

As the only fully online personalized learning program reviewed in this report, we at Edgenuity are disappointed in these findings but not surprised. Blended Learning is new, and many do not yet understand its innovative approach and pacing, or the flexibility it enables. While we appreciate EdReports.org's effort to assess a variety of programs, their lack of understanding with how blended learning classrooms work is responsible for some critical misconceptions about the focus and coherence of our course offerings. As any school implementing a fully digital curriculum knows, teaching and learning in a blended learning classroom is a completely different paradigm than that of the traditional print curriculum.

Many states have reviewed and adopted our middle school Common Core math courses—including California, Georgia, West Virginia, and Utah. Our courses have been certified by the California Learning Resource Network (CLRN) and approved by 10 states via their online course approval process. In the 2013-2014 and 2014-2015 school years, these courses were in use in blended classrooms across America. And our most recent research study in Henry County, Georgia, shows that students in blended classrooms using Edgenuity's middle school Common Core math courses outperformed students in traditional classrooms using Common Core print-based programs, as measured by state test results.

Unfortunately, the EdReports.org review was based on critical errors about our program's focus and coherence. And because the review was structured in gateways, reviewers never took the time to analyze the program's rigor, depth, and usability—all areas in which Edgenuity's courseware has tremendous strengths.

- **As a personalized, flexible digital curriculum, our program meets the needs of higher and lower learners by providing teachers with specific data, student groupings, and suggested activities—as well as the ability to customize the digital course pathway for every student.** To say that our program does not accommodate the needs of higher and lower learners is entirely inaccurate. In reality, our program achieves this essential goal better than most print programs ever could. When Edgenuity is implemented in classrooms, students work partly online in the digital curriculum and partly face-to-face in a whole group or in small groups, engaging in activities that are facilitated by the teacher. Teachers have data dashboards that let them know which students are struggling with every topic in the program and which students are ready to delve deeper into the content and take on more advanced problems. They can choose to assign individual students (or groups of students) review/foundational work or extension work as needed, literally inserting additional online lessons into the student's instructional experience.
- **The fundamental self-paced aspect of a blended learning classroom is at odds with the criteria's "65%" metric. In a blended learning classroom, different students spent different amounts of time on a given topic, depending on the time they need to achieve mastery.** The concept of "percentage of instructional days" spent on the major work of the grade doesn't apply to a program like ours, which is self-paced, personalized, and based on the proficiency level of each individual student. In our digital curriculum, well over half of the available content focuses on the major work; however, some students may accelerate through it more quickly and others may take more time to master it. A student who is struggling with the major work of the grade might spend 70% of her time there. Another student in the same class might spend 40% of her time on the major work of the grade, mastering it quickly but struggling with other topics

and spending more time on those. In a traditional classroom, time spent on a given topic is constant across all students, but the amount of learning may vary dramatically from one student to the next. In a blended-learning classroom, all students are held to the same level of mastery—but different students may take different amounts of time to master each topic.

- **Edgenuity’s coursework contains sufficient material for a full school year. We provide a pacing plan for 150 days, based on feedback from schools that most teachers have only 150 instructional days to introduce new content.**

EdReports.org faulted Edgenuity’s courses because the pacing plan outlines 150 instructional days, as opposed to the full 180 days in a typical school year. We pace the program over 150 days intentionally, allowing for standardized testing, review for these tests, and special school activities—but also for teachers to pause for whole-class and small-group review and re-teaching based on the data available to them in our system. The curriculum guide embedded in the program includes guidance for teachers on how to re-teach key concepts to students who are struggling, how to challenge students who are ready to move on, projects to engage all students, common misconceptions and how to help students overcome them, whole-class and small-group activities, and discussion questions. In addition, our eCommunity resource site includes links to a curated library of best-in-class math lessons and resources so teachers can select additional re-teaching and extension activities that match their own teaching style. These teacher-led activities are critical to blended learning, but the reviewers seem not to have acknowledged their role in the curriculum—instead focusing only on the software component of the program. With the digital lessons and activities, the face-to-face instruction outlined in the curriculum guide, and the supplemental lessons available for re-teaching, the curriculum certainly contains sufficient material for a full school year, which we know from discussions with the many schools where the program is currently in use.

While blended learning is still new, we know from experience with the thousands of schools and districts that have adopted Edgenuity that our program offers a rigorous, Common Core-aligned set of curriculum and tools that propel student achievement for all types of learners.

Unfortunately, because the reviewers did not understand the pacing elements of a digital curriculum, they did not review Edgenuity for rigor, attention to the mathematical practice standards, and usability—all areas of tremendous strength for our program and the very reasons schools choose to use our courses. We look forward to the opportunity to have our courses re-reviewed with attention to all three gateways.