

Chaffey Teachers Prefer  
ODYSSEYWARE®

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## PROFILE

### DISTRICT PROFILE

**District:** Chaffey Joint Union High School District

**Size<sup>1</sup>:** 25,414 students

**Location:** Ontario, California

**Location Type:** Large suburb

**Ethnicity<sup>1</sup>:** Hispanic: 61%; American Indian: 0.36%; Asian: 4%; Pacific Islander: 1%; Filipino: 2%; African American: 10%; White: 21%; two or more races: 1%; not reported: 0.02%

### ODYSSEYWARE PROFILE

**Students Served Since Inception:** 7,087 students

**Focus:** Credit recovery, alternative education, independent study, adult education, and summer school

**Grades Using ODYSSEYWARE:** 9 through 12

**Period Examined:** 2009-10 academic school year as well as 2009-10 summer school

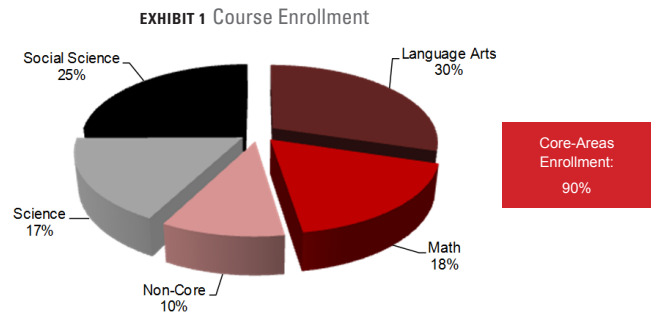
## BACKGROUND

### PROGRAM OVERVIEW

Chaffey Joint Union High School District, located approximately 40 miles east of Los Angeles, consists of eight comprehensive high schools, one continuation school, and one adult education school. Use of ODYSSEYWARE commenced the summer of 2009 as a credit recovery tool for summer school students. The following academic year (2009-10), the ODYSSEYWARE credit recovery program expanded to include alternative and adult students as well as students of independent study. Teachers use blended learning that integrates the ODYSSEYWARE curriculum with traditional teaching methods. The remainder of this study compares the effectiveness of ODYSSEYWARE as well as participant satisfaction with the curriculum for the 2009-10 academic school year.

### ENROLLMENT

Exhibit 1 depicts ODYSSEYWARE course enrollment by subject.



Source: ODYSSEYWARE, 2009-10.

As shown in Exhibit 1, the majority of course enrollments during the 2009-10 academic year were in core-area courses (90 percent), which include math, science, social science, and language arts. Note that core-area course enrollments could have contained electives within the respective academic area.

## RESULTS

The remainder of this section evaluates the efficacy of ODYSSEYWARE in the following capacities:

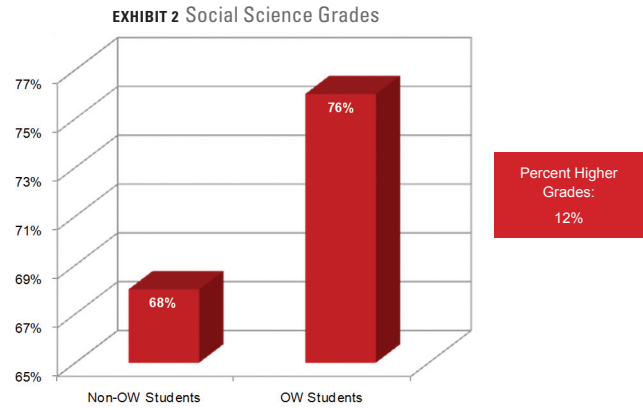
- Grades earned
- Pass rate
- Satisfaction
- Product preference
- Importance of product features

### GRADES EARNED

Exhibit 2 below compares the performance of ODYSSEYWARE students to non-ODYSSEYWARE

1. Source: California Department of Education, 2010.

students with similar characteristics (i.e. advanced, at-risk, special ed, select regular ed, etc.).

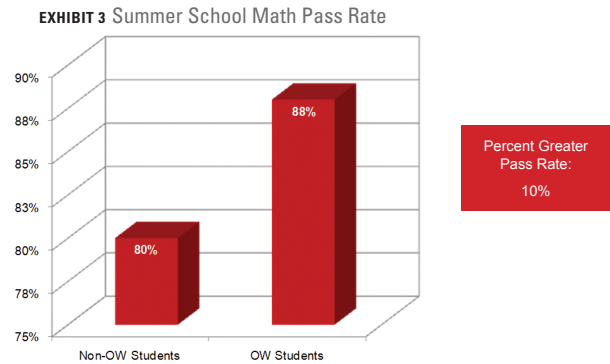


*Note: This question asked of ten teachers who have used software similar to ODYSSEYWARE. ODYSSEYWARE data shown above applies to traditional ODYSSEYWARE courses where students completed the course. Source: ODYSSEYWARE, 2009-10; Chaffey Joint Union High School District Teachers, 2010.*

As shown in the exhibit above, non-ODYSSEYWARE students earned D's in social science courses, while ODYSSEYWARE students earned C's in social science courses. These figures represent 12 percent higher grades for ODYSSEYWARE students as compared to non-ODYSSEYWARE students.

### PASS RATE

Exhibit 3 compares the summer school math pass rate of ODYSSEYWARE students to non-ODYSSEYWARE students with similar characteristics (i.e. advanced, at-risk, special ed, select regular ed, etc.).

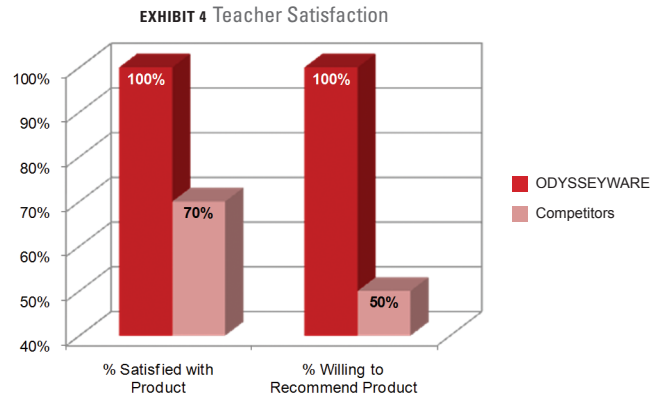


*Note: This question asked of ten teachers who have used software similar to ODYSSEYWARE. ODYSSEYWARE data shown above applies to traditional ODYSSEYWARE courses where students completed the course. Source: ODYSSEYWARE, summer 2010; Chaffey Joint Union High School District Teachers, 2010.*

As shown in the exhibit above, 80 percent of non-ODYSSEYWARE students passed their courses, while 88 percent of ODYSSEYWARE students passed their courses. These figures represent ten percent greater pass rate for ODYSSEYWARE students as compared to non-ODYSSEYWARE students.

## SATISFACTION

Teachers who have used both ODYSSEYWARE and software similar to ODYSSEYWARE were asked to indicate their level of satisfaction and willingness to recommend both products. Exhibit 4 below depicts the results.



*Note: This question asked of ten teachers who have used software similar to ODYSSEYWARE.  
Source: Chaffey Joint Union High School District Teachers, 2010.*

According to the exhibit, all teachers surveyed were both satisfied with ODYSSEYWARE and willing to recommend it to other educators. In addition, 70 percent of teachers were satisfied with products similar to ODYSSEYWARE, and only 50 percent were willing to recommend such products to educators not currently using the product.

## PRODUCT PREFERENCE

Exhibit 5 below depicts teacher satisfaction with various aspects of ODYSSEYWARE as compared to previous software providers.

**EXHIBIT 5 Preference for ODYSSEYWARE versus Similar Competitors**

	<b>ODYSSEYWARE Preferred</b>	<b>Competitor Preferred</b>	<b>Both Acceptable</b>
The software has few technical difficulties that interfere with my or my students' ability to use the software.	✓	✗	✗
The software's course content meets my standards as a teacher.	✓	✗	✗
My students show strong interest in the software's course content.	✓	✗	✗
My students generally understand the course content.	✗	✗	✓
The software's automatic grading feature greatly reduces my manual grading workload.	✗	✗	✓

*Note: This question asked of ten teachers who used software similar to ODYSSEYWARE.  
Source: Chaffey Joint Union High School District Teachers, 2010.*

As shown, when comparing ODYSSEYWARE to similar software, ODYSSEYWARE has fewer technical difficulties that interfere with teachers' or students' abilities to use the product. Similarly, ODYSSEYWARE's course content better meets the teachers' standards and is more interesting to students. Both ODYSSEYWARE and similar software providers are rated equally when comparing students' ability to understand the course content and when comparing the software's ability to reduce teacher grading workload through the use of automatic grading.

## IMPORTANCE OF PRODUCT FEATURES

In order to determine the usefulness of ODYSSEYWARE's various key features, teachers were asked to indicate whether the respective feature was important to them. Exhibit 6 depicts the results.

“ We found that the curriculum is comprehensive and interactive. The use of ODYSSEYWARE has greatly improved our credit recovery efforts. ”

*Bill Bertrand,  
Deputy Superintendent*

EXHIBIT 6 Importance of ODYSSEYWARE Features

	<b>% of Respondents Who Answered "Important to Me"</b>
Data management and reporting tools	100%
Automatic grading	94%
Customizable curriculum	89%
Multimedia-rich learning environment	89%
Prescriptive credit recovery	78%

Note: This question asked of 18 teachers  
Source: Chaffey Joint Union High School District Teachers, 2010.

The exhibit above shows that all teachers feel that ODYSSEYWARE's data management and reporting tools are an important feature. Similarly, 94 percent of teachers feel that automatic grading is an important feature, while 89 percent of teachers feel that ODYSSEYWARE'S multimedia environment as well as the ability to customize curriculum are both important features. Seventy-eight percent of teachers surveyed feel that the credit recovery feature is important.

## CONCLUSION

As the nation focuses on reforming education, an increasing number of online curriculum providers emerge with digital courses and technology-driven tools to help teachers teach and students learn. A leading provider of online curriculum, ODYSSEYWARE was built by a team of education and technology experts to provide a flexible online learning environment to meet the needs of students with diverse challenges and requirements.

As is the case at Chaffey Joint Union School District, ODYSSEYWARE proves itself a rigorous and effective tool for teaching and learning through the use of technology.

This study suggests that when compared to non-ODYSSEYWARE students with similar characteristics, ODYSSEYWARE students earned significantly higher grades. Additionally, the school achieved higher pass rates, with ten percent more ODYSSEYWARE students passing their courses than their counterparts who did not use ODYSSEYWARE.

More importantly, teachers, who work with students in their classrooms every day, expressed a high degree of satisfaction with ODYSSEYWARE, noting that course content meets their standards and strongly interests their students. These factors, as well as the low incidence of technical difficulties, make ODYSSEYWARE an effective learning management system for the district. All teachers surveyed were satisfied with the curriculum and willing to recommend it to other educators.

Used as a stand-alone curriculum or as part of a blended learning model, ODYSSEYWARE is proven effective, especially with students enrolled in alternative academic programs such as credit recovery, adult education, independent study, and summer school. Designed for flexibility, it meets the diverse needs of 21st century learners.