imagine edgenuity®

Making the Grade and Recovering Credit with Imagine Edgenuity®

Overview

For several years, a large school district in Texas has partnered with Imagine Learning to support students in need of recovering previously unobtained credits. Students who passed the state's STAAR end-of-course (EOC) summative assessment, but failed the corresponding English or Algebra course, are given the opportunity to retake the course and attain credit through Imagine Edgenuity. These students also have a teacher who monitors their progress and supplements the online instruction when students need assistance. Additionally, the district content coordinators work with Imagine Edgenuity to ensure the curricula are aligned to the general education curricula that students access in original credit courses. Following the 2023–2024 school year, Imagine Learning partnered with the school district to measure student success in their use of Imagine Edgenuity.

Texas School District

Student Demographics	
White (Non-Hispanic)	20%
Black or African American	21%
Hispanic or Latino	46%
Asian	10%
Economically Disadvantaged	60%
Section 504	4%
Emergent Bilingual	21%

Results

Overall course grades and credit attainment rates provide direct measures of student success in credit recovery courses. Summary data shows that students who completed a course in Imagine Edgenuity achieved high course grades with an average of 83% for English courses and 84% for Algebra courses. Notably, while these values simplify the real distribution of grades achieved by students, they also demonstrate that students are earning course credit by applying real effort with high-quality curriculum and learning activities intended to prepare them for their vocational and educational futures.

English

83%

Average Course Grade

92%

Credit Attainment

Algebra

84%

Average Course Grade

85%

Credit Attainment

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Reported credit attainment percentages further demonstrate that the majority of course takers are completing their work and meeting the necessary requirements to recover needed credits. In English courses, 92% of students attained credit while 85% of students attained credit in Algebra courses. Importantly, these values increase to 97% and 86% for 12th grade students completing English and Algebra courses respectively. For comparison, a study in Los Angeles Unified School District recorded credit attainment rates of 62% for Algebra and 52% for English courses (Rickles et al., 2023). Another study in Chicago Public Schools similarly observed Algebra credit attainment rates of closer to 66% (Heppen et al., 2016). Against these references, it becomes clear that an exceptional number of students in this Texas school district are recovering course credit with Imagine Edgenuity and are on their way to educational and vocational success.

References

Heppen, J. B., Sorensen, N., Allensworth, E., Walters, K., Rickles, J., Taylor, S. S., & Michelman, V. (2016). The Struggle to Pass Algebra: Online vs. Face-to-Face Credit Recovery for At-Risk Urban Students. *Journal of Research on Educational Effectiveness, 10*(2), 272–296. https://doi.org/10.1080/19345747.2016.1168500

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