



# A Study of the Efficacy of Apex Learning Adaptive Tutorials on Middle School Student Achievement Year 1

Beaverton School District, OR  
April 2017



## Summary

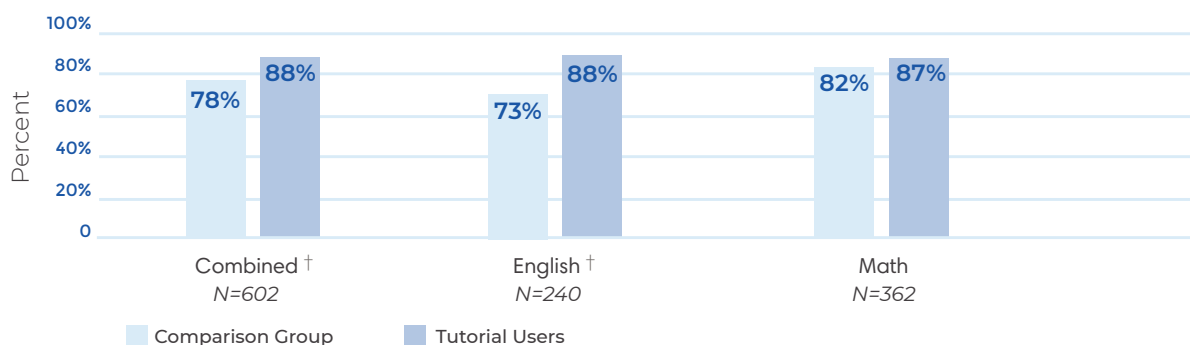
During the 2014-2015 school year, seventh and eighth grade students from two Beaverton School District (BSD) middle schools used math and English Tutorials as a supplement to traditional classroom instruction. Teachers implemented Tutorials in ways that best suited their instructional goals, student needs, and available technological resources. In the spring, students completed the Smarter Balanced Assessment Consortium (SBAC) computer adaptive summative assessments administered by the Oregon Department of Education to measure student mastery of the state standards in English language arts and mathematics.

## Results

*The percent of middle school students meeting or exceeding the standard on assessments overall was 10 percentage points greater for those using Adaptive Tutorials than similar students not using Tutorials. By subject, the percent of students meeting or exceeding the standard on the English language arts assessments was 15 percentage points greater and 5 percentage points for mathematics.*

Figure 1

Estimated percent of students meeting or exceeding state standards by subject and Adaptive Tutorials use



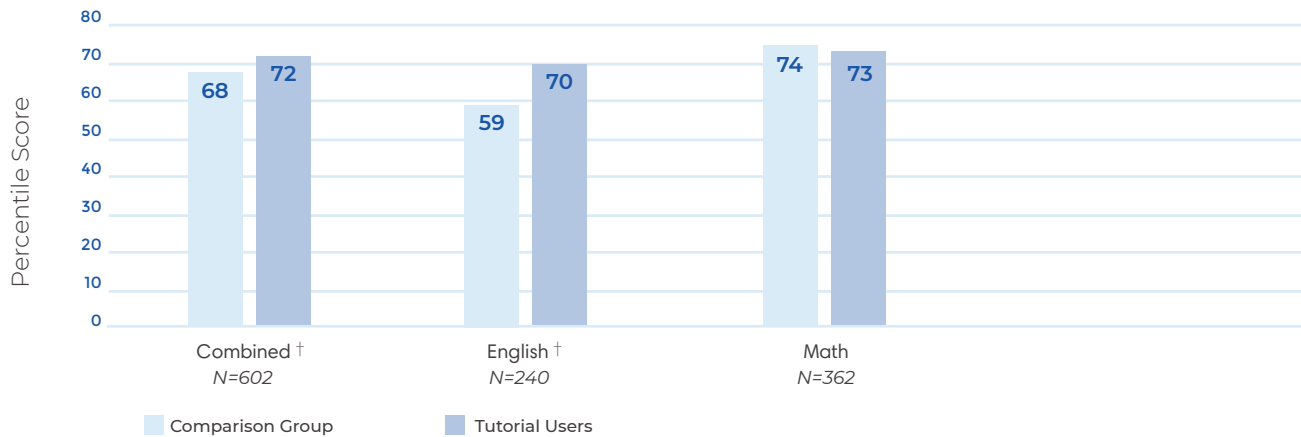
† Statistically significant  $p < .05$ .

Percent of students adjusted for differences in prior ability and demographic characteristics.

*Middle school students using Adaptive Tutorials achieved an additional 4 percentile points on the SBAC summative assessments combined and an additional 11 percentile points on the English language arts assessments compared to similar students not using Tutorials. Students using Adaptive Tutorials for math achieved similar average scores on the mathematics assessments as students participating in traditional classroom instruction alone.*

Figure 2

Estimated average SBAC summative assessment equivalent percentile score by subject and Adaptive Tutorials use



† Statistically significant  $p < .05$ .  
Percentile score adjusted for differences in prior ability and demographic characteristics.

## Conclusion

Middle school students using Apex Learning Adaptive Tutorials in addition to traditional classroom instruction demonstrated significant gains on the SBAC summative assessments compared to similar students participating in traditional classroom instruction alone. The difference between the percent of students meeting or exceeding state standards overall and for English language arts was significantly greater for students using Tutorials than for similar students not using Tutorials, and for mathematics trended higher for students using Tutorials compared to students participating in traditional instruction alone.



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