

1. Why is this program being purchased? What need is the program designed to meet? Provide a description of the program and include any relevant data.

Edgenuity/Imagine Learning is purchased to provide flexible, standards-aligned online instruction that supports student success through grade repair, credit recovery, and initial credit opportunities. In Hernando Schools, the program is used by middle and high schools for grade repair and credit recovery, by EBD units for initial credit, and as the primary instructional platform at Endeavor Academy and Discovery Academy. During the 2025-2026 school year, 1,255 students completed 4,579 courses through 6,164 enrollments with a 74% course completion rate and an average overall grade of 81%. Students also demonstrated an average 34-percentage-point improvement between pre- and post-assessments, providing evidence of academic growth while helping the district maintain a 94% graduation rate.

2. Who is the target population?

The target population includes middle and high school students who need additional opportunities to successfully complete coursework. This includes students requiring grade repair or credit recovery, secondary students in EBD units earning initial credit, and students enrolled at alternative schools, including Endeavor Academy and Discovery Academy, where Edgenuity/Imagine Learning serves as the primary instructional platform for both initial credit and credit recovery.

3. Is the program in the planning or implementation stage? If it has been implemented, how long has it been in place?

The program is in the implementation stage and has been in place in Hernando Schools for 12 years. Over that time, it has become an established component of the district's secondary instructional program, supporting grade repair, credit recovery, initial credit for EBD students, and instruction at the district's alternative schools. The program is routinely monitored through student performance, course completion, and implementation data to ensure it continues to meet district needs.

4. What resources are needed to support the program (e.g., staff, funding, space, time, technology, etc.)?

The program requires annual funding for software licenses, district and school-level staff to enroll and monitor students, certified teachers to provide instruction and support, and administrators to oversee implementation. Students and teachers need access to computers, reliable internet connectivity, and district technology systems. Ongoing professional learning is also provided to ensure staff effectively use the platform and its data tools to support student success.

5. What are the program's intended outcomes?

The intended outcomes of the program are to provide students with flexible pathways to successfully complete coursework, recover lost credits, earn initial credits when appropriate, and remain on track for promotion and graduation. The program is designed to increase student engagement, support individualized learning, provide instructional continuity for alternative education settings, and help students achieve academic success through a standards-aligned online learning environment.

6. How do you plan to progress monitor fidelity and effectiveness of the program?

Program fidelity and effectiveness will be monitored through Edgenuity/Imagine Learning reporting tools, including student progress, course completion, grades, active instructional time, and pre- and post-assessment growth. District and school administrators will review these reports regularly, conduct walkthroughs of implementation at school sites, and collaborate with teachers and instructional staff to ensure the program is being used as intended. Student outcome data, including credit attainment and graduation trends, will also be reviewed to evaluate the program's overall effectiveness.

7. What criteria will be used to judge the program performance?

Program performance will be evaluated using Edgenuity/Imagine Learning reports that measure course completion rates, student progress, overall course grades, active instructional time, and growth from pre- to post-assessments. Classroom and program walkthroughs will focus on

appropriate student engagement, teacher monitoring and intervention, instructional fidelity, and proper implementation of district expectations. Student credit attainment, grade repair success, and contributions to promotion and graduation outcomes will also be considered when evaluating overall program effectiveness.

8. Describe what the program must accomplish to be considered successful (Return on Investment).

The program will be considered successful if it maintains a course completion rate of at least 70%, an average overall course grade of 80% or higher, and demonstrates measurable academic growth through pre- and post-assessment gains. Success will also be measured by students earning needed grades and credits, supporting on-time promotion and graduation, and contributing to the district's continued high graduation rate. These measures provide evidence that the district is receiving a strong return on its investment in the program.

9. Is a program evaluation required at this time? If yes, provide the data and complete the Data Summary page.

Since this program has been implemented for 12 years, yes, a program evaluation is required. Data from the 2025-2026 End-of-Year Review indicates the program continues to meet its intended outcomes. During the school year, 1,255 students completed 4,579 courses across 6,164 enrollments, with a 74% course completion rate, an 81% average overall course grade, and an average 34-percentage-point improvement between pre- and post-assessments. These results demonstrate strong student achievement and academic growth, supporting the program's effectiveness in helping students earn grades and credits needed for promotion and graduation.