

Students Who Complete 100% of Imagine Edgenuity® Coursework Significantly Outperform Peers on LEAP Assessment

Overview

During the 2021–2022 and 2022–2023 academic years, a chamber-affiliated public charter high school in the southeastern United States implemented Imagine Edgenuity with students in Grades 9–12. The school serves an alternative education population, including many students who are overage and working to recover credits toward graduation, and operates a year-round blended learning model with small class sizes and structured pacing.

School District

Demographics (N = 213)

Black/African American	52.6%
White (Non-Hispanic)	27.2%
Hispanic	12.7%
Asian	2.8%
Free or Reduced-Price Lunch	37%
Special Programs (IEP) ¹	16.8%

The school partnered with Imagine Learning to learn more about how Imagine Edgenuity was impacting student success. To do this, Imagine Learning analyzed Louisiana Educational Assessment Program (LEAP) standardized assessment results, comparing students by level of course completion. Because students took different tests, scores were converted into a common scale to allow for fair comparisons. Specifically, each student's score was standardized relative to their peers taking the same test, so that a value of zero represents average performance, positive values indicate above-average performance, and negative values indicate below-average performance. Students were then grouped by course completion level (e.g., less than 50%, 50–85%, 85–99%, and 100%), analyses controlled for student demographics.

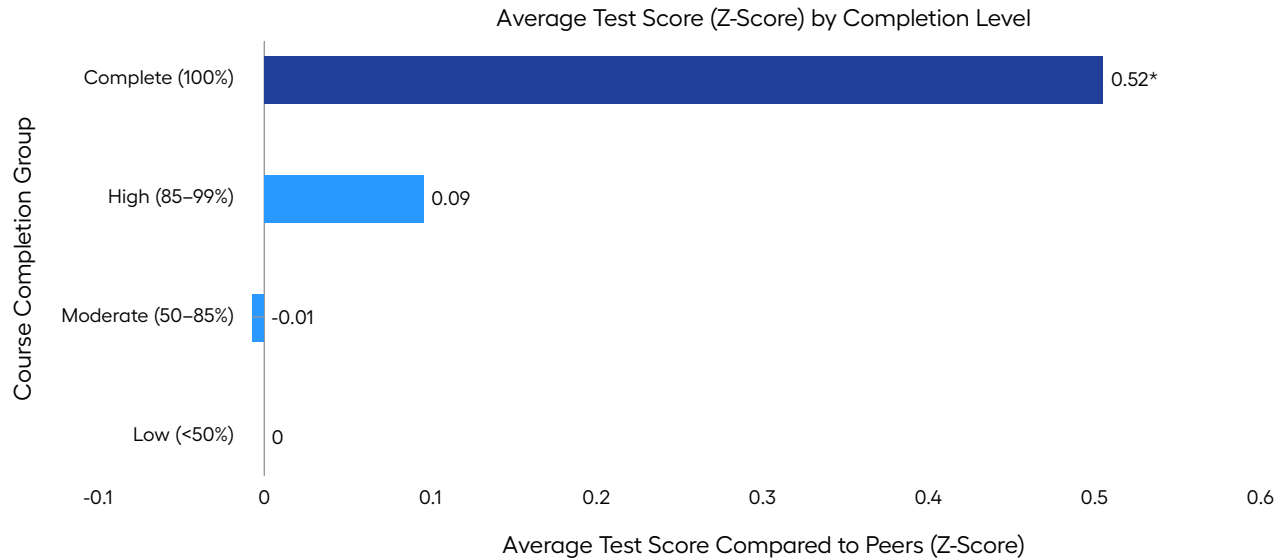
Results

Students who fully completed their Imagine Edgenuity coursework significantly outperformed peers on end-of-course LEAP assessments, scoring more than half a standard deviation above average ($p < .01$). In contrast, students who completed most, but not all, of their coursework (including those reaching 85–99% completion) showed positive, but not statistically significant improvements in test performance compared to their peers, while those with lower completion showed no meaningful differences.

¹ *Special Programs* is a district-level term that includes students who are identified as English Language Learners, have an Individual Education Plan, or have a 504 plan.

These findings provide evidence that students using Imagine Edgenuity achieved stronger academic outcomes than comparable peers, supporting the program’s effectiveness. Notably, the optimal academic benefits of the program were only realized when students completed the full course, even after controlling for student characteristics, highlighting completion as a key driver of success. These results underscore the need for policies and supports, such as attendance monitoring, pacing structures, and targeted interventions, that help students reach full completion, particularly in credit recovery and other high-need settings.

Figure 1. Average LEAP Test Score (Z-Score) by Imagine Edgenuity Course Completion Status



Note: * $p < .05$