Florida Disclosure Requirements
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Section 1003.499, F.S., requires the Provider to publish, for the general public, and as part of this application and any subsequent applications or contracts with school districts, the following information:

- Information and data about the curriculum of each full-time and part-time program. Please include, at minimum, the source or origin of curriculum and course content, specific research and best practice used in design, the basis for and frequency of revisions, research related to effectiveness of curriculum, evidence that content and assessments are accurate and free of bias, accessibility for students with disabilities, availability of multi-lingual, NCAA approval status for each applicable high school course offered.

Edmentum operates is a fully accredited virtual school with more than 29,000 annual student enrollments in 44 states and 1,797 schools and districts. The Edmentum Academy provides a full range of school courses and services that are similar to a traditional brick-and-mortar school but are delivered in a virtual or blended environment. The overall mission of Edmentum is to provide high-quality, student-centric educational options that have the flexibility to meet a wide variety of educational needs for students. Highly qualified, licensed, and certified teachers, school improvement plans, accreditation, and research-based practices are the core of the program. Over 75% of the Edmentum’s teachers have master’s degrees, including three holding Ph.Ds. About 30% of the teachers are certified to teach Advanced Placement* courses and 10% are National Board Certified. The Director of the Academy is a certified school administrator with more than 18 years in public school administration in both a traditional and virtual school setting.

This publicly shared information describes the administrative, instructional, and curriculum components of the Academy with preliminary data on course completion rates, average final test scores, and the average time needed to complete a course. The current information on Edmentum’s Academy students provided below was collected during the 2017–2018 school year.

An overview of the results collected indicate the following:

- 82% of courses scored as proficient and credit eligible
- Median grade percentages:
  - Advanced Placement* courses: 81%
  - Algebra: 68%
  - Electives: 84%
  - English 10–12: 82%
  - Global Languages: 81%
  - Math, excluding Algebra: 76%
  - Social Studies: 79%
  - STEM Courses: 74%

The 2017-2018 survey results indicate high levels of satisfaction with Edmentum’s online classes, teachers, the enrollment and orientation process, and technology:
• Overall, 97% indicated satisfaction with the enrollment and orientation process.
• Of students surveyed, 79% would recommend Edmentum’s Academy to a friend.

Curriculum & course content:

a. Source/Origin of Curriculum and Course Content –

Edmentum Academy
Edmentum brings more than 50 years of experience in driving significant advances in the digital education industry. The company offers a wide variety of online, innovative solutions spanning a multitude of programs. In 1960, the University of Illinois at Urbana-Champaign created the first online learning platform. PLATO (Programmed Logic for Automated Teaching Operations) was developed to address a pressing need for greater access to high-quality education. Initially funded by a number of grants that supported science and engineering education, including a National Science Foundation grant, PLATO became the first computer-assisted learning system. Early on, learners accessed PLATO through standalone computer systems. Today, Plato Courseware’s high-quality, rigorous courses can be accessed anytime from anywhere.

Educational Options was founded by educators in 1997. Its mission was to create outstanding Web-based educational products that support students and teachers inside and outside the traditional classroom. The Edmentum Academy set out to provide schools with more solutions to keep students engaged in the learning process. In 2011, PLATO Learning acquired the award winning Edmentum Academy, expanding and enhancing a comprehensive portfolio of education solutions to include a virtual school solution known as the Edmentum Academy.

Edmentum’s Academy offers year-round rolling enrollment, including courses offered during the summer so that students can always take the courses they need when they need them. Students have 18 weeks to complete a course (eight weeks during the summer), but they can work on courses at their own pace and many students finish courses in less time. Because most courses require two semesters, A and B (½ credit each), courses are designed to cover 180 hours of instruction overall.

Edmentum’s Academy courses are all delivered through the Plato Learning Environment (PLE). This Web-based course delivery system uses Plato Courseware’s extensive online course library to provide rigorous, relevant curriculum that challenges students with a 21st-century approach, engaging them with interactive, media-rich content. Courses consist of lessons, activities, and accompanying assessments. Comprehensive information related to the instructional design and features of Plato Courseware is available in the report: Research Base and Instructional Design of Edmentum Digital Curriculum

In addition to engaging lessons and activities, each course includes multiple assessment components that allow for formative and summative feedback opportunities. Assessment items are aligned to the Common Core, as well as to state standards, as indicated. The large available item pool contains multiple-choice items and technology-enhanced items designed to assess high Depth of Knowledge (DOK) levels.
b. Specific Research/Best Practice Used in Design –

Relevance, and Taxonomy for Learning

Bloom’s theories have been refined over the decades. In the 1990s, cognitive psychologist Lorin Anderson worked with educational psychologist David R. Krathwohl to publish an adaptation of Bloom’s work that reflected taxonomy more closely tied to 21st century learning. The Anderson-Krathwohl revision maintained Bloom’s six levels but labeled each level with verbs rather than nouns, reconceptualized Synthesis as Creating, and moved Creating up to the highest level in the taxonomy. The six levels of learning in the Anderson-Krathwohl taxonomy are 1) Remembering, 2) Understanding, 3) Applying, 4) Analyzing, 5) Evaluating, and 6) Creating.

Building on the work of Bloom, Anderson, and Krathwohl, the International Center for Leadership in Education, under the leadership of Dr. Bill Daggett, created a Rigor/Relevance Framework model for learning and student achievement based on two dimensions. The first dimension is rigor, which refers to academic rigor, or level of knowledge and learning, as defined in the taxonomies of Bloom and Anderson-Krathwohl. The second dimension is relevance, meaning the ability to apply concepts or skills to solve real-world problems. Relevance, as defined in Dr. Daggett’s Application Model of Rigor/Relevance, has a five-level continuum:

- Level 1—Knowledge in one discipline
- Level 2—Applying knowledge in one discipline
- Level 3—Applying knowledge across multiple disciplines
- Level 4—Applying knowledge to predictable real-world situations
- Level 5—Applying knowledge to unpredictable real-world situations

Dr. Dagget’s model demonstrates the application of knowledge or skills from the lowest level of knowledge within one discipline to the highest level, where knowledge is applied to real-world, unpredictable situations.

College and Career Readiness and K-12 Common Core Standards

Today the United States ranks fifteenth out of twenty-nine developed countries in the rate of college completion and tenth in the proportion of 25- to 34-year-olds with at least an associate degree. Currently, between 30 and 40 percent of students enrolling in college require at least one remedial class. Such courses don’t give credits, don’t qualify for tuition aid, and contribute to US students’ low college completion rate. About half of all students who start college never finish. A recent survey of employers found that about 40 percent of the high school graduates they hired didn’t have the skills to advance in their jobs. Many states across the country are engaged in P-20 (preschool through graduate studies) efforts aimed at closing achievement gaps, improving college and career readiness for students, and raising the proportion of college graduates. More than thirty states now have college- and career-ready standards, according to an Achieve, Inc. report released in 2010.
In traditional classrooms, educators and students arrive with a certain set of expectations, shaped largely by past experiences. Although students may need occasional reminders of what is required of them, this educational setting is familiar to both students and teachers. In addition, decades of research has explored classroom practices related to student achievement and identified instructional strategies that show positive, measurable effects on student achievement in a traditional classroom setting (Hattie, 1992; Marzano, 1998; Wenglinsky, 2002; Marzano, 2003). Teacher level variables associated with raising the academic achievement of students are commonly grouped into three categories: instruction, classroom management, and curriculum design (Marzano, 2000).

In contrast to the considerable research into instructional strategies used in a traditional classroom setting, there is a dearth of literature that examines the effect of instructional strategies on student academic outcomes in an online learning environment. While comprehensive standards for online teaching—such as the International Association for K-12 Online Learning’s (iNACOL) 2014 Quality Standards for Online Teaching—have been established, existing frameworks for online instruction are not based on research that has specifically addressed the effectiveness or impact of these guidelines on student achievement.

To address this void, Edmentum contracted with Marzano Research Laboratory (MRL), an education firm led by Dr. Robert Marzano that seeks “to continuously develop tools that translate high-quality education research into practical applications educators can put to use,” to evaluate the relationship between student learning and effective teacher pedagogical practices with respect to the use of online instructional solutions. Using the Marzano Instructional Model (The Art and Science of Teaching, Marzano, 2007) as the framework, this study sought to identify effective instructional practices in the online learning environment. The full report—Marzano Study: Best Teaching Practices in Online Learning.

c. Frequency of Revisions –

*Edmentum strives for continuous improvement through three quality-driven processes.
  - Curriculum Roadmap
  - Curriculum Design & Development
  - Curriculum Maintenance & Update

*A client survey is also available 24/7 to complete with open-ended sections that are specifically utilized to gather professional services and Edmentum solutions feedback from our clients through our client support site. Several case studies are also completed each year with a variety of clients across the country to ensure we are altering our effectiveness and improvement strategies.
During the 2016-2017 school year, 3,000 students were served through the credit recovery program. This amounted to 8,300 half credits completed.

Through their ongoing partnership with Edmentum and use of Edmentum Courseware to provide high-quality digital curriculum, the district developed a program that has significantly impacted graduation rates. From 2013-2017, the district’s graduation rate increased from 83.8% to 88.6%, an increase of 4.8% points in five years. According to a recent press release, 2017 graduation rates mark SCPS as the #1 district out of the 17 largest Florida districts, #1 out of all Central Florida districts, and tied for 7th out of all
Florida districts. In addition, SCPS remains 6.3% above the state average (82.3%) and 4.6% above the national average (84%).

The district has been able to outline a series of best practices that have led to sustainable success. SCPS determined that building an effective program starts with well-defined eligibility criteria and expectations. Clearly outlining these measures ensure the right students are served in a timely manner, and in turn those students understand the process and know what to expect when it comes to recovering lost credits.

Beyond defining a set of criteria for the entire program, understanding students’ preferred mode of instruction has also been critical to success. SCPS leaders sought answers to questions such as: Will the program be housed in a dedicated classroom or building within the district? Will students receive instruction directly from a teacher, in a blended model, or through fully virtual classes? This allowed them to think through options that offer maximum flexibility for students with busy schedules as well as those who may have struggled in the traditional classroom setting.

Additionally, as a part of determining how instruction would take place, it was important that SCPS also account for processes that support early intervention so that students receive help even before failing an entire course. This is often referred to as “unit recovery” and is more focused on closing specific skill gaps and addressing key competencies. This approach allows SCPS to target at-risk students prior to missing the chance to graduate with their cohort.

Regarding the instruction itself, educators at SCPS reinforce real-world connections within the curriculum. This approach both motivates students and helps them see the value of their high school diploma as it relates to future career and post-secondary opportunities.
It’s not enough however to invest students in the learning process; SCPS believes passionately in encouraging parental involvement as well. This involves ensuring all stakeholders are provided information about the program, explaining its goals and format, and including opportunities for additional communication throughout their child’s participation in the credit recovery program.

In addition to garnering support from key stakeholders, data drives much of the success of this credit recovery program. SCPS educators utilize data to make informed decisions about the program, including identifying students who may require additional assistance and those who are ready to move ahead. Consistent progress monitoring helps focus this detailed level of academic support to help propel students toward graduation and postsecondary success.

Rounding out the key tenants to credit recovery success, SCPS leadership invests in providing both teachers and administrators with professional development, ongoing training, and resources needed to be successful.

Each of these clearly defined measures help provide an added level of accountability to the credit recovery program, which are directly reflected in the district’s exceedingly exemplary graduation rates.

Sources:

Recovering Credits and Impacting Graduation Rates for 15+ Years in Kissimmee, FL
School District of Osceola County Alternative Programs

Summary:

To ensure that students are achieving graduation success, the School District of Osceola County in Florida leverages Edmentum Courseware in its IMPACT credit recovery labs to serve high school students. With more than 15 years of experience using the program, educators at Osceola School District report remarkable numbers of credits earned and attest the increasing graduation rates to effective use of the program.

The Challenge:

The School District of Osceola County in Kissimmee, Florida, recognized a strong need to improve graduation rates and focus on dropout prevention more than 15 years ago. Back in 2000, when Beth Rattie became the director of Alternative Programs for the district, she
identified a population of high school seniors who lacked just a few credits and didn’t want to be back on a regular campus in order to complete the remaining courses needed to graduate.

“We devised a program and put it into place where they could come in and work on the credits that they needed,” said Ms. Rattie. At that time, educators and students were working in a lab setting using an earlier version of Plato Courseware when it was still available on large floppy disks. Ms. Rattie joked, “I know, we came over on the ark. But students were using them and being very successful in getting high school credits.”

Flash forward to 2008, when Ms. Rattie and her team transitioned to the online program for digital curriculum known as Edmentum Courseware today to continue serving students in need of credit recovery.

“Since 2008, we have been major, major users of the curriculum,” expressed Ms. Rattie. “It’s phenomenal. We love it.”

**How They Did It:**

Finding this kind of success, however, didn’t happen without a lot of careful planning and accountability. It all started with establishing what are called IMPACT labs, within every high school in the district. These credit recovery labs are available to all 9th through 12th grade students seeking nontraditional credit options. Beginning in August each school year, seniors in need of these services are pulled in first. Then, the program opens up to juniors, followed by sophomores and freshmen, respectively.

“The priority is to get the seniors through, so they can graduate with their cohort,” said Ms. Rattie. “There’s probably at least 200 students being served at every school at any one time.”

Additionally, educators at Osceola School District have found that hospitalized and homebound students are finding success keeping pace this way. Once students are able to return to their home school, they’re able continue leveraging services through the IMPACT lab to finish up earning their credits without ever skipping a beat.

Ms. Rattie makes it clear, however, that no matter who the program is serving, credit recovery is not just fun and games: “One thing in our IMPACT labs that we do require is an 80% pass rate.” Many students are entering the lab having taken a class once before, so when it comes to recovering that credit, the stakes are raised.

Additionally, there is a set of policies and procedures that are followed that have ensured the successful longevity of this program. “We have contracts that the parents have to sign so that they’re aware their student is in a credit recovery class,” explained Ms. Rattie. “We have attendance procedures that have to be followed if [students] want to remain in a credit
recovery class. Teachers are required to keep a portfolio on the student work so that we have backup to show that the student completed certain classes and certain modules in the classes.”

As the director, Ms. Rattie also monitors credits earned very closely. She noted, “I track every credit, half credit earned, and provide the district weekly with credit reports. If we see some issues, then myself or my consultant here on staff will go out and visit and say, ‘What’s going on?’ because we have strict state requirements for our teachers and students.”

Additionally, Ms. Rattie credits the involvement of her teachers in making Courseware and the IMPACT labs a triumph: “The teachers took off with it also. We’ve had some really topnotch, highly qualified teachers in our labs. It really made a difference for a lot of students.”

It’s also safe to say these teachers take their students’ academic goals personally. “A lot of teachers started making little graduation caps and putting the students’ names on them every time they got a credit,” said Ms. Rattie. “They’re very motivational; they’re kind of a counselor. If there’s issues with a student, they know about them. If [a student] is not working up to par, they know what’s going on. There’s great communication between the teachers and the students.”

Success:

Since 2008, when the IMPACT labs were launched in every school in Osceola School District, the power of this credit recovery program has been felt districtwide. By 2011, the district had raised its graduation rate by almost 16%. “I would truly say our increase was a result of using the [Courseware] program,” remarked Ms. Rattie.

These results have only added to the ongoing momentum this credit recovery program has experienced. From the 2012–13 school year through May of 2018, 15,794.5 credits were earned—with over 3,000 of those earned in the last year alone.

“Our community sees the increase in our graduation rate,” said Ms. Rattie. “They’re seeing students being successful in high school. I think we’ve just opened so many doors for the students.”

In addition to how students and the community have responded to using Courseware, it was important that teachers were finding success using the program as well. That all starts with feeling confident in the rigor and alignment of the courses themselves.

“The program has always kept up with our standards, with the Florida standards and benchmarks that are in our course code directory,” commented Ms. Rattie. “We’re up to date on what we’re teaching our students, what they’re being exposed to.”

Similarly, usability has been a key driver of Osceola School District’s educator buy-in and fidelity of implementation.
“One of the pluses of it is the ease of using it,” commented Ms. Rattie. “It’s not 150 hours of training for teachers or students before getting into the program, learning how to work through the modules. Our teachers usually receive a half day training—those are brand-new teachers that have never been involved with [Courseware]. They are walked through step by step how do you log in, how do you enter students, how do you score, the whole gamut.”

And, when additional assistance is needed, Ms. Rattie leans into her partnership with Edmentum for support. “Then, of course, our dialogue with the company is just phenomenal,” said Ms. Rattie. “I think the rapport, the openness, and the communication were key, because it seemed like every time we called, we got an answer. It wasn’t like, ‘Well, we probably are going to have to get back to you in a few days’—I needed assistance, and we got it.”

The Future:

With more than 15 years of experience under her belt with this program for credit recovery, what does Beth Rattie share with others who are looking to provide students with similar opportunities? “As I tell people when they ask about it, it’s not the easy way out. By no means is [Courseware] an easy course. I just believe that some students learn better this way.”

As a testament to this belief, this credit recovery program is now opening its doors to students seeking first-time credit, and it has plans to continue this going forward. “If a student just maybe isn’t comfortable in a classroom for whatever reason, they can talk to their guidance counselor, and they are [able to enroll] in [Courseware] for first-time credit,” noted Ms. Rattie. “They’re very successful with it.”

All in all, Ms. Rattie and her team believe that all signs point to success, and they look forward to a strong continued partnership with Edmentum in the years ahead.

“We’re sticking with what we’ve got because it works,” stated Ms. Rattie. “It’s proven. It has proven itself many times over.”

Efficacy and Impact of Edmentum Academy Courses

Edmentum’s Academy is committed to the use of data to guide student instruction and to examine student learning for each semester course completed. The analyses presented below assesses the outcomes of Edmentum’s Academy enrollment and offers some insight about the various program implementations. The data also provide a summary of the median amount of time students needed to complete a course and the median score for the final grade.

Research Questions

These research questions highlight course outcomes and course enrollment distribution:

1. What is the percentage of course completions? (Completing a course means that all units within a course are covered or indicated as mastered.)
2. Across all courses completed, what is the pass, or proficiency rate?

3. Across students, what are the median final scores, or grades for specific courses, such as Biology and Physics, or groups of courses, such as STEM, Electives, or Global Languages?

During the 2018-19 school year Edmentum’s Academy students’ overall completion rate was 80% while the overall successful completion rate was 72% during the 2018-19 school year (this successful completion % includes student who began a course but chose to drop the course soon after beginning a course). Students who did complete all content pieces and all required course assessments (as shown in tables 1 & 2) the passing rate was 86%.

**Table 1: Completion Rate**

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>23,253</td>
<td>80%</td>
</tr>
<tr>
<td>Dropped</td>
<td>5,929</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>29,812</td>
<td>100%</td>
</tr>
</tbody>
</table>

2018-2019 School Year

**Table 2: Passing Rate**

To Pass an Academy course, students needed to complete all unit assessments and the end-of-semester exam with an average of at least 60%. The passing rate for completed semester courses was 86%.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>20,028</td>
<td>86%</td>
</tr>
<tr>
<td>Fail</td>
<td>3,225</td>
<td>14%</td>
</tr>
<tr>
<td>Total</td>
<td>23,253</td>
<td>100%</td>
</tr>
</tbody>
</table>

2018-2019 School Year

d. **Evidence that Content/Assessments are Accurate, Free of Bias, Accessible for Students with Disabilities, ELL, NCAA Approved** –

Edmentum is committed to supporting our multicultural society and heritage through positive modeling. Courses strive to provide a representative, multicultural balance through our text and images. The learner interface, lesson tutorials, assessments, and documents provided within each course are ad-free.

All curriculum development staff abides by curriculum design guidelines documented in our Instructional Architecture and Writing Style Guide documents. These standards documents help ensure that content is accurate, current, and free of bias or advertising, including specific instructions regarding the following:
Stereotypes based on culture, gender, religion, socioeconomic status, disabilities, or physical characteristics.
Illicit, risky, unhealthy, or mischievous behavior.
Bullying, including ridicule, mean-spirited acts, violence, or aggression.
For every lesson, a multi-step review and revision process verifies adherence to these standards.

Steps include:
- Subject matter expert outlines all lessons and reviews all lessons, once written.
- Qualified lesson writers write content and propose images for each screen.
- Instructional designer (course lead) reviews all lessons at multiple steps throughout the writing and production process.
- An Editor and the Editor-in-Chief review all finished lesson candidates at the end of this process.
- All team members are officially charged to be "keepers of the standards."

Accessibility Features of Edmentum Courseware & Products

At Edmentum, we are committed to ensuring that our dynamic learning environment is accessible to all students. For students with disabilities, Edmentum’s courseware and assessment programs incorporate a number of features to provide language, cognitive, visual, auditory, and physical accommodations. We are taking concrete steps to comply with Section 508 of the U.S. Rehabilitation Act and W3C Web Content Accessibility Guidelines (WCAG 2.0), including:

- Ongoing work of the Edmentum Learning Accessibility Task Force, which manages our process to ensure accessibility in all new development
- Testing current and future product

Our Design Approach

We strive to design products that are easy to use, mobile-optimized, and accessible to all. We begin by listening to our customers to understand their needs and challenges. Next, we create innovative but simple solutions that empower administrators to make informed decisions, provide instructors with time-saving tools to boost student achievement, and engage students with effective, standards-aligned instruction. Finally, we conduct usability tests prior to release to ensure our products deliver the best possible user experience.

Design for Simplicity

We believe our products should work the way our customers work. Rather than forcing our customers to learn and adapt to our technology, we try to design our technology to work the way our customers expect it to, empowering them to find information, make decisions, and take action with as few taps/clicks as possible.
Design for Mobility

We believe in a mobile-first approach to product design, one that untethers teachers and students from their desks and takes full advantage of the latest advances in mobile technology. We employ touch-friendly user interfaces, emphasize direct interaction with content over traditional navigation, and ensure our products conform to contemporary design standards for mobile devices.

Design for Accessibility

We believe that all users, including those with disabilities, should be able to use our products. We incorporate a variety of general accommodations to ensure support for all types of disability. These include:

- Keyboard-only navigation with explicit tab-order sequencing and prominent visual focus indicators
- ALT text for all non-text content
- Flexible options versus strict procedural methods
- Learner-controlled pacing and review of instructional sequences
- Audio and audio tools to support and reinforce text

Language and Cognitive Accommodations

This category includes users with general processing difficulties such as mental retardation and brain injuries, those with specific deficits such as short-term memory problems, language delays, and learning disabilities such as dyslexia, dyscalculia, dysgraphia, and cognitive disorganization. Obviously, this is an exceptionally diverse group of needs. Fortunately, in most cases the best way to accommodate these users is by following well-established, research-proven instructional and user interface design standards. Further, the individualized, self-paced, multimedia nature of computer-enhanced instruction offers inherent advantages when it comes to accommodating these learners.

Since Edmentum has long been a leader in following rigorous instructional design standards, our instructional products are expected to work well with individual learners possessing language and cognitive disabilities.

The design standards that make Edmentum’s products ideal for learners with language and cognitive disabilities include:

- Instructional chunking is carefully controlled so learners are not overwhelmed with information.
- Graphics are used to support instruction, not to distract from it.
- Interactions are used to keep learners involved in the learning process.
- Learners receive immediate, informative feedback for all study, practice, and application questions.
- Transitions are used to cue users about what will happen next.
• Audio supports and reinforces instructional text (although, not available on every product, audio is available on the majority of our product line).
• Instructions are clear and concise, written by dedicated instructional writers, and edited by professional editors.
• Connections are routinely made to previously studied materials.
• Flexible strategies are routinely taught over strictly procedural methods.
• Learners retain control over pacing and review of instructional sequences.

At this time, we are evaluating support for third-party typing assistive technologies. Further research is planned for evaluating ways to enhance support for dyslexic users. Ultimately, however, its self-paced nature, clean screen layouts, and carefully designed and written instruction make Edmentum learning products ideal for users requiring language and cognitive accommodations.

Visual Accommodations

Visual acuity problems include three categories: blindness, colorblindness, and low visual acuity. For totally blind users, Edmentum’s products require the support of a sighted assistant. To assist colorblind users, we conduct grayscale testing to verify proper contrasts that can support even monochromatic users. Recently, we expanded testing to include using sophisticated electronic filters that simulate various types of colorblindness. We also only use color coding as a redundant cue. Color-coded user interface elements may also be supplemented with ALT text for use by screen readers.

We will continue testing and evaluating our support tools for users with low visual acuity. Many of our programs include audio support for instructional text, reducing or eliminating the need to read on screen text. Our programs rarely have multiple, time-sensitive screen parts that compete for a learner’s attention. Instead, the design allows learners with tunnel vision or related problems to focus on isolated screen parts.

Edmentum courseware and assessments has proven comfortable for learners with low visual acuity who do not require screen readers or screen magnifiers. However, screen magnifiers do help users to follow mouse movements and magnify content. Edmentum provides proper support for screen readers and magnifiers to increase accessibility for visually impaired learners and teachers. We are committed to testing and improving scaling of text using these tools.

Many Edmentum courses require a mouse or equivalent device and cannot be operated exclusively from a keyboard. Thus, learners who require screen readers, screen magnifiers, or who can only use a keyboard and not a mouse may experience difficulty with portions of our library. However, moving forward all new instructional materials are built with keyboard only navigation.
Visual Third-Party Support Recommendations

In addition to read-aloud and text-to-speech options, blind and visually impaired students use a variety of software programs to assist in completing assignments. Edmentum recommends the use of third-party resources, like the following, to supplement our accessibility features.

JAWS is a very common software tool for blind students. It reads the content of the computer screen aloud by using optical character recognition (OCR) and synthesized speech output. JAWS is increasingly compatible with more programs and websites, as more web-designers include accessibility in their design. JAWS can also be configured to work with a refreshable Braille display or braille terminal, a device that delivers and displays braille characters through round-tipped pins raised through holes in a flat surface. Screen readers, like JAWS, gather and convert the content, sending it to the display for reading.

Kurzweil 1000 is widely used by blind and visually impaired students for its invaluable scanning capabilities. It uses OCR to read printed content and display it on screen. Like JAWS, it provides speech output to read content aloud.

For individuals with low or limited vision, Zoom text magnifies screen content up to 24 times. Combined with the use of a large monitor, Zoom text can be an invaluable tool for visually impaired students.

Auditory Accommodations

Because auditory disabilities are a matter of degree, they are generally addressed through hardware. For users with total hearing loss, the vast majority of Edmentum learning products provide on-screen text backup and closed captions for instructionally significant audio and video.

Physical Accommodations

Physical disabilities can interfere with a user’s ability to manipulate an interface. Most physical disabilities are also addressed through hardware, such as an alternative keyboard and mouse. As noted above, much of our library requires the use of a mouse or equivalent device; however, moving forward, all new products will support keyboard-only navigation.

With rare exceptions, our courseware is also designed without restricting the learner’s time to enter answers, so users whose physical disabilities limit response time will find an accommodating environment.

Conclusion

Edmentum solutions provide many built-in advantages to assist learners with disabilities. Our activities are self-paced, allowing learners to take the time they need, reviewing materials as
often as necessary. Every screen and all instructional sequences are professionally designed, written, and edited for clarity and focus. Audio support provides advantages to all learners.

Finally, the opportunity to personalize the learning environment is extremely motivating for all learners, as it provides a level of ownership and self-direction that readily engages students. We encourage instructors with concerns about the viability of using our courseware with certain populations to try courseware samples with those groups. We are confident that the results will be positive for teachers and learners alike.

**Availability of Multi-Lingual Support/Materials**

Based upon the home language survey contained in the admission process, Edmentum’s Academy, a review of official student records from the student’s prior district, and interview with a placement counselor, students for whom it was determined to be in need of additional language support would be placed in an ELL support section assigned to an ELL endorsed instructor. That instructor would provide one on one support to include:

- Progress Monitoring
- Translated materials
- Study and organization support
- Tutoring

Plato Courseware, also utilized by Edmentum’s Academy, provides many built-in advantages when it comes to helping English Language Learners. Our activities are self-paced, allowing learners to take the time they need and review as often as they like. Every screen is carefully designed for clarity and focus. All instructional sequences are professionally designed, written, and edited for clarity. Audio support provides advantages to all learners. Finally, many, many learners find the opportunity to use individualized, computer-based instruction extremely motivating. We encourage instructors with concerns about the viability of using our courseware with certain populations to try courseware samples with those groups—they are likely to be surprised by the positive results.

Online support is also provided through our Reader Support Tool which includes: Text to Speech, Translation, and Dictionary Look-Up.

The exemptive course Pre-tests at the beginning of every unit provides a way to measure student gaps in learning and quickly deliver online intervention activities and courses individualize automatically for each student. Teachers may also use the Standards Browser tool to locate Plato Courseware resources for IEP support. Teachers’ ability to modify learning paths and instructional design standards that make Edmentum’s products ideal for learners with language, and cognitive disabilities include:

- Students can be required to retake modules within a Plato Courseware course.
- For students progressing quickly and requiring further challenge, additional activities can be assigned as supplements to the Plato Courseware course, including extension
activities, Plato Courseware content titles, and added local resources based on a search of standards-aligned interactive instructional resources from Plato Courseware.

- For those students who are not progressing through the Course successfully or are struggling with a particular concept, part, or all of another Plato Courseware instructional sequence from licensed content titles or added local resources can be assigned to provide additional practice or skills remediation for implementations on Plato Courseware.

- Students control the replay of any portion of the audio without limit.

- The Plato Courseware environment and curriculum provide students with intuitive, simple navigation. Students sit down and learn how to use Plato Courseware technology in a matter of minutes.

- Instructional design includes the use of mentors who walk students through instructions and reads content aloud.

- Plato Courseware provides 24 hour/7 days a week access to accommodate learners with anytime, anywhere access.

- Instructional chunking is carefully controlled so learners are not overwhelmed with information.

- Graphics are used to support instruction, not to distract from it.

- Interactions are used to keep learners involved in the learning process.

- Learners receive immediate, informative feedback for all study, practice, and application questions.

- Transitions are used to cue users about what will happen next.

- Instructions are clear and concise, written by dedicated instructional writers, and edited by professional editors.

- Connections are routinely made to previously studied materials.

- Flexible strategies are routinely taught over strictly procedural methods.

- Learners retain control over pacing and review of instructional sequences.

- Audio supports and reinforces instructional test. High-quality recorded audio is available on the majority of our product line.

- All curriculum is supported by Reader Support functionality. With Reader Support, students are able to copy/paste or type into a text box, select 1 of 4 voices to have the selections read to them. Students may translate text into several languages – Spanish, French, German, Portuguese, Russian, Chinese Simplified, Chinese Traditional, Vietnamese, Haitian Creole, Hindi, Korean, Arabic, Hmong Daw, Polish, Urdu and Japanese. Finally, students may use the dictionary to support comprehension; the dictionary will also translate into Spanish.

- English for Spanish Speakers title may be used to support language acquisition.

- Plato Courseware offers multiple, engaging interactive learning tools such as online journals, calculators, graphic organizers, note-taking, and synthesis activities embedded in the lessons.
NCAA Course Approval

Edmentum’s Academy is currently an approved NCAA online course provider. The National Collegiate Athletic Association (NCAA) has traditionally found Edmentum Academy courses as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college. The courses eligible for all blended and virtual schools managed by Edmentum have been placed under Extended Review; during these reviews Edmentum courses will continue to be considered for NCAA eligibility. All nontraditional courses must include ongoing access between the instructor and student, as well as regular interaction for purposes of teaching, evaluating, and providing assistance. This may include, for example, exchanging of emails between the student and teacher, online chats, phone calls, feedback on assignments, and the opportunity for the teacher to engage the student in individual instruction. Through our experiences, Edmentum has learned that the NCAA suggests 49-51% teacher student interaction, and this should be recorded and monitored in a variety of manners. Each school is listed individually on the NCAA website. Edmentum courses taught or administered by school districts may also be eligible for NCAA course credit, and each course must be submitted by the district for final NCAA approval.

- All school policies and procedures. To address specific questions in this application, please provide policies and procedures related to the following topics in an easy-to-find location on this disclosure website so they can be reviewed: non-sectarian, anti-discrimination, teacher responsibilities, parental responsibilities, teacher-student interaction, teacher-parent interaction, academic integrity, student eligibility, state assessment requirements, attendance, and participation requirements.

School policies/procedures:

a. Nonsectarian & Anti-Discrimination-

Edmentum’s Academy is nonsectarian in its programs, admissions policies, employment practices, and operations as specified in 1003.499, Florida Statutes.

Diversity

At Edmentum, valuing diversity extends beyond our affirmative action plan – to a complete culture of equitable and ethical business practices. Not only do we actively recruit and promote to increase diversity in the workplace, we build on the foundation of an inclusive community by requiring accountability from every employee to live by and follow Edmentum core values.

Through a diverse workforce that mirrors our diverse client populations, we’re better able to understand our customers and their needs, as well as help position our products and services in the market. By encouraging difference perspectives, ideas, and solutions, we enable our company to think more broadly, be more creative, and strive for flexibility as we encounter
numerous environmental and organizational changes. What’s more, through a culture of inclusion, fair practices, and equal opportunity, we attract and retain the best employees.

At Edmentum, diversity management is a strategic approach to running a business. We believe in capitalizing on our differences to align them with business opportunities. Our managers strive to maximize productivity, creativity, and retention of diverse talent – so we can give our broad customer base the best educational solutions.

It has been and continues to be the policy of Edmentum to provide equal employment opportunity (“EEO”) to applicants and employees without regard to their race, color, creed, religion, national origin, ancestry, sex, age, disability, status as a disabled, recently separated, Armed Forces service medal or other protected veteran (“covered veterans”), marital status, status with regard to public assistance, sexual orientation or any other characteristic protected by applicable federal, state or local laws. Furthermore, it is Edmentum’s policy to undertake affirmative action in recruiting applicants for employment in compliance with federal, state and local requirements. (http://www.edmentum.com/about/careers)

**Careers**

Are you interested in a teaching position with the Edmentum’s Academy?

We are seeking Virtual Math, Social Studies, Science and English/Language Arts Teachers. The Virtual Teacher is responsible for providing an educational atmosphere where learners have the opportunity to fulfill their potential and for organizing and implementing an instructional program that results in students achieving academic success in accordance with District and state policies and laws. The Virtual Teacher is a highly qualified instructional teacher responsible for the delivery of specified course content in an online, virtual environment.

It has been and continues to be the policy of Edmentum to provide equal employment opportunity (“EEO”) to applicants and employees without regard to their race, color, creed, religion, national origin, ancestry, sex, age, disability, status as a disabled, recently separated, Armed Forces service medal or other protected veteran (“covered veterans”), marital status, status with regard to public assistance, sexual orientation or any other characteristic protected by applicable federal, state or local laws. Furthermore, it is Edmentum’s policy to undertake affirmative action in recruiting applicants for employment in compliance with federal, state and local requirements. (http://www.edoptionsacademy.com/careers)

As a nondiscriminatory independent accredited online part-time course provider for 6-12th grade students Edmentum Academy partners with local schools.

https://www.edmentum.com/resources/approvals/florida-vipfact-initiative
b. Edmentum Academy Teacher Responsibilities-

5. Online Teacher Role and Responsibilities

a. Teacher Required Hours
Teachers are expected to log into the system every weekday to grade all work submitted, as well as answer any emails they receive. All items must be done within 24 hours of submission, except on weekends and holidays. All teachers are required to hold office hours at a minimum of 3 hours per week.

b. Managing Student Records
Online teachers will use the EdOptions Academy SIS to monitor student progress. With this secured Web-based system, teachers can grade assignments, tests, and monitor work from any computer. Both students and parents will have access to students’ grades via a personal login.

When a student completes a semester class, a final grade report must be issued immediately after grading the student’s end-of-semester exam unless the student failed the class. When a student fails the class, the teacher will have the option to retake the unit tests (if they have not previously been reset) or the end-of-semester exam. No classwork should be accepted from a student once the final exam is taken.

c. Communication
Regular communication should take place through the PLE email system at least twice a week on an individual basis every day with a mass email. It is important to include parents/guardians and Site Coordinators on all individual messages sent to students.

The proctor should be included when the message is about the student scheduling a test. Under no circumstances should the proctor be included on messages pertaining to student progress or grades. Below is a list of items that should be discussed when making contact with students:

- Welcome phone call will be made to all new students in a course within 48 hours of enrollment
- Reminder emails of upcoming final exam and end of course
- Progress reminders when a student is not completing at least 1 lesson each week or has not started work after being enrolled for at least one week
- Comments/feedback on completed work

The following communications should be recorded in the SIS:

- emails regarding student progress and pace (successfully working, warning emails, etc.) - include guardian and affiliate
- special arrangements made with a student concerning completion of work (i.e. adjusted time frames) - include guardian and affiliate
- when the welcome email is sent
- when test clearance is given for independent students
- when a student has been suspended from class - include guardian and affiliate

Audio/Video Policy
- NO webcam conferencing with students
- Post a profile picture in the SIS
- When scheduling a phone call or audio conference, choose a quiet place with minimal distractions.
- Be positive and professional in all student/parent interactions

Parents should be contacted by email regarding all student-teacher communications.

The parent email address can be found on the student’s home page by clicking Guardian Information. If no email address is provided, the teacher should contact the parent by phone if there is important information to communicate. If you cannot reach the parent, contact the EdOptions Academy Program Manager, who will make contact with the parent.

d. New Student Instructional Procedures
Within 24 hours of receiving the automated new student enrollment notification, the student should receive an initial welcome email via the PLE email system.

The welcome email should include the following:

- Introduce yourself.
- Provide your PLATO email address and explain how to contact you in the PLE email system (do not provide your personal email address).
- Provide your phone number or IBI address (optional).
- Communicate special tips for the class, terms or terminology that students should watch out for, and expectations you have for the student.
- Note any resources you have posted or made available for the class.
- Remind the student to take handwritten notes as they work through the lessons because they will be able to use them on mastery and unit tests.
- Department Chair must approve all reference materials used on Final Exam.
e. Daily Instructional Procedures
All EdOptions Academy classes are online in PLE and can be directly assessed via the SIS.

As the teacher, please remember these procedures:
- The student's work must be completed in order.
- Students are not allowed to work beyond the unit tests unless prior special permission has been granted by you or the program manager.
- Any special permission must be clearly documented in the student's communication file in the SIS.
- Encourage students to keep a notebook and take notes as they take each lesson. These notes will help them with their work and mastery of unit tests.
- Teachers are required to grade all work and exams, as well as respond to student emails, within 24 hours; weekends and holidays are the only exception to this rule.
- For students having difficulty, online teachers should provide alternative instruction.

f. Reset
A reset provides students with one additional opportunity to retake a unit test.

These guidelines apply to resets:
- Resets are granted only by the online teacher or Department Chair (online teachers can recommend that students assessments be reset, or a student may request a reset).
- Resets can be requested regardless of the original score.
- Resets are given only once.
- Resets are averaged with the original score.

g. Managing Assessments
Every student must take the unit tests and end-of-semester exam for every standard semester class. Upon grading the work that precedes the end-of-semester exam, the online teacher should send an email to the student with this information:
- Outstanding work; list any assignments that the student must complete before taking the test.
- Review points; list key concepts that students should review in preparation for the test.
- Needed material; remind students to prepare their handwritten notes (unit and mastery exams only) and to bring handheld calculators for math or science tests.
- Remind students that they may not use a calculator application found on other handheld devices such as cell phones, smart phones, or any other computing device.

h. Retakes
In order to pass a class, students must have a combined average of 60% or higher on their unit tests and end-of-semester exam. Students are allowed one retake of their unit tests and one retake of their end-of-semester exam. These retakes provide students with one additional opportunity to demonstrate mastery of the material covered by that assessment. If a student has failed a test, a retake needs to be recommended to the student by the online teacher.

i. Issuing Final Grades
In order to receive a passing grade, students must meet ALL of the following requirements:
- Combined exam average of 60% or higher
- Overall average of 60% or higher

Before issuing a final grade, please confirm the student's grades in PLE and Gradebook, and make sure they have a passing test average.

Taking an end-of-semester exam initiates the completion of a class. When a student completes the exam, the online teacher should:
- Review the exam and provide feedback.
- Ensure that required class work has been graded and that the grades appear in the grade book.
- Issue a zero for any work that has not been completed.
For students with passing averages: Immediately issue the final grade and provide comments on the grade report.

EdOptions Academy Administration reserves the right to review final grades and require further work or possible retests to allow the student to prove mastery of the coursework and earn credit.

The online teacher may adjust the final course grade per the established policy if the student has a failing exam average but overall passing average. Per the policy, the student should actually fail the course. Teachers should always adjust the grade to a 59% with this comment: "Student failed the course due to failing exam average."

Discuss any other issues with the department chair.

Use the grading scale below to determine the correct grade to be issued:

- **A+** 99-100
- **A** 92-98
- **A-** 90-91
- **B+** 88-89
- **B** 82-87
- **B-** 80-81
- **C+** 78-79
- **C** 72-77
- **C-** 70-71
- **D+** 68-69
- **D** 62-67
- **D-** 60-61
- **F** below 59

Any student who fails a class should be instructed to contact the EdOptions Academy Customer Support.
For full Edmentum Academy Teacher Handbook please refer to:

- Edmentum Academy Teacher Handbook
c. **Edmentum Academy Student Responsibilities**

Student Responsibilities

As a student, you have these responsibilities:

1. Follow the Student Code of Conduct. This information is emailed to all students upon registration in Edmentum Academy. You are responsible for reading the Student Code of Conduct and contacting your Site Coordinator with any questions. By electronically signing the Student Code of Conduct and emailing it to your teacher, you agree to adhere to it.

2. Read the Student Policy Guide. This document details what you must do to successfully complete courses in the Edmentum Academy.

3. Stay on track with your assigned classes. Your teacher will help you monitor your pace in a class, but make sure you complete assignments on time and to the best of your abilities.
   - Fall and Spring Session classes are one semester, or 18 weeks. You are expected to spend 50 minutes a day on each class, 5 days a week.
   - Summer Session classes are 8 weeks. Class content is not condensed; instead, the amount of class time each day is increased to accommodate the condensed time frame. You are expected to study 4 hours per day, 5 days a week.
   - Effective June 1, 2013, any student enrolling into the Academy must earn a minimum 2.0 GPA in order to graduate.

4. Stay in contact with your teachers. You can email your Edmentum Academy Teacher directly from the Learning Management System or Student Information System.

5. Stay in contact with your Site Coordinator, the person at your school who oversees the Edmentum Academy. If you need to drop a class or need more time to complete a class, contact your Site Coordinator.

For full Edmentum Academy Student Policy Guide & Student Code of Conduct please refer to followings links:

- [Edmentum Academy Student Policy Guide](#)
- [Edmentum Academy Student Code of Conduct](#)
d. **Edmentum Academy Parent Responsibilities**

**Parent and Guardian Overview**

You should have received your login and password in a Welcome email. If you did not receive a login, please contact your student’s Site Coordinator. Please read through this entire toolkit carefully so that you are able to support your student. You have access to many of the same tools in the Edmentum Academy Student Information System (SIS) described in the student portion of this toolkit.

**Monitoring Your Student**

You can view the classes your student is currently enrolled in by logging into the SIS. Once logged in, you can monitor the student’s progress and performance and contact the teacher for each class right from the Dashboard.

**Communication**

Through the SIS, you can email teachers directly with questions at any time. Teachers are there to support both you and your student. They will respond within 24 hours on school days. However, please note that you will not always be copied on emails that teachers send to students about their day-to-day progress. You and your student also have the opportunity to connect with your Edmentum Academy teachers and administrators through Skype.

The instructor in each course will, at a minimum, conduct one contact via phone with the parent and the student each month.

**Parent/Guardian Support**

If you need support for a student’s specific class, please contact the teacher directly. The teacher’s contact information can be found under Course Information.

If you need support for any issue or topic not related to a specific class, please contact the Program Manager by email at info@edoptionsacademy.com or call at 866-890-8153 (Toll Free).

Technical support is also available to parents and students by calling Edmentum Academy at 1-866-890-8153 (Toll Free) or utilizing our 24/7 online tech support website.

- Edmentum Support
- System and Technical Requirements

For full Edmentum Academy Student & Family Orientation Toolkit please refer to:

- Edmentum Academy Student and Family Toolkit
e. Academic Integrity –

**Edmentum Academy Academic Integrity Contract**

1. I will do my own work.
2. I will not copy another person’s work, in whole or in part, and turn it in as my own.
3. I will not consult unauthorized material or information during tests unless my teacher gives me permission.
4. I will not plagiarize.
5. I will not copy text, graphics, mathematics solutions, artistic layouts or presentations, or any ideas in any form from another source without proper citation.
6. I will not communicate exam information or answers during or following an exam.
7. I will not provide unwarranted access to materials or information so that credit may be wrongly claimed by others.
8. I will not turn in an original paper or project more than once for different classes or assignments.
9. I will not, in lab situations, falsify or fabricate data or observations, including computer output.

For full Edmentum Academy Student Policy Guide & Student Code of Conduct please refer to followings links:

- [Edmentum Academy Student Policy Guide](#)
- [Edmentum Academy Student Code of Conduct](#)

f. Student Eligibility –

Edmentum Academy will work with contracted school districts to ensure that all students enrolled in our program are eligible to be enrolled through the District Virtual Instruction Program as defined in 1003.499 F.S. Any student found not to be eligible will not be enrolled or will be removed from the program upon knowledge of ineligibility.

Please refer to below links to verify our public policy regarding student eligibility and a preview of an Edmentum Academy student enrollment application:

- [http://www.edmentumacademy.com/admissions](http://www.edmentumacademy.com/admissions)
- [https://edmentum.maestrosis.com/RS_Default.aspx](https://edmentum.maestrosis.com/RS_Default.aspx)

**g. State Assessment Requirements –**

Edmentum Academy will work with contracted school districts to ensure that all students enrolled in our programs comply with all state testing requirements. That includes working with the school district to make sure students take the state tests in a secured, proctored
environment, as well as providing intensive courses (test prep courses) for those students who meet the state requirement to take such courses.

An addition will be added to the student handbook for FL students making their continued participation in the program based on their participation in state mandated tests.

Edmentum will track each student by cohort year and develop an annual testing plan for each student. That plan will be presented to and verified by the parent. Edmentum will communicate with each school the students who will be testing in their district to insure a smooth testing experience for all.

Students enrolled through their district using Edmentum Academy as their FL Approved Course(s) and/or VIP provider are required to participate in State Testing in accordance with their grade level cohort.

Edmentum Academy will post the state testing schedule at the beginning of the school year and update students and parents as to the necessary tests that must be taken.

Upon review of the student’s transcript, a notice will be provided to each student and parent as to the number and name of all tests the student must participate in during the school year. Edmentum Academy will work with district testing offices to secure the test site location for each student and communicate that location well in advance of the testing date.

Should the student fail to participate fully in the statewide assessment program, the student will immediately be removed from the Edmentum Academy FL Approved Course(s) and/or VIP programs.

**h. Attendance/Participation Requirements**

Edmentum Academy’s secondary education program will adhere to all district school calendar days for all students enrolled in the District Virtual Instruction Program. Since our virtual program is available 24/7 secondary students will be allowed to work at any time.

Both the LMS (Plato Learning Environment) and the Student Information System maintain student usage information and display that usage on a daily basis. Attendance records will be continually kept and may be downloaded or printed for record keeping purposes. Therefore, there is no need for online teachers or parents to keep daily attendance records. Edmentum Academy teachers will have the responsibility of monitoring the students’ daily work. Edmentum Academy has policies that call for teachers to closely monitor student attendance/work to make sure students are on track and on task.

Through our agreement with any school district, Edmentum Academy will strictly adhere to any district guidelines regarding attendance that the district virtual school administration
establishes as district policy. All our records can be monitored and will be maintained for the purpose of auditing.

For full Edmentum Academy Student Policy Guide & Student Code of Conduct please refer to followings links:

- Edmentum Academy Student Policy Guide
- Edmentum Academy Student Code of Conduct

**Edmentum Academy FL Approved Course(s) and/or VIP provider Attendance Policy:**

Attendance is an important component of a successful virtual school experience. In order to maximize academic growth, students must remain engaged in their classes. Attendance is measured at Edmentum Academy in two ways:

1. Log Activity recorded in the Student Information System (SIS).
2. Participation by way of assignment completion.

**Log Activity**

Students must log into their accounts and access their classes each day. A log in to class is the equivalent of attending school each day. Any designated school day where the student does not log into a class will be considered an absence.

**Participation**

In order to earn credit for a class at Edmentum Academy, students must complete all course work and pass the Final Exam (End of Semester Test). A pacing guide is set up for each course listing the assignments to be completed each week by the student. If a student fails to complete any assignments for a class during the week, regardless of whether the student logged in, the student will be considered absent from that class for the week.

**Reporting to Home District**

At the completion of each nine-week period, Edmentum Academy will report to the home district the attendance and participation for each student.
Truancy

The state of Florida defines truancy as follows:

*Florida law defines "habitual truant" as a student who has 15 or more unexcused absences within 90 calendar days with or without the knowledge or consent of the student’s parent or guardian, and who is subject to compulsory school attendance.*

Students who are determined to be habitual truant; either by not logging into classes each day, or by not participating in each class weekly, will be reported to the home district as truant and removed from the Edmentum Academy FL Course Approved Course(s) and/or VIP school after consultation with the home district. Warning letters will be sent to the student, parent, and district after 5 unexcused absences, and again after 10 unexcused absences in attempt to successfully intervene and preserve the student’s enrollment.

i. Enrollment Requirements –

Edmentum Academy FL Approved Course(s) and/or VIP provider Enrollment Requirements

Pursuant to 1003.499 of the Florida Statutes, all Edmentum Academy FL Course Approved course(s) and/or VIP students must meet the following eligibility requirements:

1003.499 Student eligibility for K-12 virtual instruction. —

(1) A student may participate in virtual instruction in the school district in which he or she resides if the student meets the eligibility criteria in subsection (2).

(2) A student is eligible to participate in virtual instruction if:

(a) The student spent the prior school year in attendance at a public school in the state and was enrolled and reported by the school district for funding during October and February for purposes of the Florida Education Finance Program surveys;

(b) The student is a dependent child of a member of the United States Armed Forces who was transferred within the last 12 months to this state from another state or from a foreign country pursuant to a permanent change of station order;

(c) The student was enrolled during the prior school year in a virtual instruction program under s. 1003.499, the K-8 Virtual School Program under s. 1003.499, or a full-time Florida Virtual School program under s. 1002.37(8)(a);

(d) The student has a sibling who is currently enrolled in a virtual instruction program and the sibling was enrolled in that program at the end of the prior school year; or

(e) The student is eligible to enter kindergarten or first grade.

(3) The virtual instruction options for which this eligibility section applies include:

(a) School district operated part-time or full-time kindergarten through grade 12 virtual instruction programs under s. 1003.499(1) (b) for students enrolled in the school district.
(b) Full-time virtual charter school instruction authorized under s. 1002.33.
(c) Courses delivered in the traditional school setting by personnel providing direct instruction through a virtual environment or through a blended virtual and physical environment pursuant to s. 1003.498 and as authorized pursuant to s. 1002.321(4)(e).
(d) Virtual courses offered in the course code directory to students within the school district or to students in other school districts throughout the state pursuant to s. 1003.498.

Edmentum Academy will confirm with student’s home district to verify the eligibility of the student to participate in the FL Course Approved course(s) and/or programs outlines in subsection 2, item (a) through (e). If student does not meet these requirements, the student will not be enrolled in Edmentum Academy FL Course Approved course(s) and/or VIP Programs.

- **Certification status and physical location (state of residence) of all administrative and instructional personnel, to include state certification(s), highly-qualified status, out-of-field, National Board certified, ESOL-endorsed, or similar credential in other state, and reading-endorsed or similar credential in other state.**

  Certification Status/Physical location of staff:

  Please see below link for full disclosure of Edmentum Academy certification status and employee physical location of administrator and teachers:

  - Edmentum Academy-Florida Certified Instructors_2021-22

- **Hours and availability of instructional personnel.**

  Hours of availability: Edmentum Academy personnel are available daily 8am to 5pm.

- **Average student-teacher ratios and teacher loads for full-time and part-time teachers by grade – level bands K-3, 4-8 and 9-12 and for core and elective courses.**

  Student-Teacher ratios - 35 to 1 ratios average at all levels for all core and elective courses.

  Teacher loads (by bands, core, electives)- Core courses: 30-35 per class based on 6 classes per semester (180-210 total students)

  Elective courses: 35-40 per class based on 6 classes per semester (210-240 total students)
Student completions (percent completions and percent successful completions) and promotion rates in total and by subgroup*. Student completion calculations are to include all students who complete the enrollment process and at least one lesson or assignment.

During the 2018-19 school year Edmentum Academy students’ overall completion rate was 80% while the overall successful completion rate was 72% during the 2018-19 school year (this successful completion % includes student who began a course but chose to drop the course soon after beginning a course). Students who did complete all content pieces and all required course assessments (as shown in tables 1 & 2) the passing rate was 86%.

### Table 1: Completion Rate
Of the 29,812 course enrollments, 80% were completed, and 20% were dropped.

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<thead>
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<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completed</td>
<td>23,253</td>
<td>80%</td>
</tr>
<tr>
<td>Dropped</td>
<td>5,929</td>
<td>20%</td>
</tr>
<tr>
<td>Total</td>
<td>29,812</td>
<td>100%</td>
</tr>
</tbody>
</table>

2018-2019 School Year

### Table 2: Passing Rate
To Pass an Academy course, students needed to complete all unit assessments and the end-of-semester exam with an average of at least 60%. The passing rate for completed semester courses was 86%.

<table>
<thead>
<tr>
<th>Courses</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pass</td>
<td>20,028</td>
<td>86%</td>
</tr>
<tr>
<td>Fail</td>
<td>3,225</td>
<td>14%</td>
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<tr>
<td>Total</td>
<td>23,253</td>
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</table>

2018-2019 School Year
Student, educator, and school performance accountability outcomes of your virtual program/School. Please include, at minimum, student standardized assessment results in total and by subgroup* (also provide name of assessment), state assessment results, if available, by total and subgroup.

This publicly shared information describes the administrative, instructional, and curriculum components of the Academy with preliminary data on course completion rates, average final test scores, and the average time needed to complete a course. This information on Edmentum Academy students was collected during the 2017–2018 school year.

An overview of the results collected indicated the following:

- 82% of courses scored as proficient and credit eligible
- Median grade percentages:
  - Advanced Placement* courses: 81%
  - Algebra: 68%
  - Electives: 84%
  - English 10–12: 82%
  - Global Languages: 81%
  - Math, excluding Algebra: 76%
  - Social Studies: 79%
  - STEM Courses: 74%

**Standardized Grades/Final Exam Scores**

<table>
<thead>
<tr>
<th>Grade Distribution</th>
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<tbody>
<tr>
<td>A</td>
</tr>
<tr>
<td>B</td>
</tr>
<tr>
<td>C</td>
</tr>
<tr>
<td>D</td>
</tr>
<tr>
<td>F</td>
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**Individual Learner Progress Report**

<table>
<thead>
<tr>
<th>Title</th>
<th>Completion</th>
<th>Exemption</th>
<th>Mastery</th>
<th>Completion Date</th>
<th>Tries</th>
<th>First Use Date</th>
<th>Last Use Date</th>
<th>Time On Task (HH:MM:SS)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLATO Course Florida Biology, Semester A v3.0</td>
<td>In Progress</td>
<td>NA</td>
<td>Not Mastered</td>
<td>09/25/2017</td>
<td>43</td>
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<td>11/17/2017</td>
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<td>Plato Student Orientation</td>
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<td>Syllabus: Florida Biology A</td>
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<td>Video Transcripts: Florida Biology A</td>
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<tr>
<td>Unit 1: Nature of Life</td>
<td>In Progress</td>
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<td>10/18/2017</td>
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<td>Discussion: Nature of Life</td>
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</tr>
<tr>
<td>What Is Biology?: Tutorial</td>
<td>Completed</td>
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<td>2</td>
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<td>10/18/2017</td>
<td>00:11:22</td>
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<td>What Is Biology?: Mastery Test</td>
<td>Completed</td>
<td>NA</td>
<td>Not Mastered</td>
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<td>Course Activity: Scientific Theories &amp; Laws</td>
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<tr>
<td>Conducting Biology Research</td>
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</table>
**Gradebook Report Card**

**Alvarez, Maria**  
*Grade 9 • SIS ID: 123111*

**Course:** PLATO Course Algebra 1, Semester A v5.0  
**Start Date:** 8/12/2018  
**Section:** Algebra 1 Martin 2  
**End Date:** 12/19/2018  
**Instructors:** McNaughton, John; Hamilton, Ketsia

---

**Course Summary**

<table>
<thead>
<tr>
<th>ACTIVITIES COMPLETE</th>
<th>TIME ON TASK</th>
<th>CURRENT GRADE</th>
<th>COURSE GRADE</th>
<th>CREDIT EARNED</th>
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<tr>
<td>44/100 (44%)</td>
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<td>78.30% (C)</td>
<td>48.60% (F)</td>
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**Grading by Category**

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<td>75%</td>
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<td>Discussions</td>
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<td>10%</td>
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<tr>
<td>Pretests</td>
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<td>5%</td>
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<tr>
<td>EOS Test</td>
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**Grading Details**

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<thead>
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<th>Unit 1: Quantities and Expressions</th>
<th>Time on Task</th>
<th>Type</th>
<th>Score</th>
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<tbody>
<tr>
<td>Pretest: Quantities and Expressions</td>
<td>00:34:20</td>
<td>Weighted</td>
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<tr>
<td>Discussion: Quantities and Expressions</td>
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<tr>
<td>Graphs of Linear Relationships</td>
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<td>Dropped Score</td>
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<tr>
<td>Graphs of Nonlinear Relationships</td>
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<td>80%</td>
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<tr>
<td>Interpreting Expressions</td>
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<td>Weighted</td>
<td>90%</td>
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<tr>
<td>Radicals and Properties of Exponents</td>
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<td>Weighted</td>
<td>70%</td>
</tr>
<tr>
<td>Post Test: Quantities and Expressions</td>
<td>00:26:19</td>
<td>Weighted</td>
<td>80%</td>
</tr>
<tr>
<td>Unit 2: Using Linear and Exponential Relationships to Model Problems</td>
<td>Time on Task</td>
<td>Type</td>
<td>Score</td>
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<tr>
<td>---------------------------------------------------------------</td>
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<tr>
<td>Pretest: Using Linear and Exponential Relationships to Model Problems</td>
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<tr>
<td>Rearranging and Solving Linear Equations and Inequalities</td>
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<td>Function Notation and Function Concepts</td>
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<td>Sequences as Functions</td>
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<tr>
<td>Interpreting Linear and Exponential Functions and Their Graphs</td>
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<table>
<thead>
<tr>
<th>Post Test: Building Linear and Exponential Function</th>
<th>Time on Task</th>
<th>Type</th>
<th>Score</th>
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<tr>
<td></td>
<td>00:34:20</td>
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Individual Course Progress Report

![Course Progress Report](image-url)
# Class Progress Tracking and Grade-book Sample for Class of Students

## Course Section Details Report

---

### Detailed Score Report: HOPE SEM A

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</tbody>
</table>

### Section Details Report: HOPE SEM B

#### Notes

- Pacing Status: Off Pace, On Pace, Slightly Off Pace
- Activities Completed: 6/40 (15%), 26/40 (65%), 4/40 (10%), 15/40 (38%), 16/40 (40%), 0/40 (0%)
- Current Grade: 94.7% (A), 97.1% (A), 98.1% (A), 99.7% (A), 95.8% (A), 21.3% (F)
- Course Grade: 10.02% (F), 45.69% (B), 6.95% (F), 24.63% (B), 21.31% (F), 21.31% (F)
- Time on Task: 00:36:55, 10:27:01, 03:29:05, 18:25:30, 18:26:45, 00:00:00
Teacher/staff turnover rates (new hires divided by total).

The FT instructional staff turnover rate for the 2018-2019 school year was 0%.

Percent of teacher evaluations based on student performance, percent of teachers in previous years with satisfactory evaluations.

25% of Edmentum Academy teacher evaluations are based on student performance results.

100% of current Edmentum Academy instructors received satisfactory evaluations last school year (2018-19) and thus proved to be ‘effective’ or ‘higher’.

Our FT Instructors are formally evaluated once per year based on goals they set at the beginning of the year. Those goals are linked to school improvement plan for year. School improvement plan includes goals linked to student achievement and completion goals.

Each full-time instructor with Edmentum completes an annual goal planning evaluation that includes several factors relative to online instruction and the overall success of Edmentum Academy. A substantial amount of the teacher goals, and thus a substantial amount of the teacher evaluation is based directly on student performance.

Our PT instructors are given feedback on a quarterly basis based on classroom and student management criteria.

School grades and AYP, if applicable, other school/program ratings, dropout rates, graduations rates.

As a nondiscriminatory independent accredited online part-time course provider for 6-12th grade students Edmentum Academy partners with local schools. Though the Academy provides districts and their students a part-time outlet for courses they may need to reach graduation at their home school district through the Edmentum Academy accredited program and individual courses the Academy does not provide actual graduation certificates for students. (Student’s home districts provide this service). Thus, the Edmentum Academy is not privy to AYP, promotion and graduation rates from the students served.
FL District & State Data Reporting Policy

Edmentum Academy, (owned and operated by parent company Edmentum, Inc.), must maintain and provide all of the required information to report to applicable districts and to DOE directly through the use of integrated information systems which are part of and compatible with the statewide comprehensive management information system. This information includes, but is not limited to, comprehensive attendance recordkeeping and reporting, standardized testing and student performance outcome reporting, FTE reports, transfer of transcripts, staff certification information and program accountability reporting. These systems incorporate the appropriate state-required data elements, procedures and timelines for state reporting, local recordkeeping, and statewide records transfer as per Rule 6A-1.0014(2), FAC.

Edmentum Academy must provide any contracted school district with the necessary data to meet its reporting requirements and timelines pursuant to Rule 6A-1.0014(2), FAC. With over 15 years of experience working with public school districts nationwide, Edmentum has extensive knowledge and capabilities to meet all comprehensive educational reporting requirements. The learning management system used by Edmentum, in conjunction with the SIS, allows Edmentum Academy to pull any required student usage, performance, or demographic information to provide the district in compliance with state requirements and timelines.

Data is tracked at a very granular level in the SIS database, both at the student and also at the enrollment level. Districts have direct access to the SIS and can dynamically filter and export data to an Excel spreadsheet or csv file. The Edmentum Academy SIS also provides the capability of creating dynamic reports that can include any field tracked by the SIS, including student demographics, enrollment data (start/end dates, course name) and performance data (assignments completed, final grades).

Additionally, the Edmentum Academy SIS can be configured to automatically send periodic reports via FTP or email to a pre-defined address, including the ability to run any arbitrary SQL query against the SIS database. For instance, a district could request that every quarter a report be sent to the district administrator containing a list of all the students who have completed a course, including, among other fields, the student name, course name, assignments completed and final grade. This data would be made available as a csv that could be sent via email or made available through a secure FTP connection.

Finally, the Edmentum Academy SIS can be configured to make its web services available to districts who wish to make dynamic calls to get real-time academic data.

Security Measures: We only allow authorized internal users (DB admins) to access student data and data in transit is secured by HTTP. All servers are located at Tier 3 data centers with appropriate levels of physical access, including biometrics. All servers are protected by load balancers, traditional firewalls, and web application firewalls.
References

