.5%)	22 (53.7%)	22 (53.7%)	26 (57.8%)	26 (57.8%)
	Female	17 (41.5%)	17 (41.5%)	19 (46.3%)	19 (46.3%)	19 (42.2%)	19 (42.2%)
Ethnicity	Asian	1 (2.4%)	–	2 (4.9%)	–	–	–
	Black	7 (17.1%)	7 (17.1%)	13 (31.7%)	14 (34.1%)	20 (44.4%)	20 (44.4%)
	Hispanic	27 (65.9%)	29 (70.7%)	19 (46.3%)	22 (53.7%)	19 (42.2%)	20 (44.4%)
	Multiracial	1 (2.4%)	–	2 (4.9%)	–	2 (4.4%)	1 (2.2%)
	Native American	1 (2.4%)	1 (2.4%)	–	–	–	–
	White	4 (9.8%)	4 (9.8%)	5 (12.2%)	5 (12.2%)	4 (8.9%)	4 (8.9%)
LEP	Yes	1 (2.4%)	1 (2.4%)	1 (2.4%)	1 (2.4%)	1 (2.2%)	1 (2.2%)
		40 (97.6%)	40 (97.6%)	40 (97.6%)	40 (97.6%)	44 (97.8%)	44 (97.8%)
Average Previous STAAR Score		3968.9	3928.3	3953.8	3919.1	3973.5	3956.2

Demographic		2015–16		2016–17		2017–18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
English II	All Students	65	65	79	79	63	63
Grade Level	9	4 (6.2%)	4 (6.2%)	5 (6.3%)	5 (6.3%)	3 (4.8%)	3 (4.8%)
	10	4 (6.2%)	4 (6.2%)	3 (3.8%)	3 (3.8%)	8 (12.7)	8 (12.7)
	11	33 (50.8%)	33 (50.8%)	44 (55.7%)	44 (55.7%)	40 (63.5%)	40 (63.5%)
	12	24 (36.9%)	24 (36.9%)	27 (34.2%)	27 (34.2%)	12 (19.0%)	12 (19.0%)
Gender	Male	36 (55.4%)	36 (55.4%)	50 (63.3%)	50 (63.3%)	36 (57.1%)	36 (57.1%)
	Female	29 (44.6%)	29 (44.6%)	29 (36.7%)	29 (36.7%)	27 (42.9%)	27 (42.9%)
Ethnicity	Asian	4 (6.2%)	3 (4.6%)	1 (1.3%)	–	–	–
	Black	11 (16.9%)	13 (20.0%)	20 (25.3%)	13 (16.5%)	16 (25.4%)	17 (27.0%)
	Hispanic	43 (66.2%)	43 (66.2%)	50 (63.3%)	59 (74.7%)	42 (66.7%)	42 (66.7%)
	Multiracial	1 (1.5%)	1 (1.5%)	1 (1.3%)	1 (1.3%)	1 (1.6%)	–
	Native American	1 (1.5%)	–	1 (1.3%)	–	–	–
	White	5 (7.7%)	5 (7.7%)	6 (7.6%)	6 (7.6%)	4 (6.3%)	4 (6.3%)
LEP	Yes	3 (4.6%)	3 (4.6%)	2 (2.5%)	2 (2.5%)	1 (1.6%)	1 (1.6%)
		62 (95.4%)	62 (95.4%)	77 (97.5%)	77 (97.5%)	62 (98.4%)	62 (98.4%)
Average Previous STAAR Score		3998.5	3915.4	3961.0	3938.1	3966.0	3957.4
Biology	All Students	61	61	92	92	62	62
Grade Level	9	18 (19.5%)	18 (19.5%)	33 (35.9%)	33 (35.9%)	22 (35.5%)	22 (35.5%)
	10	14 (23.0%)	14 (23.0%)	21 (22.8%)	21 (22.8%)	24 (38.7%)	24 (38.7%)
	11	17 (27.9%)	17 (27.9%)	27 (29.3%)	27 (29.3%)	11 (17.7%)	11 (17.7%)
	12	12 (19.7%)	12 (19.7%)	11 (12.0%)	11 (12.0%)	5 (8.1%)	5 (8.1%)
Gender	Male	38 (62.3%)	38 (62.3%)	58 (63.0%)	58 (63.0%)	36 (58.1%)	36 (58.1%)
	Female	23 (37.7%)	23 (37.7%)	34 (37.0%)	34 (37.0%)	26 (41.9%)	26 (41.9%)
Ethnicity	Asian	2 (3.3%)	1 (1.6%)	2 (2.2%)	1 (1.1%)	–	1 (1.6%)
	Black	14 (23.0%)	14 (23.0%)	31 (33.7%)	32 (34.8%)	13 (21.0%)	15 (24.2%)
	Hispanic	37 (60.7%)	38 (62.3%)	50 (54.3%)	50 (54.3%)	40 (64.5%)	38 (61.3%)
	Multiracial	1 (1.6%)	1 (1.6%)	–	–	1 (1.6%)	1 (1.6%)
	Native American	–	–	1 (1.1%)	1 (1.1%)	1 (1.6%)	–
	White	7 (11.5%)	7 (11.5%)	8 (8.7%)	8 (8.7%)	7 (11.3%)	7 (11.3%)
LEP	Yes	4 (6.6%)	4 (6.6%)	8 (8.7%)	8 (8.7%)	4 (6.5%)	4 (6.5%)
		57 (93.4%)	57 (93.4%)	84 (91.3%)	84 (91.3%)	58 (93.5%)	58 (93.5%)
Average Previous STAAR Score		3840.9	3767.3	3795.6	3758.9	3860.7	3807.1

Demographic		2015–16		2016–17		2017–18	
		Treatment	Comparison	Treatment	Comparison	Treatment	Comparison
U.S. History	All Students	100	100	104	104	100	100
Grade Level	9	–	–	3 (2.9%)	3 (2.9%)	2 (2.0%)	2 (2.0%)
	10	–	–	–	–	1 (1.0%)	1 (1.0%)
	11	11 (11.0%)	11 (11.0%)	19 (18.3%)	19 (18.3%)	12 (12.0%)	12 (12.0%)
	12	89 (89.0%)	89 (89.0%)	82 (78.8%)	82 (78.8%)	85 (85.0%)	85 (85.0%)
Gender	Male	62 (62.0%)	62 (62.0%)	65 (62.5%)	65 (62.5%)	65 (65.0%)	65 (65.0%)
	Female	38 (38.0%)	38 (38.0%)	39 (37.5%)	39 (37.5%)	35 (35.0%)	35 (35.0%)
Ethnicity	Asian	3 (3.0%)	2 (2.0%)	2 (1.9%)	2 (1.9%)	2 (2.0%)	2 (2.0%)
	Black	24 (24.0%)	25 (25.0%)	20 (19.2%)	16 (15.4%)	27 (27.0%)	27 (27.0%)
	Hispanic	58 (58.0%)	59 (59.0%)	67 (64.4%)	72 (69.2%)	56 (56.0%)	57 (57.0%)
	Multiracial	3 (3.0%)	2 (2.0%)	1 (1.0%)	–	1 (1.0%)	–
	Native American	–	–	–	–	–	–
	White	12 (12.0%)	12 (12.0%)	14 (13.5%)	14 (13.5%)	14 (14.0%)	14 (14.0%)
LEP	Yes	9 (9.0%)	9 (9.0%)	9 (8.7%)	9 (8.7%)	9 (9.0%)	9 (9.0%)
		91 (91.0%)	91 (91.0%)	95 (91.3%)	95 (91.3%)	91 (91.0%)	91 (91.0%)
Average Previous STAAR Score		3884.5	3937.9	3946.6	3988.9	3988.8	4038.5