

2010 ODYSSEYWARE®
Teacher Effectiveness Study

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INTRODUCTION

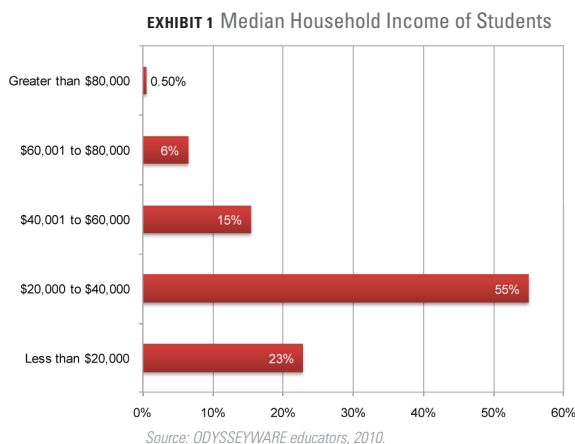
In an effort to measure the aggregate usage and impact of ODYSSEYWARE as a primary or supplemental curriculum, more than 400 educators across the country were recently surveyed on a wide range of topics including the following:

- Demographics
- Usage
- Student performance
- Student behavior
- Teacher satisfaction

DEMOGRAPHICS

INCOME

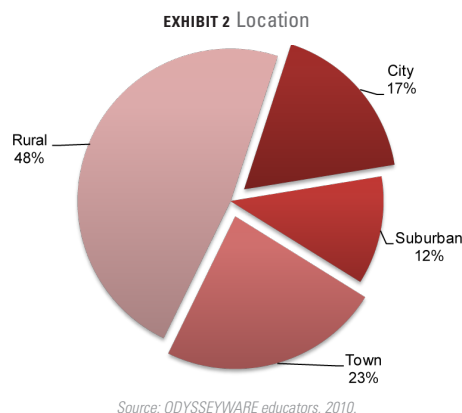
Exhibit 1 depicts the median household income of students who attend schools that use ODYSSEYWARE.



As shown in the exhibit, the median household income of students at ODYSSEYWARE-using schools is less than the national median household income of \$49,777.¹ Specifically, 78 percent of schools surveyed contain a student body whose median household income is below the national median. The relatively low income of students at schools using ODYSSEYWARE is likely attributed to geographic residence. As shown in Exhibit 2, most schools using ODYSSEYWARE are situated in low-populated areas.

LOCATION

As shown in the exhibit below, 71 percent of schools surveyed indicated that their schools are located in either a rural area or a town. Conversely, 28 percent of schools surveyed are located in highly populated areas such as suburbs or cities.



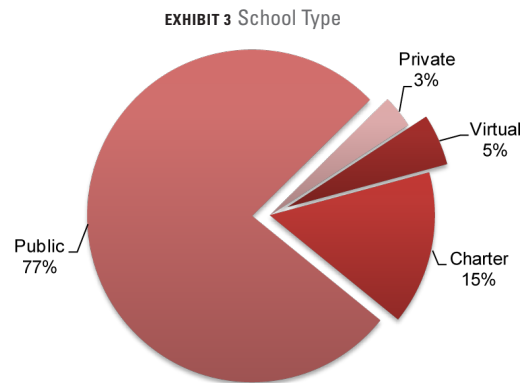
1. Source: United States Census Bureau, 2009.

SCHOOL TYPE

Exhibit 3 depicts the school type of ODYSSEYWARE users.

“ My favorite thing about ODYSSEYWARE is the variety of courses students can take and the ease with which they can do so.”

*Samra Trask, Teacher,
Wall School District, South Dakota*



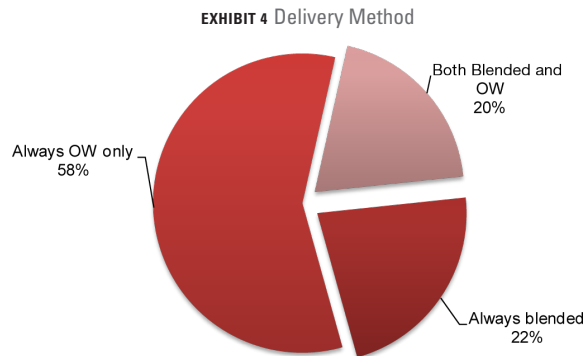
Source: ODYSSEYWARE educators, 2010.

As shown in the exhibit above, the majority of schools using ODYSSEYWARE are public schools (77 percent), while nearly one-fourth of schools using ODYSSEYWARE are either charter (15 percent), virtual (5 percent), or private (3 percent).

USAGE

DELIVERY METHOD

Exhibit 4 illustrates the combination of delivery methods used by ODYSSEYWARE teachers.



Source: ODYSSEYWARE teachers, 2010.

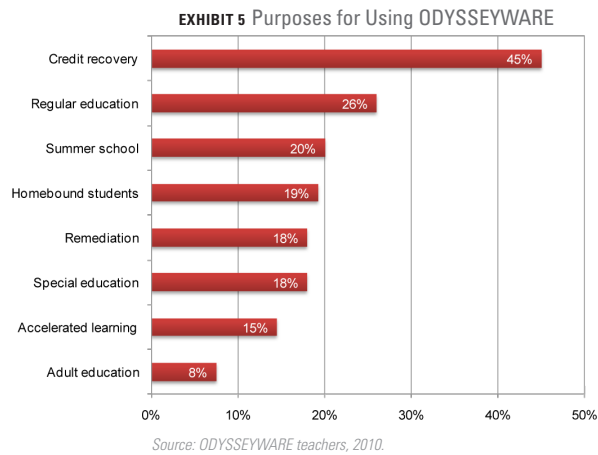
According to the exhibit above, the primary delivery method utilized among teachers is to use ODYSSEYWARE as a standalone curriculum (58 percent). Over one-fifth of teachers surveyed always use ODYSSEYWARE as blended curriculum (i.e. in conjunction with additional learning aids), and one-fifth of teachers surveyed either use ODYSSEYWARE as a standalone curriculum or as a blended curriculum, depending on the course being taught.

PURPOSE

Exhibit 5 illustrates the purposes for using ODYSSEYWARE.

“ [ODYSSEYWARE] helps students to recover credit to meet our AYP requirements. ”

Reggie Beasley, Teacher,
Wayne County High School, Georgia



As shown in the exhibit above, teachers use ODYSSEYWARE for a variety of reasons, with credit recovery being the primary reason (45 percent). Conversely, adult education is the least utilized purpose for ODYSSEYWARE (eight percent).

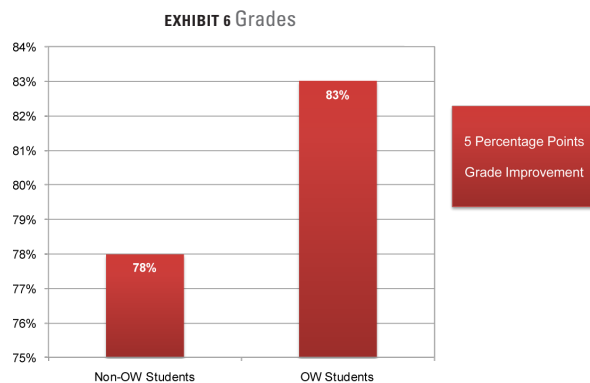
STUDENT RESULTS

The remainder of this section will evaluate the effectiveness of ODYSSEYWARE as it pertains to

- Grades
- Course completion
- Credit recovery
- Graduation rate
- Drop-out rate
- Behavior

GRADES

Exhibit 6 compares the grades of ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.



Note: Figures shown in chart pertain to remediated students.
Source: ODYSSEYWARE teachers, 2010.

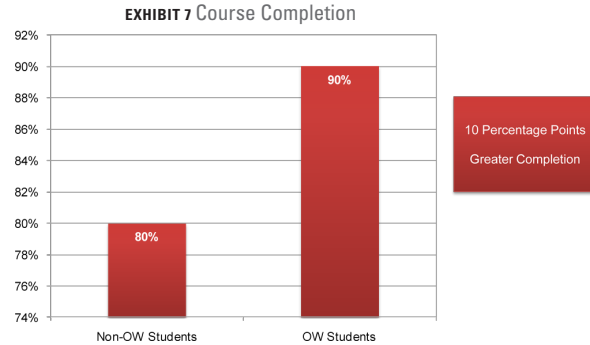
As shown, ODYSSEYWARE students earned better grades, an average of five percentage points higher. Specifically, ODYSSEYWARE students earned an average of 83 percent, while non-ODYSSEYWARE students earned an average of 78 percent.

“ The enriched multimedia curriculum keeps the students engaged, and the instant grading helps them to see right away which concepts they have not mastered. The passing guide gives them an overall picture of where their progress should be at any given time.”

Nancy Tsipolitis, Teacher,
Carrollton City Schools, Georgia

COURSE COMPLETION

Exhibit 7 compares course completion rates of ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.

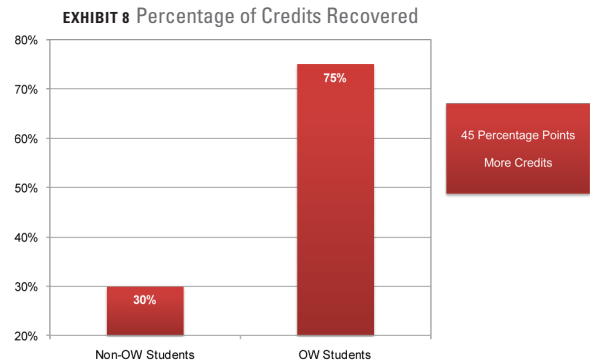


Source: ODYSSEYWARE teachers, 2010.

As depicted in the chart above, ODYSSEYWARE students completed 10 percentage points more courses (or 90 percent of all required coursework), whereas non-ODYSSEYWARE students completed 80 percent of their required coursework.

CREDITS RECOVERED

Exhibit 8 compares percentage of credits recovered by ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.



Note: Figures shown in chart pertain to students in adult learning programs.
Source: ODYSSEYWARE teachers, 2010.

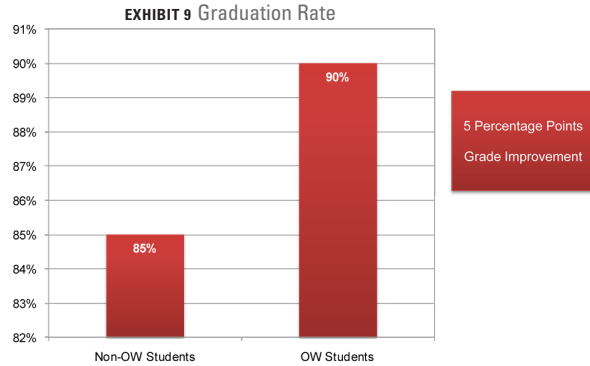
According to the exhibit above, on average, ODYSSEYWARE students recovered 75 percent of their credits, while non-ODYSSEYWARE students recovered fewer than one-third of their credits. Stated differently, ODYSSEYWARE students recovered 45 percentage points more credits than non-ODYSSEYWARE students.

GRADUATION

Exhibit 9 compares the graduation rate of ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.

“ Lessons are filled with interesting games, videos, and links that make learning fun. I consider ODYSSEYWARE to be cutting-edge software that coordinates fairly well with our state benchmarks. ”

*John Hoke, Teacher,
Bell Alternative School, Michigan*



Source: ODYSSEYWARE teachers, 2010.

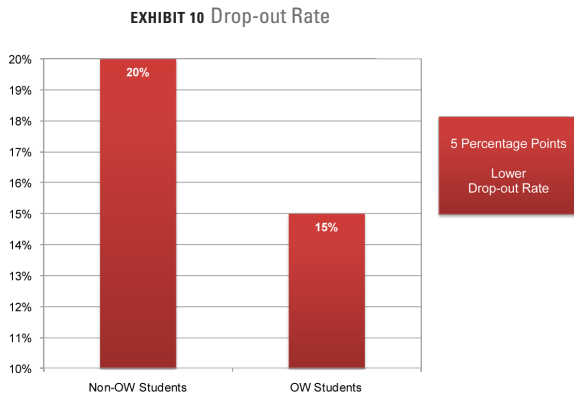
As shown above, 90 percent of ODYSSEYWARE students graduated, while only 85 percent of non-ODYSSEYWARE students graduated. This figure represents a five percentage point higher graduation rate for ODYSSEYWARE students than for non-ODYSSEYWARE students.

DROP-OUT RATE

Exhibit 10 compares the drop-out rate of ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.

“ ODYSSEYWARE has proven very effective for students who have not performed well in our traditional classrooms. ”

*Ken Swanson, Counselor,
Leigh High School, Nebraska*



Source: ODYSSEYWARE administrators, 2010.

As depicted in the chart above, only 15 percent of ODYSSEYWARE students drop out of school, while 20 percent of non-ODYSSEYWARE students drop out. This figure represents a five percentage point lower drop-out rate for ODYSSEYWARE students than for non-ODYSSEYWARE students.

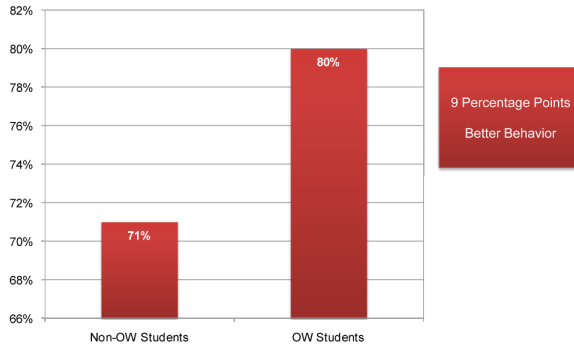
BEHAVIOR

Exhibit 11 compares the behavior of ODYSSEYWARE students to non-ODYSSEYWARE students with similar abilities and traits.

“ It is very flexible. It still places accountability on the student. The assessments are extremely useful.”

*Jeffrey M. Hockers, Teacher,
West De Pere High School, Wisconsin*

EXHIBIT 11 Percent of Students Who Behaved Well



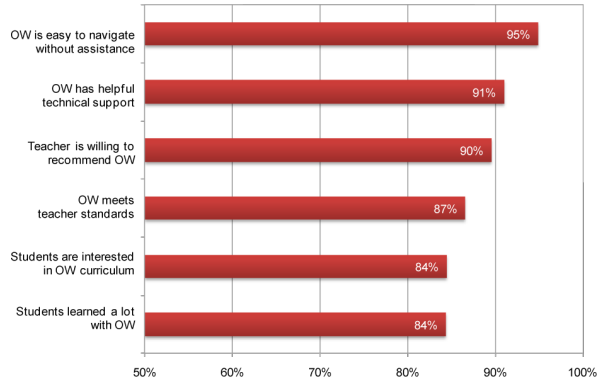
*Note: Figures shown in chart pertain to remediated students.
Source: ODYSSEYWARE teachers, 2010.*

As depicted in Exhibit 11, 80 percent of ODYSSEYWARE students were reported to behave well, which represents nine percentage points more students with better behavior among ODYSSEYWARE students than for non-ODYSSEYWARE students. Conversely, 71 percent of non-ODYSSEYWARE students were reported to behave well.

SATISFACTION

Exhibit 12 below depicts teacher satisfaction on a variety of key issues surrounding the use of ODYSSEYWARE.

EXHIBIT 12 Satisfaction



Source: ODYSSEYWARE administrators, 2010.

As shown in the exhibit above, nearly all teachers surveyed (95 percent) feel that ODYSSEYWARE is easy to navigate without the need for additional assistance. Additionally, most teachers feel that ODYSSEYWARE has a helpful technical support team (91 percent) and that the ODYSSEYWARE curriculum meets their standards as a teacher (87 percent). Eighty-four percent of teachers surveyed indicated that their students are both interested in the ODYSSEYWARE curriculum and that they learn a lot as a result of using the ODYSSEYWARE curriculum. Ninety percent of all teachers surveyed are willing to recommend ODYSSEYWARE to other educators not currently using the product.

CONCLUSION

As the prevalence of technology increasingly changes the face of education in America, administrators in public, charter, and virtual schools across the country are continually challenged to meet the increasing demand for rigorous and effective K-12 online courses. They must find curricula that not only satisfies their requirements for academic rigor, but also keeps today's students engaged and meets specific budgetary constraints.

This study confirms that ODYSSEYWARE's online learning environment provides solutions for today's schools and has been proven effective and flexible not only as a primary curriculum, but as part of a blended learning program.

More than 400 educators across America were recently surveyed on a wide range of topics from impact on grades and student behavior to budgetary benefits and teacher satisfaction.

Students Benefit:

When compared with non-ODYSSEYWARE students with similar traits and abilities,

- ODYSSEYWARE students earned an average grade of five percentage points higher across all disciplines.
- ODYSSEYWARE students were more likely to graduate, exhibiting a six percent higher graduation rate.
- ODYSSEYWARE credit recovery students recovered 150 percent more credits.

The right curriculum in the right place at the right time

Versatile, adaptable, media-rich, and broad in scope, ODYSSEYWARE curriculum for students in grades 3-12 can be seamlessly integrated into any educational environment to reach a diverse range of students. With innovative features and engaging content, ODYSSEYWARE has proven to be a rigorous, effective, and sound online solution for schools across the country. For this reason, public, charter, and virtual schools all over the country continue to choose ODYSSEYWARE as their primary provider of online curriculum.