Pasadena Students Make Significant Gains on the Algebra I and Biology STAAR EOC

Evaluation Overview

Grades: 9–12

Model: Flex Model

Measures: The State of Texas Assessments of Academic Readiness End-of-Course Assessments (STAAR EOC) for Algebra 1 and Biology

SAMPLE DEMOGRAPHICS

Hispanic	82%
African American	7%
Caucasian	7%
Asian	3%
Other	1%
English Language Learners	30%
Special Education	9%
Low Income	77%

District Overview

Located just south of Houston, Pasadena Independent School District (PISD) is a large urban public school district serving more than 55,000 students in 65 schools. During the 2014–2015 school year, 82 percent of students were Hispanic and 77 percent were economically disadvantaged. In 2013, administrators began looking for a flexible online curriculum that would not only allow gifted students to take more advanced classes, but also provide credit recovery options to struggling students. The district chose Imagine Edgenuity® because of its wide range of core, elective, and test preparation course offerings.

Implementation

During summer 2014, PISD implemented a preparation program for the STAAR EOC assessments. Students who needed to retake the STAAR EOC assessments were offered Imagine Edgenuity core and virtual tutor test prep courses in a summer school program six hours a day, six days a week.

During the 2014–2015 school year, PISD implemented Imagine Edgenuity courses with three different populations of students. Students short on educational credits worked on Imagine Edgenuity courses for 45 minutes a day, five days a week in a school computer lab. In the computer lab, a full-time staff member monitored, mentored, and motivated students to complete work. Students who were at risk of failing a class were given the opportunity to complete an Imagine Edgenuity course at home to supplement their grade. Motivated students looking to graduate early were allowed to take Imagine Edgenuity core and elective courses at home through the district's virtual school.

Study Sample

This report tracks the performance of 97 high school students who took the STAAR EOC for Algebra 1 in spring 2015. Approximately 88 percent of these students were Hispanic, 8 percent were African American, 3 percent were Caucasian, and 1 percent were Asian; 81 percent were eligible for free or reduced-price lunch, 36 percent were English language learners, and 7 percent received special education services. This study also reports findings from 78 high school students who took the STAAR EOC for Biology in spring 2015. Approximately 86 percent of these students were Hispanic, 9 percent were African American, 4 percent were Caucasian, and 1 percent were Asian; 78 percent were eligible for free or reduced-price lunch, 33 percent were English language learners, and 5 percent received special education services.

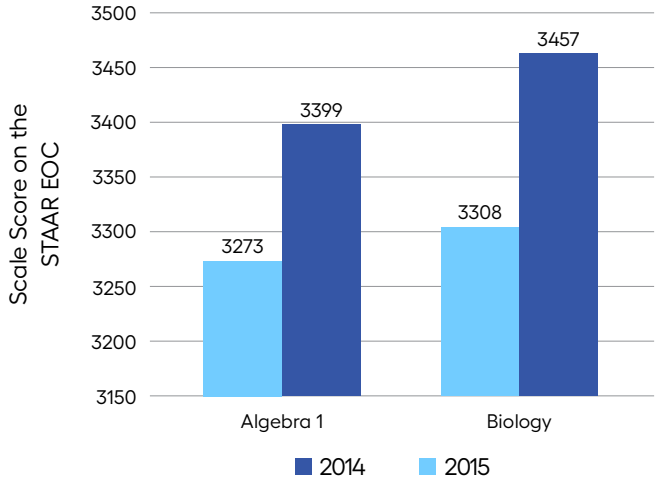
Measures

The STAAR EOC for Algebra 1 and Biology provide scale scores that allow direct comparison of student performance across different test administrations.

Results

Results show that PISD students demonstrated significant improvements on the STAAR EOC tests (see Graph 1). On the STAAR EOC for Algebra, PISD students improved from a spring 2014 scale score of 3,273 to a spring 2015 scale score of 3,399, a significant gain of 126. Similarly, on the STAAR EOC for Biology, students improved their performance from a scale score of 3,308 in spring 2014 to a scale score of 3,457 in spring 2015, a significant gain of 149.

Graph 1. Pasadena Independent School District Imagine Edgenuity Students, Grades 9–12



*Results were statistically significant at p<.05

Conclusion

Results from this study suggest that Imagine Edgenuity is having a positive impact on the academic achievement of PISD students. From spring 2014 to spring 2015, students who participated in Imagine Edgenuity courses made significant improvements on the STAAR EOC Algebra 1 and Biology assessments.