Curriculum/Program Information

Apex Learning offers a full catalog of Florida courses for grades 9-12. Developed using backward design, the learning objectives in Apex Learning instructional content guide the development of courses through innovative and engaging instruction and tightly integrated assessments. As a WebbAlign DOK Partner, Apex Learning understands the need to deconstruct standards during the development process in order to ensure the rigor of each standard is met through the appropriate depth of instruction and that courses align with the Florida standards. More information on Apex Learning curriculum and research practices can be found at https://www.apexlearning.com/digital-curriculum/courses

Best-Practices Used

Apex Learning digital curriculum is based on time-tested pedagogical principles:

- Create an anticipatory set for the student;

- Provide focused instruction using teaching strategies such as guided-inquiry and direct instruction;

- Engage students in practice and application exercises to clarify and deepen conceptual understanding and mastery of skills;

- Assess student progress throughout the instruction with formative assessments that provide feedback to both students and teachers;

- Remediate where necessary; and

- Provide summative assessment with both objective (computer-scored) and open-ended (teacher-scored) instruments at the end of each unit and semester.

Content Review

Apex Learning digital curriculum undergoes review by an in-house team of experienced instructional designers on a periodic basis. Our content development team monitors changes to state and national standards, as well as end-of-course and AP exams. Changes to standards and exams influence the development of new curriculum as well as enhancements to existing content. Annually, instructional designers evaluate Apex Learning curriculum based on data pertaining to effectiveness, including client feedback that is logged and tracked by our client services team.

As a vendor-hosted solution, updates and enhancements to Comprehensive Courses are immediately available to all users and are provided at no additional cost. The Apex Learning client services team ensures that users are aware of updates and enhancements through announcements in the LMS, email-based outreach, and updated articles, videos, and orientation materials available via the integrated online help center.

NCAA Approval

More than 120 Apex Learning Comprehensive Courses are approved by the NCAA as meeting the requirements for establishing the initial-eligibility certification status for high school student-athletes wishing to compete in college.

For a full list of the approved Apex Learning courses, visit the NCAA website and enter Apex Learning as the school name: https://web1.ncaa.org/hsportal/exec/hsAction?hsActionSubmit=searchHighSchool.

Efficacy

Apex Learning delivers increased graduation rates, greater success on high-stakes exams, and more students *Really Ready* for college, work, and life. We have evidence—independent and district-level, from anecdotal to quasi-experimental—that prove that with the help of Apex Learning, students succeed. Results can be found at https://www.apexlearning.com/results

Program Accessibility

Apex Learning content and assessments are reviewed frequently to ensure they are accurate, free of bias, and accessible for students with disabilities and limited English proficiency. Content is compliant with the American Disabilities Act. By providing opt-in supports and scaffolds to meet each student at their individual level of academic readiness and develop their capacities, students with disabilities and limited English proficiency are empowered to master rigorous, standards-based content. Accommodations within Comprehensive Courses include:

- Audio assistance for instructional text, in which instructional text is read aloud by professional voice actors.

- Transcripts in English for all video, audio, and media clips.

- Extensive scaffolding, including:

    o **Key Terms Assist:** This opt-in support provides a pop up window with definitions, pronunciations, and examples for students if they place their cursor on bolded key terms.

    o **Reading Support Cards:** This opt-in support provides students with strategies for reading and understanding the text on the page. In some cases, this card can help students complete practice exercises.

    o **Rediscover Support Cards:** This opt-in support provides students with reminders and prerequisite knowledge related to the lesson. Students can use this card to get extra help or review concepts previously learned.

    o **Check it Out Support Cards:** This opt-in support provides students with real-world information related to lesson concepts. These cards are designed to help students make connections between lesson content and their lives.

    o **Frequent Self-Checks:** Students are provided with frequent opportunities, as often as once every page or two in study activities, where students interact with course content to assess understanding of the content just covered.

    o **Study Guides:** Study sheets that guide student comprehension of study activities.

    o **Reading Guides:** Study sheets that guide student comprehension of reading activities.

    o **Assessment:** Both computer scored and teacher scored assessments are available at the unit and semester levels. In computer-scored assessments, students answer multiple choice items. In teacher-scored assessments, students construct responses to prompts. These teacher-scored assessments can be given to students as oral assessments or can easily be translated into a student's native language.

Non-Sectarian and Anti-Discrimination Policies

Apex Learning Comprehensive Courses, enrollment policies, and employment practices and operations each reflect both the non-sectarian and anti-discrimination policies of the company.

Courses: Apex learning courses reflects the diverse and multicultural population of students who use it, including those of different religions. This includes:

- The diversity of the American people and the relationships among different groups.
- The roles of religion, race, class, ethnicity, and gender in the history of the United States.
- Diverse individual and collective expressions through literature, art, philosophy, music, theater, and film throughout U.S. history.
- Diversity in popular culture and the dimensions of cultural conflict within American society.

Course content is regularly reviewed and updated to ensure it is accurate and reflective of a changing world. Internal and industry standards for bias and sensitivity are employed in the course design process to ensure content is appropriate and accessible to students in all regions and of all religions.

Enrollment policies: When students enroll in Apex Learning courses, they must agree to the Apex Learning Student Code of Conduct, which includes the following language regarding anti-discrimination and non-sectarian policies:

- You agree to abide by these guidelines:
    - Avoid sarcasm and slang. Swear words are unacceptable.
    - Never use derogatory comments, including those regarding race, age, gender, sexual orientation, religion, ability, political persuasion, body type, physical or mental health, or access issues.
    - Never use insults, threats or attacks of any kind against another person.
    - Focus your responses on the questions or issues being discussed, not on the individuals involved.
    - Be constructive with your criticism, not hurtful.
    - Review your messages before sending them. Remove easily misinterpreted language and proofread for typos.
    - Respect other people's privacy and never reveal email addresses.

Employment Practices and Operations: *(Taken from the Apex Learning Employee Handbook)* Apex Learning is an equal opportunity employer. We believe every employee has the right to work in an environment that is free from all forms of unlawful discrimination. Consistent with applicable laws, Apex Learning makes all decisions involving any aspect of the employment relationship without regard to race, color, sex, creed, religion, age, marital status, national origin, citizenship, the presence of any sensory, mental, or physical disability, veteran status, sexual orientation, gender identity, gender expression, genetic information, or any other status or characteristic protected by local, state, or federal law. Discrimination and/or harassment based on any of those factors are inconsistent with our philosophy of doing business and will not be tolerated. This policy of non-discrimination applies to all aspects of recruiting and employment, including compensation, benefits, advancement, transfers, and reductions in force.

Statutory Language for Anti-Discrimination and Non-Sectarian Policies: Apex Learning is committed to providing a work environment that is free of unlawful discrimination and unlawful harassment. Unwelcome actions, words, jokes, or comments based on an individual's sex, race, ethnicity, national origin, age, disability, religion, citizenship, veteran status, sexual orientation, gender identity, gender expression, or any other legally protected characteristic will not be tolerated.

Individuals who experience or observe possible unlawful harassment or discrimination are strongly encouraged to report their concerns without fear of reprisal. We take these matters very seriously and will make every effort to ensure that complaints of harassment or discrimination are resolved promptly, effectively, and as confidentially as possible.

School Policies and Procedures

Teacher Responsibilities: The role of the ALVS online teacher is an academic coach and guide. Teachers spend time interacting one-on-one with students, monitoring performance in real time, intervening at critical points in time with students in need of additional assistance, and ensuring students stay on track for successful course completion. Throughout each week teachers keep in close contact with students and local mentors.

Parental Responsibilities: Parents have the opportunity to serve many roles with Apex Learning Virtual School. Parents can register as either a Mentor or Academic Coach for their student. Mentors can select the courses they will mentor to access course content and a version of the Grade Book designed specifically for their role in supporting students' learning. Academic coaches receive Weekly Progress Reports that provide detailed and summary-level information about student progress and performance without requiring the recipient to have an Apex Learning user account.

Academic Integrity: Apex Learning works with districts to ensure a high standard of academic integrity among students who use Apex Learning digital curriculum. Robust instructional management features and the Apex Learning student code of conduct are coupled with strong district policies to address academic integrity and responsibility.

- **Randomization and test banks** ensure that no two students take the same test and any retakes of a test are original to the student.

- **Disabled concurrent access and copy/paste** reduces the opportunity for unauthorized test-taking assistance.

- **Proctoring and closed book** features help districts facilitate controlled test taking environments (Comprehensive Courses only).

- The ability to **disable question feedback** averts the possibility of correct answers being shared or copied (Comprehensive Courses only).

- **Policy development and implementation**: Apex Learning implementation success managers are available to help districts develop and implement strong policies and best practices for academic integrity that align with district goals and ensure sound and effective digital learning programs.

Attendance and Participation Requirements: Students are given attendance and participation expectations at the start of their class in the Student Guided Tour video. Students are expected to work about 5-10 hours a week on their courses; submit work through the applicable avenues; engage in online discussions and conversations; make regular communication with their instructors.

The Florida reporting manuals require attendance to be reported for each course in which a student is enrolled. Apex Learning provides this information through the reports described below. As the nature of Apex Learning courses are self-paced, attendance reports give detailed information on a student's time spent not just in each course, but the time spent on individual assignments as well.

The **Weekly Activity Report** is always available to teachers and sent to academic coaches via email on a weekly basis. It provides a snapshot of student activity for the week, presenting summary level information about time spent in the course each day of the week as well as a detailed history of time spent on individual activities.

The **Student Session Report**, shown below, is available to district administrators and provides real-time data of significant detail pertaining to student attendance and time spent on courses, units, lessons, and activities.

Contact Information

The following information is provided to parents and students on the Apex Learning website in the Florida Disclosure Statement, as well as emailed to parents and students immediately upon enrollment.

For Parents

For parents or those interested in online learning options, visit Apex Learning Virtual School, call (855) 550-2547, or email.

Technical Support

For information about registration, enrollment, or resolving technical issues, contact support or call (800) 453-1454, option 2. You can also email support@apexlearning.com

Hours: Monday – Friday 5:00am – 7:00pm PT

Administrative Contact Information

Phone: 1-855-550-2547

Email: ALVS Support at alvs.@apexlearning.com

Contacting Your Instructor

Students are welcomed by their instructors immediately upon enrollment. Teachers send welcome emails and post welcome announcements in which they share contact information, office hours, personal bios and tips for success. Apex Learning instructors support students working with Apex Learning digital curriculum by engaging in regular communication and synchronous and asynchronous interaction via a variety of technologies, such as phone, email, online text and video chat, discussion boards, recorded presentations and desktop sharing.

Student and teachers are able to communicate with one another via the Messages tab on the main Dashboard of their course page.

As part of the requirements for contact between instructors and students, teachers review a weekly reach out report which gives them important data about students who may be falling behind. All students who have not logged in in several days or are a few assignments behind are contacted immediately. Student and mentor outreach happens weekly. In addition, students receive regular and timely academic support from their teachers based on their individual abilities and needs. Teachers also host regular office hours via video conferencing and host live mini-lessons to support remediation. Individual instructor

requirements and expectations are established with students in their welcome email upon enrollment. Monthly phone calls are made to parents and students. <mark>As required by Florida law, teachers also conduct monthly phone calls with both parents and students.</mark>

Hours of Availability for Instructors: Office hours vary for instructors. Immediately upon enrollment, a student's instructor will contact them and provide information about their specific set of office hours and how to most effectively reach them (phone, email, online text and video chat, and discussion boards). Apex Learning Virtual School instructors are required to provide a response and/or feedback to a student's inquiries within one school day. For additional assistance students can contact Apex Learning Support at (800) 453-1454 Mondays through Fridays from 5:00am – 7:00pm PT.

Course and Instructor Information

Certification status and physical location of all instructional personnel:

- English Teacher Certifications: Active (California and Illinois)
- Math Teacher Certifications: Active (Washington)
- Science Teacher Certifications
    - AP Biology, Biology, Environmental Science: Active (Florida)
    - AP Chemistry, Chemistry: Active (Florida)
    - Physics: Active (Washington)
- Social Studies Teacher Certifications: Active (Florida)
- AP Spanish Language & Culture Teacher Certifications: Active (Florida)
- Physical Education and Health Teacher Certifications: Active (Arizona)
- Art Teacher Certifications: Active (Florida)
- <mark>Music Teacher Certifications: Pending (South Dakota)</mark>

Administrative Office: Located in St. Augustine, Florida

Hours and times of availability of instructional personnel: Instructors notify students of hours and times of availability once a student enrolls in a course. Instructors host regular office hours via GoToMeeting and host live mini-lessons to support remediation. Apex Learning instructors are also available through phone, email, online text and video chat, discussion boards, recorded presentations and desktop sharing. Apex Learning instructors are expected to provide feedback on assignments within three school days of when the assignment was submitted and respond to all other student inquiries within one school day.

Average student-teacher ratios for each course: 30:1

Teacher load (number of students assigned to a teacher) for Grades 9-12, all subject areas:

- Part-time teachers: 150 students

- Full-time teachers: 200 students

Student completion and successful completion rates* for the 2016-17 SY

Note: As most students enrolled in ALVS are part-time students, the requested subgroup data is not available or tracked.

Apex Learning Course Title	Florida Course Title	Completion Rate	Successful Completion Rate*
English 9	English 1	79%	49%
English 10	English 2	83%	61%
English 11	English 3	92%	66%
English 12	English 4	92%	69%
AP English Language & Composition	AP English Language & Composition	88%	76%
AP English Literature & Composition	AP English Literature & Composition	95%	87%
Algebra I	Algebra 1	89%	64%
Geometry	Geometry	91%	74%
Algebra II	Algebra 2	91%	70%
AP Calculus AB	AP Calculus AB	90%	72%
AP Statistics	AP Statistics	85%	71%
AP Biology	AP Biology	88%	70%
AP Chemistry	AP Chemistry	82%	63%
Florida Biology	Biology 1	85%	70%
Chemistry Core	Chemistry 1	72%	57%
Physics Core	Physics 1	89%	29%
Environmental Science	Environmental Science	85%	46%
AP Macroeconomics	AP Macroeconomics	83%	68%
AP Microeconomics	AP Microeconomics	90%	68%
AP U.S. Government & Politics	AP U.S. Government & Politics	70%	60%
AP U.S. History	AP U.S. History	91%	70%
Geography & World Cultures	World Cultural Geography	81%	56%
U.S. Government and Politics	United States Government	70%	55%
U.S. History since the Civil War	United States History	94%	71%

World History	World History	83%	57%
AP Spanish Language	AP Spanish Language & Culture	93%	66%
Spanish I Honors	Spanish I	67%	33%
Spanish II Honors	Spanish II	75%	63%
AP Psychology	AP Psychology	81%	73%
HOPE	HOPE	90%	15%
Creative Writing	Creative Writing	94%	76%
Art Appreciation	Intro to Art History	89%	62%
Sociology	Sociology	92%	80%

*Successful completion is defined as students who received a passing grade from their instructor (<60%).

Performance Accountability Information

Student and course performance accountability:

Note: As most students enrolled in ALVS are part-time students, the requested subgroup data is not available or tracked.

Apex Learning Course Title	Florida Course Title	Average Semester Exam Score (2016-17 SY)
English 9	English 1	73%
English 10	English 2	71%
English 11	English 3	71%
English 12	English 4	67%
AP English Language & Composition	AP English Language & Composition	72%
AP English Literature & Composition	AP English Literature & Composition	64%
Algebra I	Algebra 1	82%
Geometry	Geometry	78%
Algebra II	Algebra 2	80%
AP Calculus AB	AP Calculus AB	77%
AP Statistics	AP Statistics	76%
AP Biology	AP Biology	79%
AP Chemistry	AP Chemistry	81%
Chemistry Core	Chemistry 1	84%

Physics Core	Physics 1	82%
Environmental Science	Environmental Science	70%
AP Macroeconomics	AP Macroeconomics	66%
AP Microeconomics	AP Microeconomics	77%
AP U.S. Government & Politics	AP U.S. Government & Politics	69%
AP U.S. History	AP U.S. History	81%
Geography & World Cultures	World Cultural Geography	84%
U.S. Government and Politics	United States Government	78%
U.S. History since the Civil War	United States History	81%
World History	World History	86%
AP Spanish Language	AP Spanish Language & Culture	79%
Spanish I Honors	Spanish I	94%
Spanish II Honors	Spanish II	88%
AP Psychology	AP Psychology	88%
HOPE	HOPE	82%
Creative Writing	Creative Writing	90%
Art Appreciation	Intro to Art History	74%
Sociology	Sociology	79%

Graduation Rates and Assessment Results

Provided below are summaries of several efficacy studies that highlight Apex Learning's significant impact on promotion and graduation rates as well as assessment achievement. Additional studies can be found at: https://www.apexlearning.com/resources/efficacy-studies

Houston Independent School District, TX
- **State Assessments**
  Summary: Houston Independent School District (HISD) adopted Apex Learning courses in January 2010 through its newly established Graduation Laboratories (Grad Labs), an initiative designed to reduce the district dropout rate and improve the graduation rate. The HISD Department of Research and Accountability evaluated the impact of Apex Learning courses on the academic achievement and graduation rates of students participating in the Grad Labs Initiative from school year 2010 through 2014.

  Academic achievement outcomes from two state assessments were reported for implementation years three through five. (Students in the freshman class prior to 2015 were required by the Texas Department of Education to complete the Texas Assessment of Knowledge and Skills (TAKS) assessments to graduate. Students in the freshman class of 2015 or later were required

to complete the STAAR/EOC assessments.) Of all students taking the STAAR/EOC for the first time, students completing Apex Learning Courses achieved a level of satisfactory or above at the same rate or better than HISD students not using Apex Learning Courses (Figure 1).
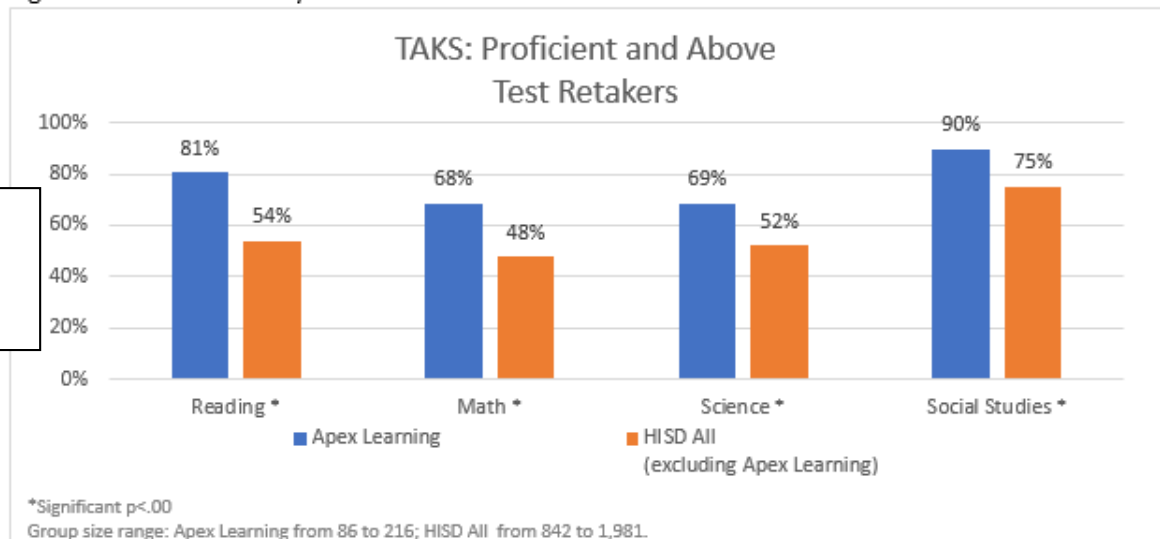
Figure 1. STAAR/EOC[1] Proficiency Rates: Initial Test Administrations School Years 2012-2014

STAAR/EOC: Satisfactory and Above First Time Test Takers

*Significant p<.00
Group size range: Apex Learning from 28 to 67; HISD All from 10,100 to 11,437.
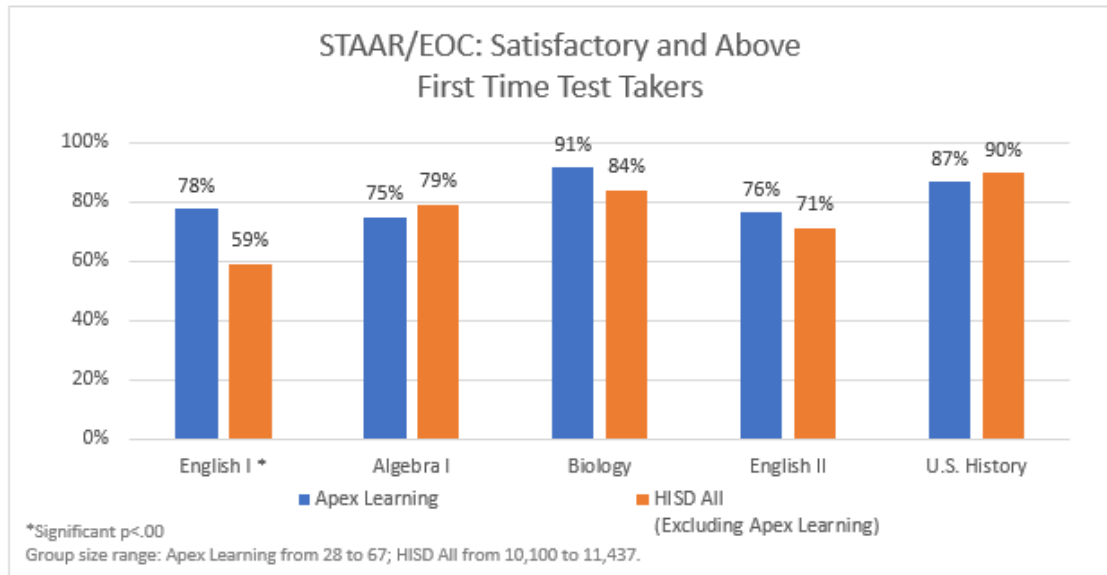
[1]STAAR/EOC assessments were first administered in spring 2012 to 9th grade students (class of 2015). Students in the freshman class of 2015 and later were required to pass the English I, English II, Algebra I, Biology, and U.S. History EOC assessments to graduate.

Of students retaking a TAKS assessment, students completing Apex Learning Courses demonstrated proficiency or above at significantly greater rates than HISD students not using Apex Learning Courses (Figure 2). By subject, students completing Apex Learning courses were more likely to achieve proficiency on a TAKS retake assessment than students not using Apex Learning by:

Figure 2. TAKS[1] Proficiency Rates: Retake Administrations School Year 2014

TAKS: Proficient and Above Test Retakers

Reading	50%
Math	44%
Science	32%
Social Studies	20%

*Significant p<.00
Group size range: Apex Learning from 86 to 216; HISD All from 842 to 1,981.

[1]TAKS assessments were replaced by the STAAR/EOC assessments in spring 2012. Students in freshman classes prior to 2015 were required to pass the TAKS reading, math, science, and social studies assessments to graduate.

-

Summary: Forty-four percent (44%) of students completing Apex Learning Courses between 2010 and 2014 were in 12th grade. Between 81% and 93% of 12th grade students completing Apex Learning Courses graduated the same year they used one or more Courses (Figure 3).

The impact of Apex Learning on the district graduation rate is significant. Almost one-third of the total HISD annual graduates completed at least one Apex Learning Course during their senior year.

Figure 3. Apex Learner User Graduates by School Year
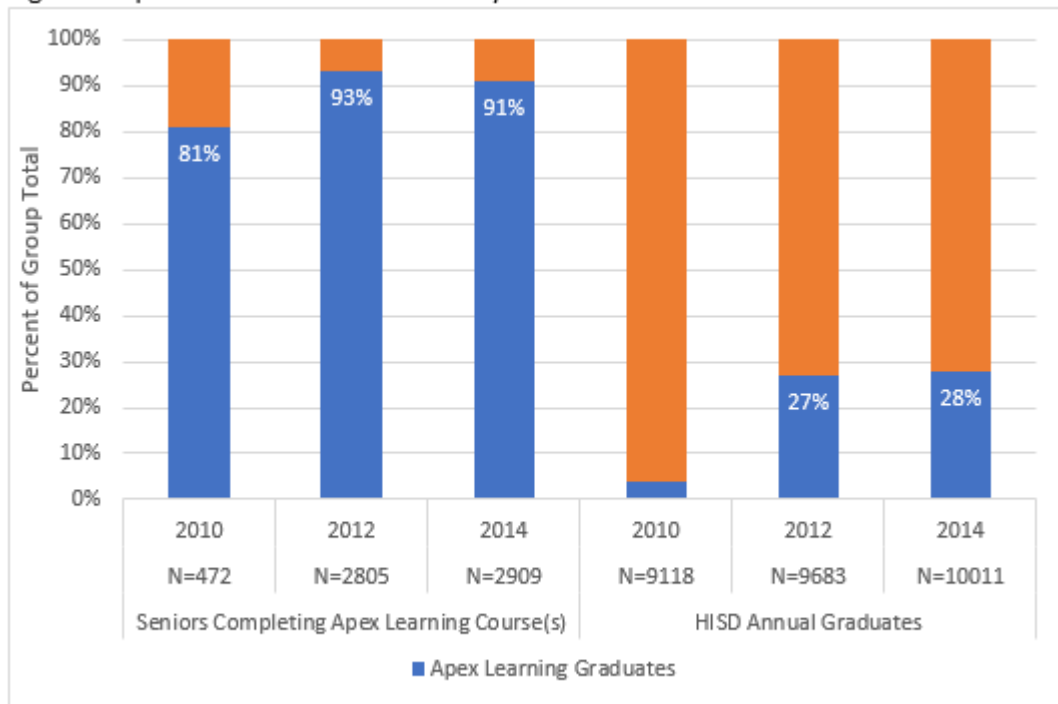
*Apex Learning implemented for the first time in Spring of 2010.

Houston Independent School District, TX: Study Results
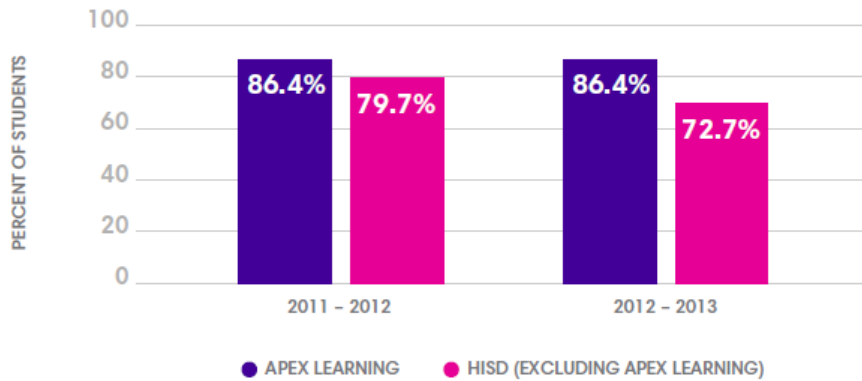
- **Graduation Rates, IEPs**
  Summary: The evaluation by the HISD Department of Research and Accountability shows that HISD seniors who used Apex Learning digital curriculum in 2011-2012 graduated at higher rates than all HISD seniors. HISD reports, "In 2011– 2012, 93 percent of 12th-grade students who took an Apex Learning course graduated while 91 percent of all HISD 12th graders graduated during the same year," (Department of Research and Accountability, 2013, p. 2). Furthermore, students seeking to earn a diploma through the minimum/Individualized Education plan (IEP) had a higher rate of graduating when they took an Apex Learning course (28.9 percent) than did all HISD students (19.1 percent) seeking the same type of diploma. These results suggest that struggling students who use Apex Learning digital curriculum graduate at higher rates than all struggling HISD students.

- **State Assessments**
  Summary: Graph 1 shows that students who completed Apex Learning courses, and took a state exam in the same subject as their Apex Learning course during the same school year, achieved satisfactory performance at a higher rate than did HISD students who did not use Apex Learning courses. The HISD Research and Accountability Office reported that, by subject, a significantly higher percentage of Apex Learning students achieved a satisfactory rating on standardized tests from 2011 to 2013, including STAAR EOC English I-reading and world geography exams than all other HISD students (Department of Research and Accountability, 2013).

## Percent Passing Exit-Level TAKS and STAAR EOC Exams by School Year

St. Mary's County Public Schools, MD: Study Results
- **Graduation and Drop-out Rates**
  Summary: Since adopting Apex Learning Comprehensive Courses for use in the credit recovery program, the SMCPS graduation and dropout rates improved significantly, by 11.5 and 6.9 percentage points respectively. Figure 2 shows the four-year cohort graduation and dropout rates from the year prior to adopting Apex Learning Courses (2010) through 2015.
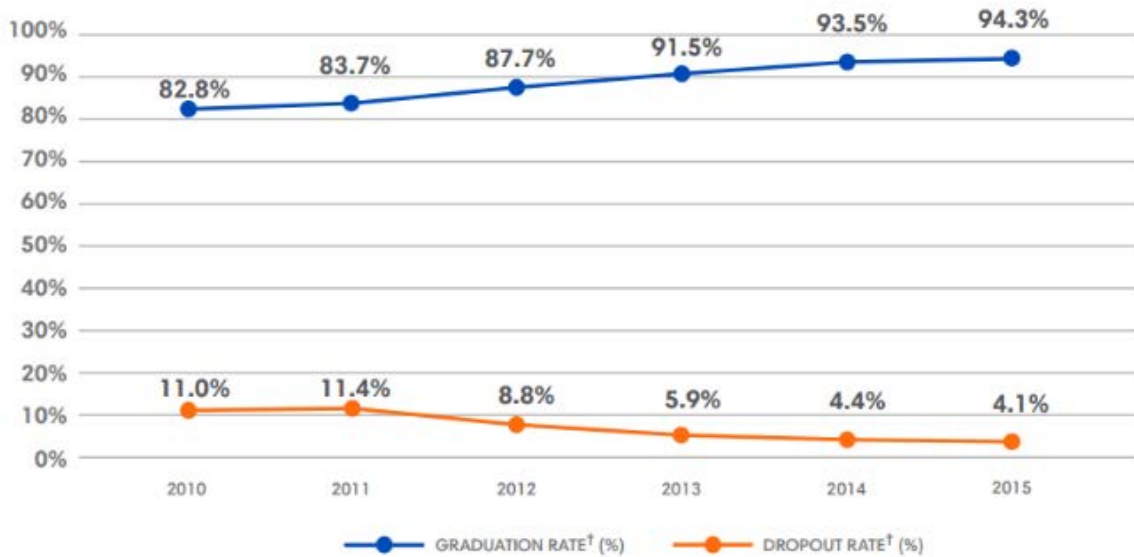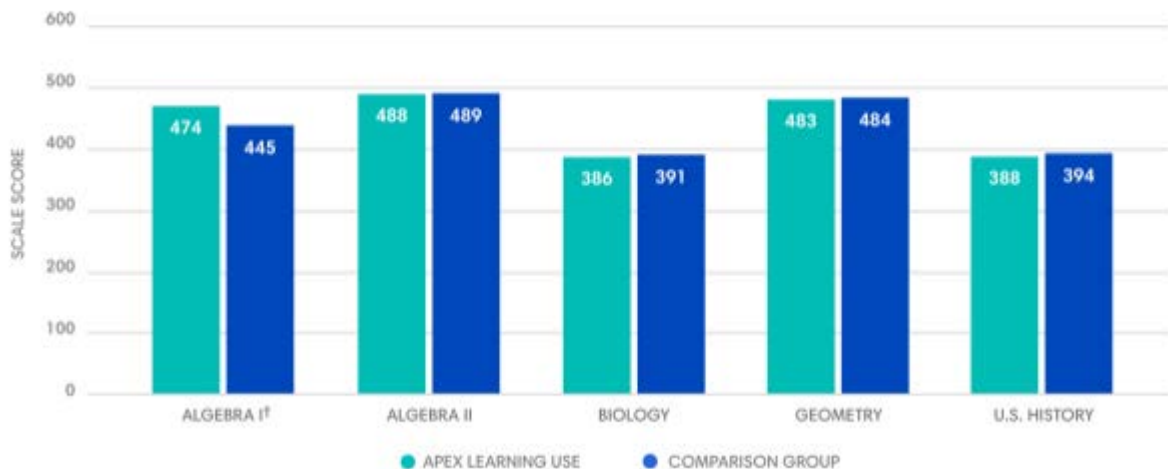

† Statistically significant, p ≤ .05

Sarasota County Schools, FL: Study Results

- **State Assessments**

  Summary: Students using Apex Learning Courses achieved greater or similar average scores on the five tested subject areas: Algebra I, Algebra II, Biology, Geometry, and U.S. History. On the Algebra I EOC, students using Apex Learning Courses gained 29 scale score points compared to similar students completing courses for initial credit in traditional classrooms ($F = 10.57$, $p < .00$, $g = .64$; Figure 4). The difference in Algebra I achievement between Apex Learning users and the comparison group is equivalent to a 23 percentile point gain for students using Apex Learning Courses. On the Algebra II, Biology, Geometry, and U.S. History assessments, students using Apex Learning Courses demonstrated similar average achievement as students completing courses for initial credit in traditional classrooms ($p > .05$). The average scale score by EOC for each group is displayed in Figure 4. Table 7, located in the appendix, shows the estimated average scale score, difference between average achievement, and effect size of the difference between groups by EOC.

FIGURE 4:

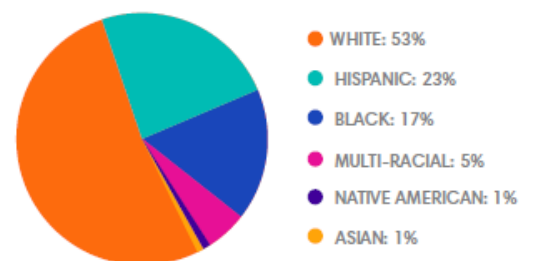Average Scale Score by EOC and Apex Learning Use

†Statistically significant p<.05.

Additionally, the odds of demonstrating proficiency were three times greater for students using Apex Learning Courses than students in the comparison group on the Algebra I EOC, and 1.5 times greater on the Biology EOC. For the U.S. History EOC, the odds of demonstrating proficiency were the same for students using Apex Learning and students in the comparison group.

Three hundred ninety-two (392) Apex Learning enrollments for Courses leading to an EOC assessment were included in the study. Students using Apex Learning Courses included in the study sample:

- Had an average 8th grade pretest ability equivalent to the 27th percentile in relation to district norms
- Included students who have a learning disability (19%)
- Completed course activities with an average quality of work score of 81%

FIGURE 3:

Apex Learning Users Included in the Study

- WHITE: 53%
- HISPANIC: 23%
- BLACK: 17%
- MULTI-RACIAL: 5%
- NATIVE AMERICAN: 1%
- ASIAN: 1%

- **State Assessments**

Summary: Apex Learning partnered with a third-party evaluator to examine the impact of Apex Learning Comprehensive Courses on the academic achievement of at-risk and dropout recovery students at the Ohio Life Skills Centers.
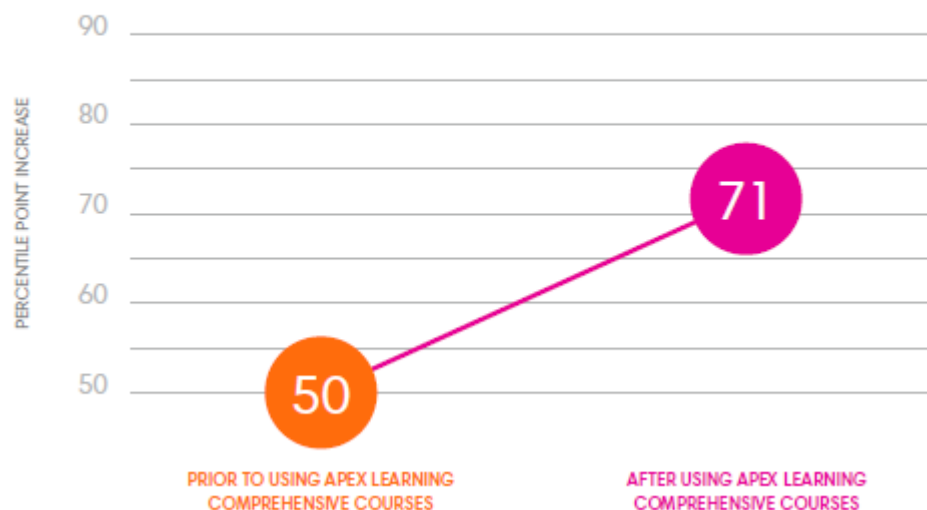
GRAPH 2:

Demographic Characteristics of Dropout Recovery Students Completing Apex Learning Courses

n = 1,726
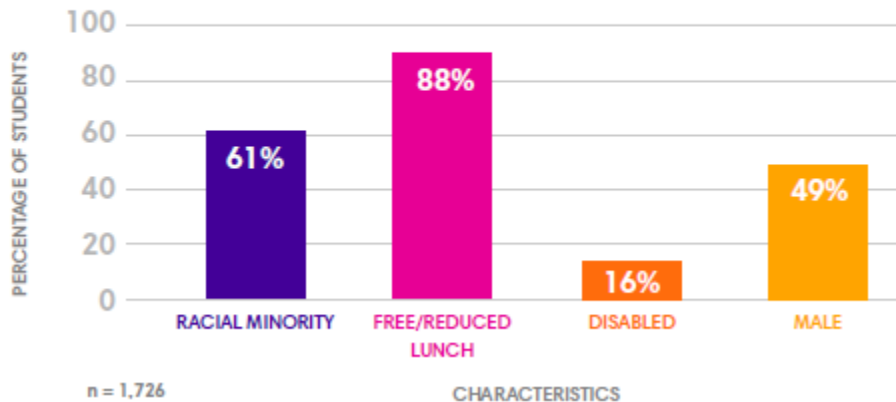
Results show that Apex Learning Comprehensive Courses are effective in increasing the learning gains of at-risk and dropout recovery students on state end-of-course subject assessments. Researchers examined the relationship between using Apex Learning Comprehensive Courses and student performance on state end-of-course math, science, and English language arts assessments. The first analysis compared levels of end-of-course achievement with the amount of time that students had spent completing the courses. The second analysis compared students' end-of-course achievement with their percent correct scores on the assessments embedded in Apex Learning Comprehensive Courses. Graph 1 illustrates that the average (median) student who completed Apex Learning Comprehensive Courses gained 21 percentile points, moving from the 50th percentile to the 71st percentile, on state end-of-course assessments in English language arts, math, and science.
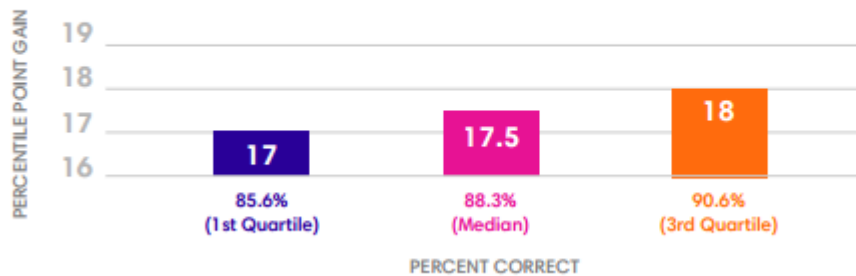
GRAPH 1:

Achievement Gains for Average Student

Graph 5 shows that higher percent correct scores on Apex Learning embedded assessments are associated with higher percentile point gains on end-of-course assessments. For each 4.9 percent correct on embedded assessments, students achieved a one percentile point gain on end-of-course assessments. Students in the first quartile, the lowest-performing students, scored an average of 85.6 percent correct on the embedded assessments, which correlates with a 17 percentile point gain on their end-of-course exams. The average score on embedded assessments for students in the third quartile, the highest-performing students, was 90.6 and correlates with an 18 percentile point gain on end-of-course assessments.

GRAPH 5:

Average Percentile Gain for Apex Learning Embedded Assessment Scores by Quartile

Graph 6 shows how increased time spent completing Apex Learning Comprehensive Courses also contributes to higher percentile point gains on end-of-course assessments. The average time usage for students in the first quartile was 22.9 hours and accounted for a 1.2 percentile point gain on end-of-course assessments. In contrast, students in the third quartile spent an average of 81.4 hours and achieved a 4.4 percentile point gain on end-of-course assessments.

GRAPH 6:

Average Percentile Gain for Apex Learning Use by Quartile
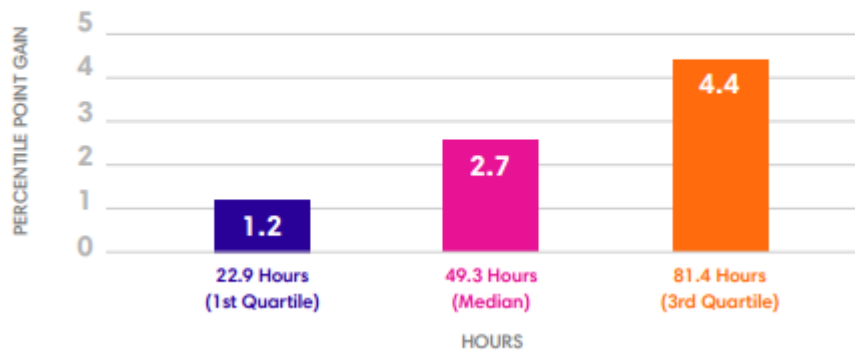
**Evansville Vanderburgh School Corporation, IN:** Study Results

- **State Assessments**
  Summary: The results of the third-party evaluation revealed that Apex Learning Comprehensive Courses increased the learning gains made by students on the ISTEP+ECA. "Overall, students using Apex Learning courses achieved similar academic gains as comparable non-Apex Learning students" (Action Research and Associates, 2013)[1] Data was collected across SES, race/ethnicity, and gender groups, showing equivalent learning gains for each group. To examine the achievement of students who used Apex Learning courses, a third-party evaluator compared (ECA) outcomes of students using Apex Learning courses to a matched comparison group of students who did not use Apex Learning courses. On average, the pre-test standardized z-scores on their eighth-grade ISTEP reading and math assessments were equivalent for the two groups

(Action Research and Associates, 2013). Graph 3 shows the two groups were also equivalent in terms of SES, race/ethnicity, and gender. The study was conducted on student data collected from the 2011-2012 school year. As shown in Graph 3, the average performance of students using Apex Learning courses and the comparison group on the post-test (ISTEP+ECA), pooled across disciplines.

GRAPH 3:

Average Pooled (ISTEP+) End of Course Assessment Scores

PERCENTILE

51.2	48.8
Apex Learning Students	Non-Apex Learning Students
n = 144	n = 144

MEAN SCORE
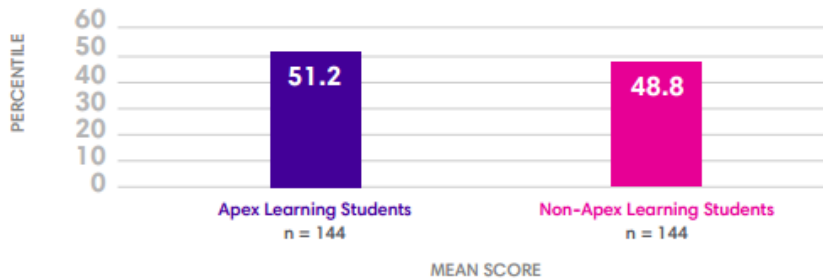
[1] The 8th grade pretest scores were generated by the ISTEP Reading Test and ISTEP Mathematics Test administered between 2007 and 2011. For both assessments, the range of standardized scores for tests administered in 2007-2008 was not the same as the range of scores in 2009-2011. In order to make the pretest scores comparable across years, z-scores were computed.

The results also demonstrate that for those students completing Apex Learning courses for credit recovery, they achieve at the same level as their peers completing courses for initial credit in the traditional classroom. When students are able to work at their own pace, engage in active learning to master a challenging curriculum, and receive targeted support as needed, they are able to master rigorous standards-based curriculum and perform as well as their peers.

Dorchester School District Two, SC: Study Results
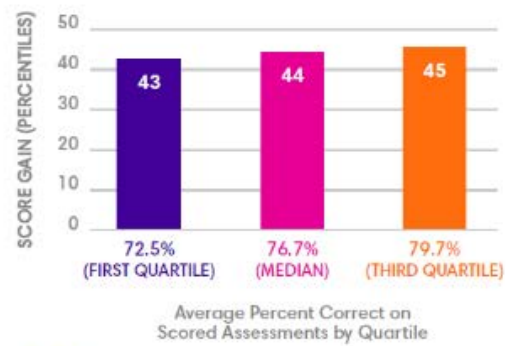- **State Assessments**
  Summary: Students using Apex Learning Courses saw significant gains in their state assessment scores. To understand the impact that Apex Learning Comprehensive Courses make on the achievement of credit recovery students, Apex Learning and Dorchester School District Two partnered with a third-party evaluator to study the impact Apex Learning English language arts and math courses have on student performance on the South Carolina HSAP, a state assessment required for high school graduation. The study was initially conducted for the 2010-2011 school year and replicated for the 2011-2012 school year. In both years, researchers investigated the relationship between Apex Learning courses and English language arts and math performance on the HSAP.

  Graphs 6 and 7 (below) show the average percent correct score on Apex Learning embedded assessments by quartile. For both school years, a positive relationship was found between students' percent correct scores on Apex Learning assessments and student performance on the HSAP.

Percentile Gain by Quartile
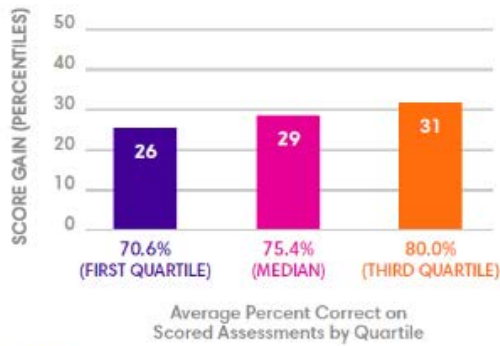
GRAPH 6:
2011–2012 School Year

GRAPH 7:
2012–2013 School Year

==In the 2010-2011 school year, the average student using Apex Learning courses for credit recovery (median) achieved 75.4 percent correct on their Apex Learning assessments. This percent correct score is associated with a gain of 29 percentile points on the HSAP English language arts and math assessments. Students in the first quartile, the lowest performing students, scored an average of 70.6 percent correct on the Apex Learning assessments and achieved a 26 percentile point gain, while students in the third quartile, the highest performing students, scored an average of 80 percent correct on the Apex Learning assessments and saw a 31 percentile point gain.==

Additional studies can be found at: https://www.apexlearning.com/resources/efficacy-studies

Educator Performance Accountability:

Educator Data:

- **Number and percentage of teachers with advanced degrees:** 90%
- **Average range of years of teaching experience:** 21 years
- **Percent of teacher evaluations based on student performance:** ALVS awards teachers a semi-annual bonus based on student passing rates. Passing rates are also 15% of our annual performance evaluations.
- **Percent of teachers in previous years with satisfactory evaluations:** 95% of teachers have received satisfactory evaluations in the past 2 years.
- **Teacher Turnover Rates:** 5%

Student learning and academic growth are at the forefront of our priorities. This requires that we have an effective teacher in every classroom and effective instructional leadership within the school. All Teachers are reviewed regularly on the following key objectives.

Objective 1. Performance/Professional Expectations

- grades student work in a timely manner
- provides detailed formative feedback on student work
- monitors student performance and suggests methods for improvement
- conducts office hours to provide instructional support to students
- attends faculty and team meetings
- stays current with educational trends
- maintains teacher certification

Objective 2. Professional Growth

- *Teacher development of **two personal goals**. These goals may be linked to PD opportunities or connected to their departmental team.*

Objective 3 - Professional Development

Through internal and external opportunities, ALVS teachers are encouraged to strengthen their skills as online teachers through participating in 3 Professional Development opportunities per year. Professional development may be from internally and or external opportunities.

> ***Professional Development***:

- *enhances an educator's knowledge and skills in specific areas;*
- *emphasizes collegial and collaborative dialogue;*
- *encourages risk-taking, creativity, and experimentation*

Objective 4 – Student-Centered Communication

- Communicates effectively (student-focused) with Students, Parents, Mentors, and Administration
- Monitors tone of communications to be clear and professional
- Presents subject-matter expertise and demonstrates best practices
- Utilizes different methods of communication to reach all types of learners (email, phone, Collaborate, Skype, Zoom, etc.)

Objective 5 – Student Success (Student passing)

- Examination of teacher's overall student averages for School Year.

Statewide Assessment Program

In accordance with our agreement with the Florida State Department of Education, all Florida students enrolled in Apex Learning Comprehensive Courses are required to participate in Florida's Statewide Assessment Program.

Apex Learning does not administer these exams, but will coordinate with school partners to ensure sufficient information is provided to students and parents. Apex Learning will work with students to notify them of these tests and coordinate testing locations and dates/times with schools and districts.