

Bay Port Students Excel with Online
Learning Options from ODYSSEYWARE®

Bay Port Students Excel with Online Learning Options from ODYSSEYWARE®

PROFILE

SCHOOL

Name: Bay Port High School
 District: Howard-Suamico School District
 Location: Green Bay, Wisconsin
 Location Type: Midsize suburb
 Title I School: No
 Ethnicity: White: 95%; Hispanic: 1%; African-American: 1%; Asian: 1%; American Indian: 1%
 Free and Reduced Lunch Eligible: 7%
 ACT Composite Test: School: 23.0¹; State: 22.3²; Nation: 21.1²

ODYSSEYWARE

Students Served: 49 students³
 Focus: At-risk, alternative, credit recovery, regular education, special education, and off-site
 Grades Using ODYSSEYWARE: 7 through 12
 Period Examined: 2008/09 (Semesters I and II); 2009/10 (Semester I)

BACKGROUND

PROGRAM OVERVIEW

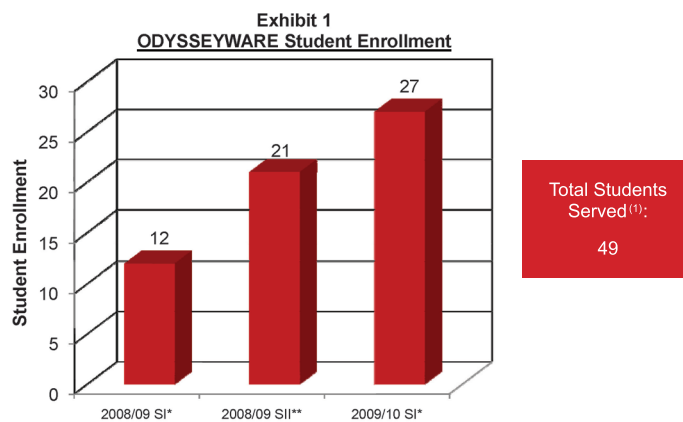
Bay Port High School, located in Green Bay, Wisconsin, began using ODYSSEYWARE during summer school 2008. Upon successful completion of the pilot program, ODYSSEYWARE's usage expanded into regular academic semesters and currently serves the following cohorts:

- At-risk
- Alternative
- Off-site
- Regular education
- Special education

Currently, Bay Port High School utilizes ODYSSEYWARE primarily as a credit recovery tool, although some teachers supplement course material with the software. The remainder of this case study will examine student performance for 2008/09 (Semesters I and II) and 2009/10 (Semester I).

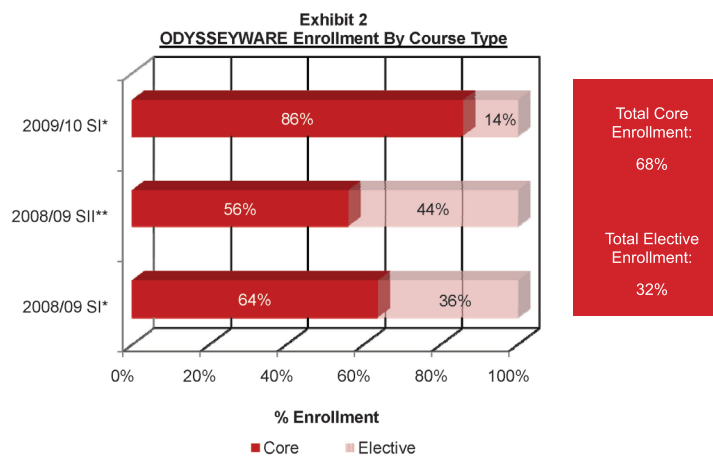
ENROLLMENT

Exhibit 1 depicts ODYSSEYWARE student enrollment by period. As shown in the exhibit, student enrollment has steadily increased with each consecutive semester. Specifically, enrollment has increased an average of 50 percent per semester, from 12 students in 2008/09 (Semester I) to 27 students in 2009/10 (Semester I).



(1): When added together, numbers displayed in chart do not equal 49 due to student overlap among various semesters/years.
 *SI denotes semester I.
 **SII denotes semester II.
 Source: ODYSSEYWARE.

Exhibit 2 below compares the level of core course enrollment among various periods.



Note: Core enrollment consists of enrollment in any course within the following subjects: math, science, social sciences, and language arts.
 *SI denotes semester I.
 **SII denotes semester II.
 Source: ODYSSEYWARE.

1. Source: Howard-Suamico School District, 2008/09.
 2. Source: American College Testing (ACT), 2008/09.
 3. This study only examines regular academic semesters from 2008/09 and 2009/10. Forty-nine students were served during this time.

“ It is good when working with large groups of students who are doing a variety of courses. It is also good for my students, who are credit deficient, as they can work after school and on weekends. ”

Teacher, Bay Port High School

“ ODYSSEYWARE allows students to focus on those skills they need to master— not repeat material they have already mastered— which is often what causes student disengagement. ”

Jill Kasper-Krueger, Director of Alternative Programs, Bay Port High School

As shown in the exhibit on the previous page, core course enrollment was approximately 30 percent less during the 2008/09 semesters than it was during 2009/10 Semester I. When calculating enrollment among all three periods, core courses generated nearly 70 percent of enrollment, while electives generated slightly over 30 percent of enrollment.

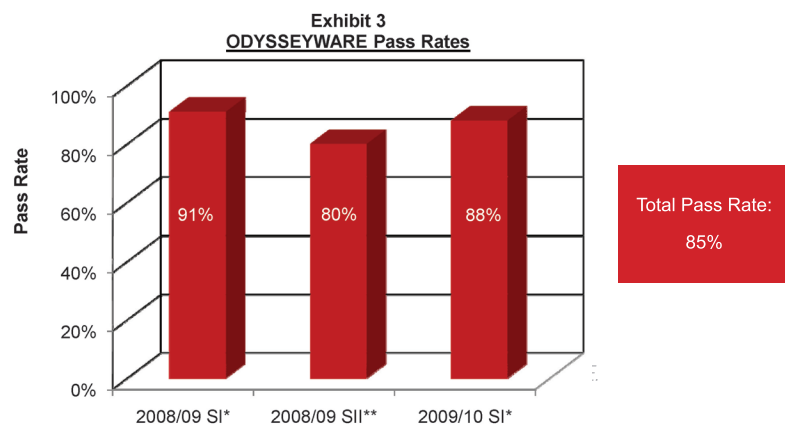
RESULTS

The remainder of this section evaluates student performance of ODYSSEYWARE students at Bay Port High School in the following capacities:

- Pass rates
- Grades earned
- Before and after results

PASS RATES

Exhibit 3 below depicts the pass rates among various periods.



Note: Howard-Suamico School District requires that all students taking ODYSSEYWARE courses earn an 80 percent or greater in order to obtain credit.

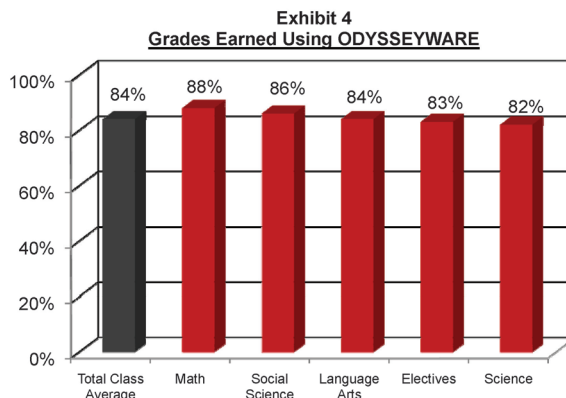
*SI denotes semester I.
**SII denotes semester II.
Source: ODYSSEYWARE.

According to the exhibit above, a large majority of ODYSSEYWARE students passed their courses. When combining all courses taken over the three-year period, 85 percent of students passed their courses.

Please note that the figures shown above reflect Bay Port High School’s policy that students earn at least an 80 percent in order to receive course credit. However, when adjusting the pass threshold to 70 percent, which is in line with the majority of United States schools, 92 percent of ODYSSEYWARE students passed their courses.

GRADES EARNED

The following exhibit illustrates the grades earned while using ODYSSEYWARE.

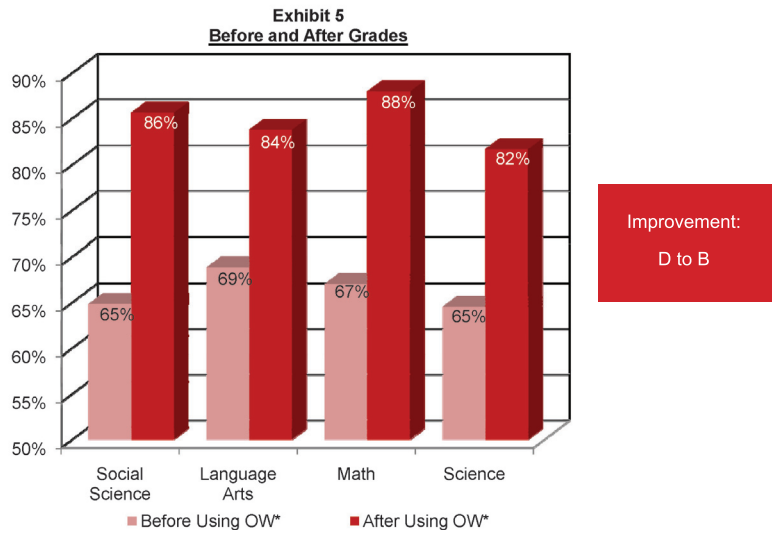


Source: ODYSSEYWARE, 2008/09 (Semesters I and II); 2009/10 (Semester I).

As shown in Exhibit 4, when averaging student grades among 2008/09 semesters and 2009/10 Semester I, students scored in the B range, regardless of academic discipline. Specifically, grades ranged from a low of 82 (B-) in science, to a high of 88 (B+) in math. When averaging all student grades among all academic disciplines, the class average was an 84 (B-).

BEFORE AND AFTER RESULTS

Exhibit 5 below compares the performance of Bay Port's ODYSSEYWARE students to previous year students who did not use ODYSSEYWARE. Note that previous year data only considers students with similar characteristics as ODYSSEYWARE students (i.e. at-risk, special ed, select regular ed, etc.).



Note: "Before" grades shown above were derived based on surveys, in which teachers were asked to gauge student grades before using ODYSSEYWARE. "After" grades shown above represent actual grades obtained from using ODYSSEYWARE.

**OW denotes ODYSSEYWARE.*

Source: ODYSSEYWARE, 2008 & 2009; Howard-Suamico Independent School District.

According to the exhibit above, ODYSSEYWARE students outperformed their peers in all core subjects. Non-ODYSSEYWARE users typically earned D grades, while ODYSSEYWARE users earned B grades.

With a 21 percentage point improvement, math and social sciences courses exhibited the greatest "before and after" gains, while language arts courses exhibited the lowest gain, at 15 percentage points.

CONCLUSION

After the implementation of ODYSSEYWARE as a summer school pilot program, educators at Bay Port High School were so impressed with the results that they expanded access to high school students across the board, offering options for credit recovery, at-risk, off-site, special education, alternative, and regular education.

For decision makers, grades made all the difference. The pass rate of students enrolled in ODYSSEYWARE over a three-semester period was 85 percent. While that number is impressive, the results are more remarkable when you consider that in order to pass at Bay Port, students must achieve at least an 80 percent, while most schools across the country consider a grade of 70 or above passing.

As time passes, students continue to show enthusiasm for the program, as evidenced by increasing enrollment. In addition, administrators are pleased with the results. When asked to gauge student grades before using ODYSSEYWARE compared to grades of their current students, their answers suggested that the grades of previous year students were typically D's, while ODYSSEYWARE students are on average, earning B's.

Across the board, students and teachers are happy with ODYSSEYWARE's multimedia-rich, digitally-driven, online learning environment. With technology built in, teachers, students, and administrators reap big benefits.