

ODYSSEYWARE® Students Score High Marks at Clackamas Web Academy

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PROFILE

SCHOOL

Name: Clackamas Web Academy
District: North Clackamas School District 12
Location: Clackamas, Oregon
Location Type: Large suburb
Title I School: No
Ethnicity¹: White: 85%; Native Hawaiian: 1%; Asian: 2%; African-American: 3%; American Indian: 2%; Hispanic: 6%; Multi-Racial: 1%
Free & Reduced Lunch Eligible²: 11%

ODYSSEYWARE®

Students Served: 440 students³
Focus: At-risk, credit recovery, regular education, special education, and accelerated education
Grades Using ODYSSEYWARE: 3 through 12
Period Examined: 2008-09 regular academic school year in conjunction with the summer school session following the 2008-09 regular academic year.

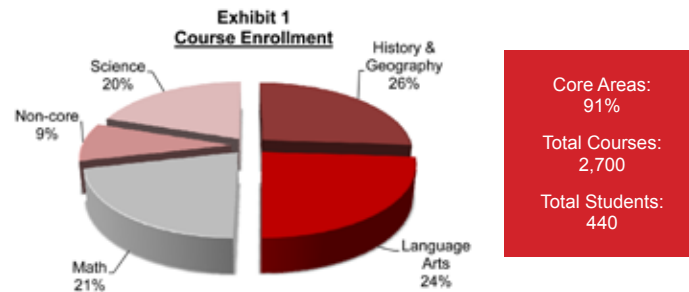
BACKGROUND

PROGRAM OVERVIEW

Clackamas Web Academy is located in Clackamas, Oregon, approximately ten miles south of Portland. The academy functions as a public charter school and serves a variety of students, ranging from at-risk to accelerated. The academy primarily appeals to students who prefer the flexibility afforded by an online environment. The implementation of ODYSSEYWARE commenced in 2006, and with the exception of foreign language courses, is the sole curriculum provider at the academy. The remainder of this case study examines the efficacy of ODYSSEYWARE during the 2008-09 regular academic school year and the summer school session following the 2008-09 regular academic year.

ENROLLMENT

Exhibit 1 depicts ODYSSEYWARE course enrollment by subject.



Source: ODYSSEYWARE, 2008-09.

As shown in Exhibit 1, the majority of course enrollments for 2008-09 were in core-area courses (91 percent), which include math, science, language arts, and history and geography. Note that core-area course enrollments could have contained electives within the respective academic area. The 2008-09 course enrollments encompassed 440 students, spanning 2,700 courses.

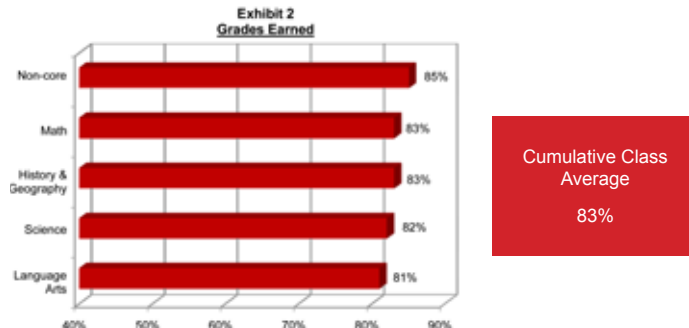
RESULTS

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

- Grades earned
- Attendance
- Standardized test performance
- Importance of product features

GRADES EARNED

Exhibit 2 depicts grades earned in various subjects.



Source: ODYSSEYWARE, 2008-09.

As shown in the exhibit above, students earned B's in all subjects examined. Specifically, grades ranged from a low of 81 percent in language arts to a high of 85 percent in non-core courses. The cumulative class average was 83 percent.

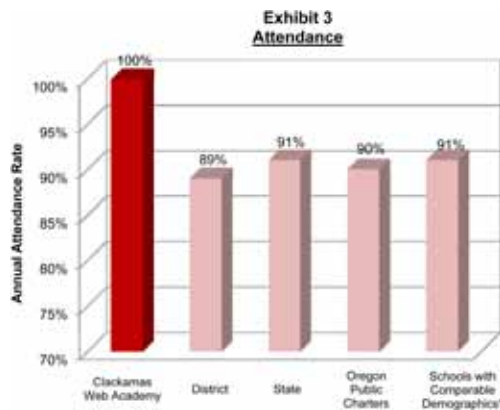
1. Source: Clackamas Web Academy, 2008-09.

2. Source: National Center for Education Statistics, 2007-08.

3. A total of 440 students were served during the 2008-09 academic school year and summer school following the 2008-09 academic school year.

ATTENDANCE

The following exhibit compares the annual attendance rate of Clackamas Web Academy to that of the district, the state, Oregon public charter schools, and schools with comparable demographics.



*The Clackamas Web Academy student body contains 16 percent minorities. Schools with comparable demographics include those whose racial distribution ranges from 15 to 17 percent minorities.

Note: The following cohorts exclude Clackamas Web Academy and comprise only schools whose grade levels extend to 12th grade.

Source: Oregon Department of Education, 2008-09.

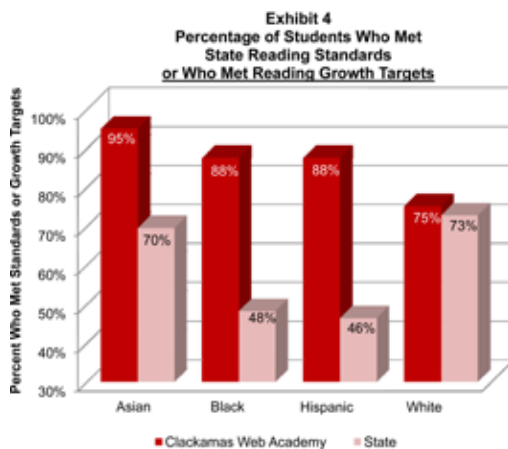
According to Exhibit 3, Clackamas Web Academy had perfect attendance, while the other cohorts had an attendance rate of approximately 90 percent. It is important to note that Clackamas Web Academy employs a hybrid system in which students may take courses online and/or attend campus classes. For those students who attend campus classes, attendance rates are a function of days on campus. For online-only students, attendance rates are a function of hours spent online.

“I like the fact that we are able to customize courses for individual students.”

Teacher, Clackamas

STANDARDIZED TEST PERFORMANCE

Each year, Oregon students (grades 3 through 8 and grade 10) participate in the Oregon Assessment of Knowledge and Skills (OAKS). The OAKS measures content mastery in reading, math, science, social science, and writing. Ideally, each student who takes the exam will either meet or exceed state standards. For those students not meeting or exceeding state standards, the state developed individual growth targets to encourage achievable improvement on subsequent exams. Exhibit 4 illustrates, by race, the percentage of students who met the state of Oregon's reading standards and/or their individual growth targets.



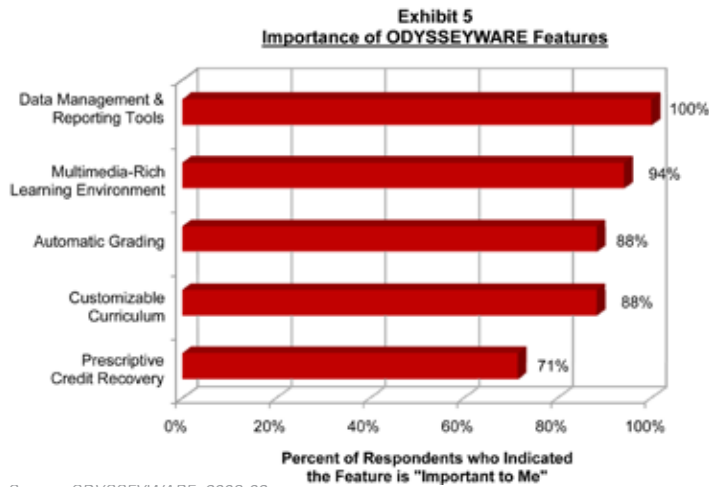
Note: Data pertaining to the state excludes Clackamas Web Academy and comprises only schools whose grade levels extend to 12th grade.

Source: Oregon Department of Education, 2008-09.

As shown in Exhibit 4, each of Clackamas Web Academy's racial cohorts outperformed their state counterparts. Specifically, 95 percent of Asian students either met state reading standards or growth targets, compared with 70 percent of Asians for the state. Moreover, nearly twice as many of Clackamas' black and Hispanic students met state reading standards or growth targets, than did other black and Hispanic students within the state. White students at Clackamas performed slightly better than their state counterparts, at 75 percent and 73 percent, respectively.

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 is important to them. Exhibit 5 depicts the results.



Source: ODYSSEYWARE, 2008-09.

As shown in the exhibit above, all survey respondents feel that the data management and reporting tools are important to them. The majority of respondents feel that ODYSSEYWARE's multimedia-rich learning environment is an important curriculum component. Eighty-eight percent of respondents feel that the automatic grading feature and the ability to customize curriculum is important. Prescriptive credit recovery is important to over 70 percent of teachers surveyed. Note that this figure could be artificially low, given that not all teachers utilize the credit recovery tool and thus, would feel the tool is unimportant to them.

“ ODYSSEYWARE is very user-friendly and easy to use for the teachers and the students. The automatic grading is wonderful for teachers to spend more time teaching and less time doing paperwork. ”

Teacher, Clackamas

CONCLUSION

Established as a charter school in a large Portland suburb, Clackamas Web Academy was established to offer an online alternative to traditional schools. In 2006, school leaders adopted ODYSSEYWARE to serve as the primary curriculum with the exception of additional courses in world languages.

With an average score of 83%, students at Clackamas have not only performed above average in core and elective courses, but have a more than remarkable attendance record. Their counterparts in other public and charter schools with comparable demographics attend school on average 90% of the time, while Clackamas students have a perfect attendance record at 100%.

At a time when many schools are considering offering online courses as a part of a blended learning program or as a primary instructional method, Clackamas proves that not only can it be done, but it can be done with good results.

With ODYSSEYWARE, courses are more than talking heads lecturing to deliver information online. Students love engaging content, video clips, and interactive learning activities. Self-directed instruction lets them connect with their own learning and work at a pace that best suits their needs.

Teachers also benefit from ODYSSEYWARE's online learning environment. When surveyed, every teacher at Clackamas felt that the data management and reporting tools were important. The multimedia-rich environment, automatic grading, and customizable courses also scored high marks.

When it comes to online curriculum options, ODYSSEYWARE is a choice that serves not only students, but teachers and administrators. What more could you ask for in an online learning program?